

Interview questions

The introduction (1) was based on the short definition "Resilience means successfully coping with stress" (after Fingerle, Opp, & Süß, 2020, 7) to ensure a basic understanding. (2) The first question addressed stress in the sense of a broad understanding of resilience: "What do you experience as stressful [...] as a student?" with the option to speak of oneself or other adolescents in terms of age-typical stress, (3) followed by the resource-focused question about one's successful coping: "I guess that you have ever been able to successfully cope with something that stressed you [...]", with the request to give an example. (4) The fourth question targeted the three coping resources - individual, social, and structural - and their prioritizations: "[...] how you approach something stressful. Especially the kind of [...] resources you use." Again, multiple perspectives were offered: Experiences of one's coping could be told, desirable resources could be mentioned, or it could be told about how the person him/herself has already been able to be a coping aid: "[...] other students you have helped successfully cope with a stress" - with the request to operationalize "successfully". (5) This was followed by questions about possible reasons for interindividual differentiated successful coping and (6) about intraindividual variability of resilience: "[...]Who would you call resilient? [...] those who are resilient in all areas of life and those who only manage to do so in one area [...]? Or only those who manage everything well, so to speak?" (7) Question seven about protective factors, in which buffering effects should have been explored, did not work: "[...] Maybe you have observed that not everyone perceives a stress as a big, hardly manageable problem, but rather as a challenge that he/she can cope with [...]". (8) In question eight, the perspective changed to school as a resilience resource, i.e., the structural dimension: "What does [...] have to be like for students to feel capable and learn better and better to successfully cope with stress? [...]", followed by (9) a pool of concrete questions, depending on the answers in question 8, to explore school influence possibilities in central areas of professional actors, e.g. to inquire about learning opportunities, classroom organization, relationship design and class atmosphere as well as cooperation with parents. (10) At the end of the interview, the greatest current challenges for adolescent students, including desirable resources, could be named, rounded off by the final question (11), which offered a symbolized conclusion to the understanding of resilience: "If you could choose an animal that symbolizes what resilience means to you, which animal would you choose [...]"