

### Thriving, Surviving, or Going Under: Coping with Everyday Lives

Edited by **Erica Frydenberg**, *University of Melbourne, Australia*

A volume in **Research on Stress and Coping in Education**

Series Editors: *Gordon S. Gates, Mimi Wolverson, Walter H. Gmelch, and Christine Schwarzer*

The following book, *Thriving, Surviving, or Going Under*, edited by Erica Frydenberg, speaks in a different way to this important issue of coping by young people, their parents, and teachers. Over the past several years as I have listened at the Annual Conference of the American Educational Research Association (AERA) to Erica present findings of tested theory based on various research projects and read her publications in numerous leading academic journals I have come to appreciate her passion and commitment to helping youth live well. This edited volume—the second in the *Research on Stress and Coping* series—offers further evidence of her dedication to such cause.

Many of the chapters within this volume highlight the fact that schools are increasingly being called on to contribute to the development of resilience in young people in order to be proactive and prevent the consequences of poor, social-emotional health and well-being. The focus of prevention is on building resiliency in students through programs that foster adaptive coping skills. The critical role of teachers in the socioemotional development of students in their care is also acknowledged. However, a recent literature review found that few programs addressing coping and emotional well-being were available for implementation in school settings. Furthermore, the longer-term success of any health-promotion program requires not only the translation of sound theory into practical applications, but that these programs need to be evaluated. Within this volume a number of different coping programs are presented and some are evaluated.

Collectively the chapters make up a rich tapestry of coping research that draws on established theory, brings new insights into the arena, and at all times makes it evident that these understandings are helpful in the educational context. They provide knowledge—materials that can be directly adapted. At other times they just provide the building blocks for future research or new educational activities.

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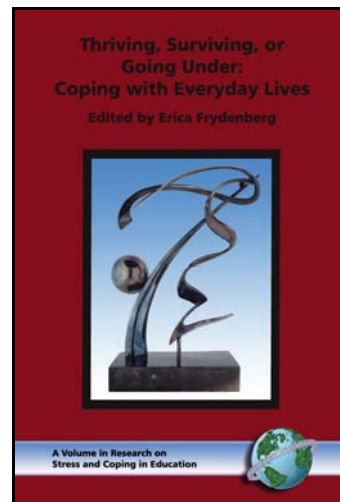
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