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Abstract

Early adolescence is a time marked by upheaval and change. Youth are navigating increased social pressures from constant connection with peers. Youth have access to 24 hours of social connection via technology, but they increasingly report feelings of isolation, anxiety, and depression (Keles et al., 2020). They are also entering a world with increased political division, climate disasters, and decreases in public safety from events like mass shootings (Coronese et al., 2019; Follman et al., 2022). As youth navigate these new challenges, adults are seeking ways to understand better how to build meaningful connections with youth that may help mitigate the negative impacts of environmental and social stress. The potential for positive effects from adult/youth relationships is high, and even more important for girls, with research suggesting them to be at even higher levels of risk (Stallard et al., 2013). This paper explores adolescent girls' perspectives regarding who they identify as trustworthy adults and what traits make that person trustworthy. This exploration can build a foundation for fostering healthy relationships between both groups.

Introduction

Adolescents are increasingly reporting feelings of isolation, anxiety, and depression. Major depressive episodes in young women between the ages of 12-17 have increased by 8% over the past 15 years (Center for Behavioral Health Statistics and Quality [CBHSQ], 2018). Mental health challenges are further illustrated by growing rates of suicide among young people aged 15-19 (World Health Organization [WHO], 2021). Among young adults 15-24 years old, the rate of death by suicide attempt was about 14 per 100,000 people in 2019 in the US (American Foundation for Suicide Prevention [AFSP], 2022). With (42%) of inpatient adolescent females dealing with depression and anxiety stating they would rather be alone, it is becoming more evident that loneliness and isolation may impact mental health and suicidality in teenage girls (McBride & Preyde, 2022).

Many adolescents with anxiety, depression, and psychosomatic symptoms were victims of bullying (Arseneault et al., 2010; Fisher et al., 2012; Williams et al., 2017). Bullying is a public health issue in the US that peaks during adolescence (Gladden et al., 2014; Man et al., 2022; Rivara & Le Menestrel, 2016). With the rise of bullying and suicide among youth, what comes into question is the cause behind these behaviors and the preventative measures adults can implement. Previous research has shown relationships with trustworthy adults positively impact the healthy development of youth (Sieving et al., 2017). These relationships are even more critical with girls, as they are at even higher risk, particularly during middle school (Stallard et al., 2013). This study explores adolescent girls' perspectives regarding who they identify as trustworthy adults and what traits make that person trustworthy.

Literature Review

Bullying and Gender

Bullying is a social process where a person in a less powerful position is repeatedly and purposefully harassed or excluded by others (Wójcik & Mondry, 2020). This can manifest in many ways. Overt aggression is an explicit intent to cause immediate harm through physical or verbal means. In contrast, relational aggression relates to the social circle, friendships, and rejection of the victim by their peers. Relational aggression takes on many forms, such as exclusion, ignoring, and destroying the friendship networks of the victim (Wójcik & Mondry). Gender also plays a significant role (Cosma et al., 2022). Boys are more likely to be victims of physical bullying (Boel-Studt & Renner, 2013; Rosen & Nofziger, 2019; Wang et

al., 2009) while bullying among girls is more likely to be psychological (Boel-Studt & Renner; Kim et al., 2019) or relational (Boel-Studt & Renner; Wang et al.). Over half of adolescents (58.3% of males and 67.8% of girls) said they had been bullied at least once during the last year (Salmon et al., 2017). Furthermore, girls were more likely than boys to be harassed because of their body shape, size, or attractiveness, and many girls, even those within a healthy weight range, were picked on for their body size and appearance (Taylor, 2011; Rosen & Nofziger).

Bullying and Social Media

Bullying not only occurs through in-person interactions but increasingly takes place in digital spaces. Cyberbullying is defined as aggression that is intentional and repeatedly carried out through electronic environments (Kowalski et al.,2019; Olweus & Limber, 2019). Cyberbullying takes place online and can be anonymous and wide-reaching via different social networking platforms and text messages (Macaulay et al., 2022; Patchin & Hinduja, 2010). Girls can be affected disproportionately and more types of victimization when compared to boys by cybervictimization (Kowalski & Limber, 2007; Merrill & Hanson, 2016; Wachs et al., 2015). One study discovered females were more likely than boys to be bullied or picked on over the internet, feel unsafe while interacting with someone online, and experience requests for personal information (Anderson, 2018; Zetterström Dahlqvist & Gadin, 2018). Cyberbullying has been documented to cause, among other things, depression, anxiety, substance abuse problems, difficulty sleeping, poor school performance, absenteeism, dropping out of school, as well as murder and suicide among adolescents (Chang et al., 2015; Giumetti & Kowalski, 2022; Kowalski et al.).

Self-Harm and Suicidal Ideation

Victims of bullying are highly susceptible to suicidal ideation and self-harming behaviors. In 2017, 17.2% of high school students, from a national survey, seriously considered making a suicide attempt, 13.6% made a suicide plan, and 7.4% made one or more suicide attempts (Kann et al., 2018). Some adolescents have reported self-harming as a coping mechanism to relieve negative emotions, but one study found relief diminishes over time, and hopelessness and suicidality surface (Townsend et al., 2016).

Gender, age, and sex differences can influence self-harm and suicidal ideation, particularly among girls. Notably, by 13-14, girls have been at high risk compared to their male counterparts (Stallard et al., 2013).

Youth Adult Relationships and Attachment Theory

Healthy relationships between youth and adults are meaningful and influence the behaviors or attitudes an adolescent will have and whether they will be involved in risky behaviors (Jackson et al., 2012). Interactions between parent and child can have enduring effects on an **individual's sense of self and interactions with** others (Rivers et al., 2022). According to attachment theory, healthy parent-child relationships set a secure foundation for children to explore their environment, and securely attached children have higher social status, are less socially anxious, and experience less conflict than peers (Eliot & Cornell, 2009). On the contrary, studies have found consistent linkages between aggressive attitudes, insecure parental attachment, and bullying (Balan et al., 2018; Eliot & Cornell). Insecure individuals have lower emotion regulation abilities, maladaptive social information processing, poor social problem-solving skills, and aggressive attitudes towards others (Murphy et al., 2017), all attributes making them more prone to bullying behaviors.

In attachment theory, the emphasis on the parent and child relationship has always been a point of interest and stressed as integral to facilitating adequate social competence (Bowlby, 1969). Research has often shown that attachments with mothers are the strongest in early childhood followed by fathers (Antonucci et al. 2004; Breinholst et al., 2015; Rowe & Carnelley, 2005); however, more recent studies have explored attachment as an integrated model that examines the interactive effects of the attachment figures in tandem instead of separately (Dagan & Sagi-Schwartz, 2018). Because attachment security serves a significant function in people into their adulthood, it is vital to understand the impact it can have on adolescent behavior and functioning. Attachment is a complex and constantly evolving process that can be altered and changed vastly throughout adolescence (Ratto et al., 2016). Increased responsibility, identity, and individuality in aging teens, as well as physical, cognitive, and personality changes, can alter

their relationship with their parents (Ainsworth, 1989). Adolescents might become more critical and reflective about their relationships with their parents. They may also become more influenced and impacted by the opinions of peers and other people involved in their lives (Allen et al.,2004; Hay & Ashman, 2003; Ratto et al.). Research on the effect of gender on attachment has previously indicated female adolescents have higher levels of attachment security than males (Buist et al., 2002).

Within school-age adolescents, the impact of secure attachment and its relation to bullying is an essential topic of interest. Previous research has indicated students outside of bully/victim dynamics report higher levels of peer security than their counterparts (Burton et al., 2013). Studies have also found school-age males tend to engage in or identify with traditional bullying behavior more than school-age females (Williams & Kennedy, 2012). There might be a relationship between the lower secure attachment levels measured in males compared to females and the above-mentioned rates of bullying behavior. Another variation in attachment security and bullying behavior is indicated by the gender of the child and parent. Female adolescents who are avoidantly attached to mothers and anxiously attached to fathers are more likely to engage in aggressive bullying behavior (Williams & Kennedy, 2012). Adolescent girls who experience higher levels of separation anxiety are more likely to respond sensitively (Dubas & Gerris, 2002). More significant attachment anxiety between adolescents and their gender-corresponding parents resulted in greater relational aggression (Williams & Kennedy, 2012). Research has found that adolescent girls with higher levels of parentification and anxious attachment were more likely to engage in self-silencing behavior or be less likely to express their genuine feelings in relationships (Goldner et al., 2022). Additionally, adolescents' antisocial and aggressive behavior has been observed in those with avoidant and insecure attachment styles (Constantino et al., 2006). While peer attachment remains a crucial role in student relational behaviors, parental attachment has been shown to significantly impact the presence of bullying behaviors (Murphy et al., 2017).

School Climate

School climate plays a vital role in adolescent behavior (Lundberg & Abdelzadeh, 2019;

Turhan & Akgul, 2017). School climate describes the character and quality of school experiences, such as relationships with the school community, the quality of teaching and learning, and school organization (Wang & Degol, 2016). Students' emotional well-being (Maurizi et al., 2013; Mitchell-Copeland et al.,1997; Murray & Greenberg, 2000; Tolan & Larsen, 2014), beliefs about efficacy and autonomy (Maulana et al., 2014; Murdock & Miller, 2003; Ryan & Patrick, 2001; Sakiz et al., 2012), academic effort and engagement (Marchant et al., 2001; Murdock & Miller; Sánchez et al., 2005) have been related with the quality of teacher-student relationships. Previous research has revealed how school climate positively impacts the learning environment's health, resulting in positive educational and psychological outcomes for students and teachers (Kraft & Falken, 2020; Kuperminc et al., 2001). Feeling safe at school, peer support, and community support are factors of school climate that positively impact the well-being of adolescents (Lester & Cross, 2015). On the other hand, school climate can also cause negative consequences such as bullying and poor student academic achievements and mental health (Bosworth & Judkins, 2014; Craig & McCuaig-Edge, 2011; Craig & Pepler, 2007).

Scholars have argued trust could be essential for developing and maintaining healthy relationships (Ellison & Walton-Fisette, 2022; Levine et al., 2018; Pringle et al., 2019). One research was conducted for children and young people in residential care (Moore et al., 2017). The study revealed that competent and trustworthy staff were essential and helped them feel safe (Moore et al.). Another study was conducted among marginalized youth to assess trustworthiness (Sapiro, 2020). The study result emphasized that negative experiences in the past with social workers, family, and service providers ambivalence about engaging in trusting relationships with adults (Sapiro, 2020). Trust decreases conflict and increases positive perception of one's relationships and forgiveness after interpersonal transgressions (Ellison & Walton-Fisette, 2022; Levine et al.). Due to this gap in the literature, more information is needed.

Purpose of the Study

Research has shown how trusted adult relationships are vital for the healthy development of youth. However, there is little is

known about adolescents' perspectives regarding trustworthy traits in adults, particularly in school settings and the present study contributes the unique perspective of eighth grade girls Research has also indicated this could be even more important for adolescent girls. More research is needed to assess who girls rely on and why they choose to trust specific adults when facing significant problems. This study explores the perspectives of middle school girls on what traits they consider trustworthy in adults within the school setting and what adults they trust outside of school. The following research questions were posed: *What adult within the middle school is trustworthy, and why do they trust that person? Who is a trustworthy adult outside of school?*

Method

"Why I Matter"

Data for this study were collected prior to the Covid-19 pandemic as part of a larger, schoolwide initiative called "Why I Matter," which was an adaptation of participatory action research combined with a gallery walk. The project was modeled after the Chelsea High School #WhyYouMatter program, which utilized photography and creative expression aimed at addressing hope and resilience by creating the conditions for individual students to feel more valued, assisting in establishing protective factors that can "buffer, ameliorate, and mitigate the effects" of stress (Henderson, 2013, p. 1). Leveraging **the school's** most plentiful asset, its people, to develop a safe environment that mitigates some of the potential adverse childhood experiences was one of the aspects of the project with the most significant potential impact. When viewed as a micro-community, incorporating elements of asset-based community development (ABCD) becomes an obvious path to making school a haven from trauma children encounter. Caring adults are critical in developing a school micro-community where trust and security support students. "All caring adults in a school are potential agents of protective factors" (Henderson, p. 23). Teachers are usually the first to recognize and reinforce students' internal protective factors by engaging students in non-academic conversations and other interactions. However, any adult staff member has the potential to do the same and become a person students trust. Creating a more community-focused environment improves peer,

teacher-student, and school staff-student relationships.

Building a school community that views "young people as resources to be nurtured versus problems to be managed" (Benson et al., 2006, p. 902) results from recognizing often overlooked talents and skills. Focusing on the development of all youths by learning about and identifying previously hidden skills and talents effectively highlight the positives and can begin to reduce or mitigate negative factors in the lives of adolescents (McCammon, 2012).

Middle school students in a suburban town in the Southern Plains completed pre- and post-surveys, open-ended questions regarding students' attitudes toward difficult situations, who they trust, and why. The selected middle school is one of four in the city of approximately 120,000, and over 30% of the student body receives free and reduced lunch. A teacher within the school presented the idea for the #WhyIMatter project and worked with her school counselor, principal, and the school of social work at a nearby university to conduct the project. This article presents the qualitative analysis of the eighth-grade girls' responses to the open-ended survey questions.

Qualitative Methods

Institutional Review Board approval was gained at the University, the public school district, and the site principal. Surveys were administered using the school-provided MacBook during their overtime (homeroom) period via Google Classroom. This approach also minimized the impact participation had on academic coursework and teacher workload. Grounded in Social Construction, this study seeks to build knowledge about the reality of adolescent girls and their perceptions of trustworthy adults (Charmaz, 2008). Interpretation of these findings cannot move beyond the context of this population of middle school girls (Guba & Lincoln, 1989).

Data Analysis

Qualitative data were pulled from the electronic surveys and formatted in an excel spreadsheet for manual analysis by the first two authors. The authors utilized a modified version of systematic text condensation (Malterud, 2012) to analyze the data. The authors reviewed the data individually and noted initial themes that

emerged. They met to review their initial impressions and build the first draft of the codebook. Then they separately applied the codes across the data over three weeks and met weekly to review discrepancies and resolve differences with in-depth discussion and negotiation (Bradley et al., 2007). The codebook was continually refined during these weekly discussions and ongoing analysis. This approach resulted in an agreed-upon application of the final codes to the data and promoted a less mechanistic and more in-depth creation of insight into the data (Morgan, 1997).

Not only the participants' voices shape qualitative analysis but also the researcher's lived experience (Honey et al., 2020). Following the guidelines for reporting qualitative research presented by Wu et al. (2016), the authors recognize their values, beliefs, and identities influence their interpretation of the data. To facilitate transparency, the authors have shared their identities and background (Roberts et al., 2020). The authors are not originally from the local community. Author 1 is an international scholar who worked as a school social worker and has experience in qualitative research. Author 2 is a white cis-gender woman with a background in school social work and practice with youth with disabilities. Authors 3 and 4 are both cis-gender white males with backgrounds in research and practice related to violence prevention and healthy behavior development.

Results

The sample included *n*=160 eighth-grade girls aged 13-14 years old. Girls were asked about a caring adult with the question, "_____ is a caring person I trust." The students filled in the blank based on who was a caring and trusted person in their life. 51.2 % percent of the girls mentioned their trusted person was their *mom*, 15% said it was their *parents*, 12.5% identified *school staff*, 9.3 % identified *faith leaders*, 5.6 % identified their *dads*, 5% identified *siblings*, 1.8% identified someone in their *extended family*, and 0.6% said their trusted person was a *therapist*. The students were also asked to identify an adult in the middle school that cared about them and whom they trusted. To explore what made this person trustworthy, the next question read, "I know they care about me because _____," and results from the analysis were grouped into five basic themes based on the student responses. In this study, we used those questions to explore who the students

trust in their life and what makes this person trustworthy. These are organized in Table 1, which illustrates each theme, sub-themes, frequency of themes, and direct quotes from the girls. Out of 160, (91.8%) of students reported their trusted person in the school and why they trusted that person in the middle school. N=147 students responded to all three questions.

Codes for Traits of a Trustworthy Adult in School Settings

Theme 1 - Understanding: Understanding, empathy, and support were all identified as important traits for middle school girls. The student's statements mentioned that students feel comfortable sharing their thoughts when they feel understood and supported. The sub-themes of empathy, supportive, calm, nice, and approachable were combined into the broader theme of understanding. One girl said, "She lets me talk about my problems and makes me feel comfortable with being trans and gay." Another student mentioned, "They have always supported me and encouraged me to do the best I can." Also, many girls stated how the school counselor was empathic toward students. One girl said that "They are very empathetic toward me."

Theme 2 - Helpful: This theme demonstrates that the students think caring adults provide help and advice. The girls mentioned that caring adults in the school assist them whenever they need help. For example, one student said, "If I'm ever struggling in her (*a teacher*) class, she will always offer to help me." Also, the students highlighted that when they need guidance, the trusted person in the school provided them with sound advice and one girl said, "My teacher always gives me good advice."

Theme 3 - Reliability: This theme shows that the students preferred to share and engage with someone they consider reliable, consistent, caring, and available. The sub-themes of established relationship, consistent, trustworthy, and present, were combined into the broader theme of trustworthiness. The girls mentioned that building a consistent relationship with a trusted adult in the school is crucial for them to talk with them when needed. One student said, "They were my softball coaches, and I trust them because I have known them for a long time." In addition, another girl mentioned that "my teacher can trust me and look out for me when needed." Many students identified the school

counselor as a trustworthy or caring school professional. One girl said, "I know they care about me because she is my counselor, and she

has been trained to cope with students' troubles. She is also lovely, attentive, and respectful."

Table 1

Theme Distribution of the Study

Theme	Sub-Theme	Number of Times Repeated	Direct Quote Related to Theme
Understanding problems	Empathy, supportive, approachable, nice, calm	43	"She lets me talk about my problems and makes me feel comfortable with being trans and gay."
Helpful	Advice, helpful	37	"He always gives me good advice."
Reliability	Established relationship, present, trustworthy, consistent	38	"She is very trustworthy and very caring."
Communication	Listening, asking questions, communicating	29	"I talk to her about everything."

Theme 4 - Communication: The theme of communication includes listening, asking questions, and talking with the students, which is a key to building trust among people. This theme demonstrates how school staff listen to students and create a trusting relationship. The girls reported that having someone who is a good listener helps them to build a trusting relationship. One girl said, "I talked to my teacher, Mr. X, about everything, and I know that he can listen to me." Another girl said, "Ms. Y is a good listener and gives back good advice."

Discussion

This study expands on the limited amount of research conducted on adolescents' trust in adults (e.g., Caulfield et al.,2016; Rickwood et al., 2007; Umemura & Serek, 2016; Ying et al., 2015). The findings provide a glimpse into the perceptions of Middle School girls about the trustworthy adults in their lives.

Trustworthy Adults Outside of the School

When asked what adult they trusted outside of the school environment 82 girls (51.2%) reported that they trust their mother more than anyone in their life. Previous research exploring the critical importance of relationships with mothers has consistently found that adolescents feel that their mothers know them better and mothers have more responsibility for adolescents' daily care, discipline, and recreational activities (Phares et al., 2009). For instance, several studies have found that adolescent relationships with mothers are typically more secure, and they feel close to their mothers (Hay & Ashman, 2003; Luthar & Barkin, 2012). Mothers are usually considered the primary caregivers (Bowlby, 1982; Collins & Russell, 1991; Steinberg et al., 2002). One study revealed that adolescent girls reported a significantly higher level of trust and communication with mothers and had a higher

level of felt attachment than boys (Ebbert et al., 2019).

Furthermore, 27.5.% of the participants reported that they trust their family members, which includes the father (father and mother), siblings, and extended family members. Research has shown that family members play a crucial role in children's social-emotional development, including their understanding of empathy (Eisenberg et al., 2009) and prosocial behavior (Daniel et al., 2016). Previous studies showed that girls have more significant emotional needs (Cyranowski et al., 2000; Rudolph, 2002), and they display a stronger relationship with both parents (Buist et al., 2002). In addition, sibling closeness is as significant to a child's development as the closeness between parents and children (McHale et al., 2012). One study revealed that having a sibling played a substantial role in their personality and empathy (Gungordu et al., 2021).

Faith leaders were identified by 9.3% of middle school girls as the trusted adults in their lives. Previous research established that religion is an essential predictor of various behavioral outcomes, and faith leaders spend time with adolescents and develop caring relationships (Hunter & Stanford, 2014). Subsequently, the findings in the present study are consistent with the previous studies to explore who adolescents trust in their life.

Middle School Girls and School Climate

Schools have been underscored as an essential means of boosting young people's trust in others, and school climate plays a significant role in adolescents' behaviors (Lundberg & Abdelzadeh, 2019; Rigby, 2012). In the current study, 91.8% of middle school girls responded to the questions that what adult within the middle school is trustworthy and why they trust that person. The middle school girls reported that they trusted their school staff, teachers, and counselors. The present study revealed the students trust the school staff and feel cared for by them because the staff are kind, helpful, professional, understanding, trustworthy, and communicate to build a relationship. The study highlights that unconditional kindness is a prime determinant of trustworthiness and, thus, a vital pillar of positive social interactions (Thielmann & Hilbig, 2015). Also, in the current study, the students mentioned that having a

trusted person in the school setting makes them feel comfortable talking about their issues and provides them with sound advice when needed. Previous studies have shown the benefits of a positive teacher-student relationship with academic achievement, affective/behavioral outcomes, and engagement (Gregory & Korth, 2016; Havik & Westergard, 2020; Martin & Collie, 2019; Wentzel et al., 2010). In addition, when adolescents perceived a positive, trustworthy relationship with their teacher, even though they had conflict in the past, they showed lower incidences of maladaptive behavior and reduced bullying involvement (Di Stasio et al., 2016; Gregory & Ripski, 2008). According to Bowlby's attachment theory (1969), adaptation depends on the joint product of development history and current circumstances (Sroufe et al., 1999). Hence, Bowlby's attachment theory (1969) supported this finding in a study that describes trust as a dynamic quality of interpersonal relationships built through reciprocity between teachers and students. Therefore, this study's findings will contribute to the literature to better understand which adults middle school girls identify as trustworthy and the traits that make that person trustworthy.

Implications

Overall, the results suggest that parents and adults play a significant role in adolescents' life and development. The current study expands our understanding of what adults' middle school girls identify as trustworthy and the traits that make that person trustworthy. The results indicate that the students trust someone who has formed a relationship with them, expresses understanding, listens, and encourages them. **Also, this present study's findings contribute to** the literature that the relationships between adolescents, trusted family members, and non-parental adults can benefit adolescents while developing and transitioning into adulthood as these trusted adults can encourage and give them advice. The outcome of the current study might be helpful for school social workers, therapists, and teachers who work with middle school girls to understand how they identify trust and how they can build trustworthy relationships with the girls. Knowing who the trusted adults for middle school girls outside of the school can provide information to school social workers and teachers who they need to contact when they need it for the girls' safety and engagement at school and in life. This recent study can inform intervention programs in

middle schools to create safe environments for all students. To maintain trust with students, teachers should listen and never ignore or dismiss the students' feelings. Also, parents play a significant role in preventing bullying and implementing bullying intervention programs to support schools (Bellmore, 2016; Chen et al., 2020). This study highlights and provides information to teachers and school social workers to understand the ongoing importance that adolescent girls place on their relationships with their mothers. Interventions that promote positive relationships between parents and teens can lead to better well-being in teens, and adolescent girls benefit from a trusting relationship with their parents. Parents may benefit from more programs from schools and community agencies that support them in forming and maintaining trusting relationships with their adolescents. Education highlights strategies for parents to build a relationship with their children during the challenging life phase of adolescence. Many researchers have recommended schools seek parental input during the development of school policies and communicate with parents when their child has either engaged in bullying or been a victim of bullying (Jan & Hussain, 2015). Providing information to all parents about school policies is critical to gaining parental support (Jan & Hussain).

Limitations and Future Study Direction

Despite the valuable results obtained from the present study, the study does have limitations. First, this study only focused on girls. Future studies can include girls and boys because they may differ in their description of trust and have different bullying experiences in the school environment. Second, this study included only eighth-grade adolescent girls. However, the trust perspective can be different in the various age groups. So, future studies should consider receiving viewpoints from multiple age groups to collaborate on the current findings. Another limitation is the brief nature of the questionnaire. A more in-depth interview with a smaller sample of middle school girls may have provided richer qualitative data and more context to the responses.

Conclusion

Challenges such as bullying, social isolation, social media pressures, stress, and anxiety adolescents face making positive relationships with trusted adults even more critical. Adolescent girls are most susceptible to cyberbullying and often adverse social, academic, and mental health impacts, including suicidal ideation. One of the primary mitigating factors of these negative experiences for adolescent girls is frequent interaction with a trusted adult. Teachers, counselors, and other school staff members are often the most trusted adult after a parent for many adolescent girls. At times, adults at school are even more trusted than parents. Therefore, it is critical for school faculty, administration, and staff members to foster positive, trusting relationships with adolescent girls (and boys) to create the best possible chance for improved academic, social, and psychological outcomes.

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