

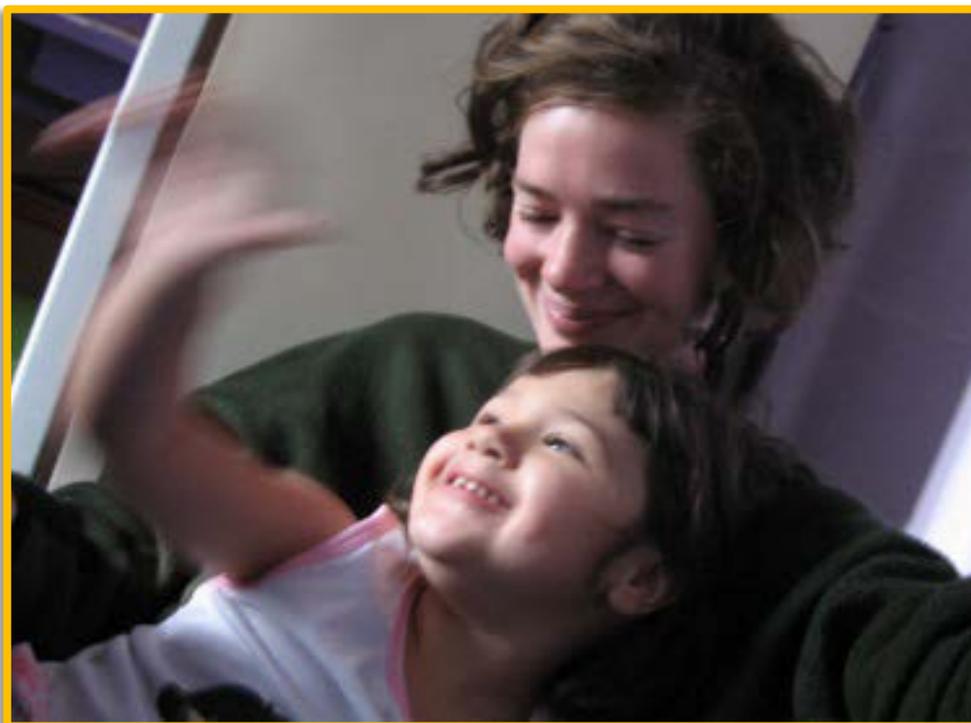


Reaching IN...Reaching OUT (RIRO)

...building resilience in adults and young children since 2002

Research & Evaluation Program: Description & Results Summary

(2002-2014)



A RIRO Research Report by

Darlene Kordich Hall, PhD

September 2014

Acknowledgements

We would like to **thank the many organizations that have partnered with us** over these past 12 years in developing our programs and resources. In particular, we are grateful to our **founding sponsors – the YMCA of Greater Toronto, Child Development Institute, University of Guelph and George Brown College** for their vision and support.

Special recognition goes to all of the **authorized RIRO and Bounce Back & Thrive! (BBT) Trainers** who have offered RIRO's resiliency skills training programs to service providers and parents. We appreciate their professionalism and enthusiasm for building resilience to create a "culture of resilience" in services for children as well as homes across Canada. Without their commitment to research and evaluation, it would not have been possible to develop evidence-based and informed programs and resources.

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And finally, special thanks go to **all of the service providers and parents who participated in our programs and formal evaluation**. We have learned so much from you and have tried, to the best of our ability, to incorporate that knowledge into our programs and resources.

Reaching IN...Reaching OUT (RIRO)

Research & Evaluation Program: Description & Results Summary

EXECUTIVE SUMMARY

Since 2002, **Reaching IN...Reaching OUT (RIRO)** has been engaged in an ambitious, multi-phase research and evaluation program as part of the development of evidence-based programs and resources to support resilience and well-being in adults who live and work with young children under the age of eight. The cornerstone of RIRO's programs is **training adults in resiliency skills they can role model or introduce directly in daily interactions with young children.**

Both the 12-hour **RIRO Resiliency Skills Training** for service providers and **Bounce Back & Thrive!**, the 10-session activity-based version for parents, focus on **enhancing relationships** as well as supporting **self-regulation** (emotion and behavior), **executive functioning/problem-solving**, **agency/mastery motivation** and **meaning making** (optimism, participation, hope). The skills training content is consistent with the framework of world-renown resilience researcher, Anne Masten (2009), and the work of other leading investigators in the fields of resilience, positive psychology and brain development. In the context of caring **relationships** and **role modeling**, RIRO's programs teach adults **"3Rs of Resilience"** – **relaxation** and **reflection** skills to help them **respond** instead of simply reacting to challenging situations.



RIRO Resiliency Skills Training for service providers is an authorized developmental adaptation of key content from the resiliency skills training programs at the University of Pennsylvania based on more than 35 years of research by Dr. Martin Seligman and colleagues. Their programs for adults and children/youth eight years and older, have been well-researched and show positive outcomes leading to their implementation around the world.



The effectiveness of RIRO's two resiliency skills training programs is **evaluated using a triangulation of quantitative and qualitative methods** including: formal structured surveys and scales, structured interviews, trainer/facilitator evaluations, focus groups, as well as participant stories in written and video format. **The evaluation goal has been to determine if the results from the original pilot study could be replicated with different populations.** The nested design has enabled the results of each phase to inform the next phases of program development, evaluation and research.

Since 2002, more than 6,000 service providers and parents have participated in RIRO's skills training programs. Results from all six phases (2002-2013) as well as ongoing evaluation confirm the key findings of the original pilot project. Each phase consistently demonstrates that adults use the skills regularly in daily life and actively model them with children around them. As a result, both adults and children experience **more positive relationships, greater calmness and less stress, increased confidence and perseverance, greater ability to "re-think" challenging situations before responding and a more positive and hopeful outlook.** *Based on nearly 1,800 respondents participating in the impact evaluation, the combined results provide strong support for the efficacy of RIRO's resiliency skills training programs in building the capacity for resilience and well-being in service providers, parents and young children in diverse settings & communities.*

RIRO's skills training and dissemination model support the development of a **"culture of resilience"** by encouraging the creation of **community resilience hubs** where service providers, parents and communities can access information and training so they can thrive, not only survive, in today's stressful world.

In addition to the six phases, in 2009-10, **RIRO conducted a project funded by the Ontario Ministry of Children and Youth Services to promote evidence-informed practice and adopt a resilience framework in services for children and youth.**

This synthesis review of resilience knowledge through formal literature review as well as key informant interviews with youth, parents, service providers, researchers and policy makers is summarized in the formal report, **Resilience: Successful Navigation through Significant Threat** (www.reachinginreachingout.com/resources-reports.htm). As part of the same project, an **Annotated Compendium of Resilience Measures** was compiled to aid researchers and organizations evaluate child and youth programs and services (www.reachinginreachingout.com/resources-reports.htm).

Based on results of RIRO's evaluation activities, **two websites** have been developed – for service providers and parents. They offer **free online resiliency resources** – articles, reports, college curriculum modules, resiliency guidebook, quarterly e-newsletter, videos, tip sheets, posters, parent-child activities and more. They help skills training participants integrate their training as well as provide a **vital and unique clearinghouse** for people around the world wanting to learn more about building resilience and well-being in young children and families (go to www.reachinginreachingout.com or www.reachinginreachingout.com/parents).

REACHING IN...REACHING OUT – Research & Evaluation Program: Description & Results Summary

Evaluation Overview

Since 2002, Reaching IN...Reaching OUT has conducted a **six-phase research/evaluation and development program**. In each phase, new findings have replicated key findings from the original Phase 1 pilot project with different populations. RIRO has conducted ongoing follow-up evaluation of *RIRO Resiliency Skills Training* participants since 2004.

Evaluating the impact of resiliency skills training on adults and young children presents significant challenges because, even today, there are no standardized resilience measures sensitive enough to capture change over time in individuals from non-clinical populations in the areas in which RIRO training focuses. Moreover, measuring the impact on young children presents even more difficulty because of the confounding effects of maturation, the necessity to use indirect measures because of their age as well as the multi-faceted nature of resilience. Consultation with child development experts indicated that if it could be demonstrated that adults found the training to be useful and utilized the skills and content in their own lives and interactions with children, then it was reasonable to expect it would also have a positive effect on the children. For these reasons, the evaluation has focused on adults participating in the skills training.

The **strength of RIRO's evaluation approach** comes from: 1) using a **triangulation of quantitative and qualitative methods** to determine the impact of the training on adults and indirectly measuring effects on the children (through adult report); 2) focusing on **replication of results** from the original pilot project by using a multi-phased approach with different populations; and 3) using a **nested** approach so that the results of each phase informs subsequent phases.

Program Phases

Phase 1 (2002-2003) – Model adaptation and testing – multi-site pilot project to adapt University of Pennsylvania's (Seligman) resiliency skills training for use with service providers working with young children in child care.

Phase 2 (2003-2006) – Multi-site and sector replication using revised RIRO Resiliency Skills Training Program based on findings of Phase 1. Testing of multiple delivery models. Development of website, curriculum and video resources.

Phase 3 (2006-2009) – Large scale evaluation of RIRO Resiliency Skills Training Program and development/piloting/evaluation of **RIRO Trainers' "Intensive" Program** based on findings of Phases 1 & 2.

Phase 4 (2009) – "RIRO-Wellington Reflective Leadership Training Pilot Project" – Multi-site pilot project and formal evaluation of an enhanced version of RIRO Resiliency Skills Training plus working sessions offered to leaders of child care centres. This program helped leaders mentor their staff to create a "culture of resilience" as a framework to guide policies, practices, hiring, professional development and resources in child care centres at multiple levels – i.e., children, staff, supervisors, parents, boards and community. Based on findings of Phases 1, 2 & 3.

Phase 5 (2010-2012) – "Resilient Parents – Resilient Kids" – Multi-site pilot project to **adapt the RIRO Resiliency Skills Training for use with parents of young children** experiencing significant challenges and formally evaluate its impact (*Bounce Back & Thrive!*). Creation and evaluation of public information workshop, group and individual parent-child activities, videos, print and online resources and parent website to support resilience in children and families. Based on findings of Phases 1 to 4.

Phase 6 (2012- present) – Formal ongoing evaluation project of the impact of *Bounce Back & Thrive!* (BBT) resiliency skills training programs for parents facilitated by authorized BBT Trainers in sites across Canada. Based on findings of Phases 1 to 5. Year 1 evaluation (2012-2013) is complete. Findings from Year 2 will be available in late Fall 2014.

Ongoing evaluation of RIRO Skills Training Program (2004-present) – Evaluation of service providers' satisfaction with the training, rating of training content usefulness and delivery as well as a structured follow-up email survey about their use of the skills and the impact of the training on themselves and the children they serve.

The chart on the next four pages (pp. 2-5) compares the results of all six phases in key areas: use, usefulness and satisfaction with training; impact on adults; how the skills help adults help children; and impact on children. **This chart shows the consistency of RIRO evaluation results since 2002** (see pp. 6-7 for summary of combined results of all six phases and ongoing evaluation). **For more information about each phase, go to Appendices 1 to 7** (pp. 8-24) **which correspond to the six phases and ongoing evaluation of the RIRO skills training program.**

Comparison—Results from RIRO Evaluation Phases 1 to 6 & RIRO ongoing evaluation

	RIRO Phase 1: Adaptation & pilot of resiliency skills training (UPenn – Seligman) (2002-3) <i>(4 pilots; n=27 ECEs completed evaluation)</i>	RIRO Phase 2: Revision & pilot resiliency skills training with larger sample (2003-6) <i>(8 pilots; including 350 service providers; n = 77 completed follow-up evaluation)</i>	RIRO Phase 3: Large scale pilot; develop trainer program (2006-8) <i>(2069 service providers & 143 RIRO trainer participants; n=1763 complete training eval. & n=409 complete follow-up evaluation)</i>	RIRO Phase-4: Reflective leadership pilot (2008-9) <i>(10 pilots; n=12 leaders & n=66 frontline ECEs completed evaluation)</i>	RIRO Phase 5: Parent resiliency skills training pilot (BBT) (2010-12) <i>(18 pilots; n=119 parents completed evaluation)</i>	RIRO Phase 6: Ongoing evaluation of BBT parent resiliency skills training project (2012-present) <i>(18 pilots; n=119 parents completed evaluation)</i>	RIRO Ongoing Evaluation – RIRO resiliency skills training (2004-present) <i>(n=958 service providers completed evaluation)</i>
Use/usefulness/satisfaction with training							
Use training at work (“Yes”)	100%	95%	98%	98%	—	—	96%
Use training outside work/home (“Yes”)	86%	98%	93%	100% Leaders & 87% Staff	97%; 61% daily use (at home)	97%; 61% daily use (at home)	93%
Increase in knowledge about building resilience (mean increase pre/post training on 5-point scale)	3.4 point change on 5 pt. scale, $p < .001$	—	—	1.9-2.0 points (re Leaders) on 5 pt., $p < .001$	1.8 points (re Self); 1.9 points (re Child) on 5 pt., $p < .0001$	1.9 points (re Self); 2.1 points (re Child) on 5 pt., $p < .0001$	—
Usefulness of training (mean rating)	VERY USEFUL (6.1 on 7 pt.)	VERY USEFUL (4.2 on 5 pt.)	VERY USEFUL (6.3 on 7 pt.)	VERY USEFUL (4.3-4.8 Leaders, on 5 pt.) MOD. USEFUL (3.7-4.1 Staff on 5 pt.)	VERY USEFUL (4.6 on 5 pt.)	VERY USEFUL (4.6 on 5 pt.)	VERY USEFUL (6.4 on 7 pt.)
Satisfaction with training (mean rating)	High	High	High	VERY SATISFIED (4.8 Leaders on 5 pt.) MOD. SATISFIED (3.8 Staff on 5 pt.)	VERY SATISFIED (4.7 on 5 pt.)	VERY SATISFIED (4.7 on 5 pt.)	VERY SATISFIED (4.3 on 5-pt.)
Recommend training to others	YES 84%	YES 100%	—	YES 100% (Leaders)	YES 100%	YES 92% MAYBE 8%	—
Impact on adults							
Top changes seen in adults	TOP CHANGES: - Gain perspective - Calm & focus - Use ABC model to challenge beliefs - Increase reflective practice	TOP 5 CHANGES: - Reduce own stress - Understand/ be more empathic with kids - Challenge own beliefs about challenges - Support teamwork - Improve adult communication	TOP 5 CHANGES: - Gain perspective - Assess child behavior/thinking - Reduce own stress - Understand/support families - Understand/be empathic with kids	TOP CHANGES: LEADERS & STAFF: - Feel calmer - Think/reflect more before responding - Decrease blaming others / personalizing - Look at things from multiple perspectives	TOP RATED STRENGTH AREAS: - Believe in self/abilities - Solve problems better - Be more of a realistic optimist - Be in charge of emotions	TOP RATED STRENGTH AREAS: - Be in charge of emotions - Solve problems better - Believe in self/abilities	TOP 5: - Gain perspective - Understand/ support families - Decreasing stress - Understand/more empathic with kids - Assess children better - Problem-solve better

AREA	RIRO Phase 1	RIRO Phase 2	RIRO Phase 3	RIRO Phase 4	RIRO Phase 5	RIRO Phase 6	RIRO Ongoing Eval.
				<ul style="list-style-type: none"> - More patient - Better able to promote positivity - More compassionate with self/others <p>LEADERS:</p> <ul style="list-style-type: none"> - Increased reflective practice - Better mentoring - Better leadership skills - Better understanding how to introduce skills - Greater empathy - Increased ability to communicate - Increased ability to work as team member <p><i>Resilience Quotient (RQ)</i> Mean increase = 1.8 points, impulse control; & 1.9, causal analysis</p>	<p>TOP-RATED SPECIFIC CHANGE AREAS (4.6-4.7 on 5 pt.)</p> <ul style="list-style-type: none"> - Reduce their stress/ calm down - Find positive things to appreciate - Believe more in self - Be more optimistic about future 	<p>TOP-RATED SPECIFIC CHANGE AREAS (4.3-4.4 on 5 pt.)</p> <ul style="list-style-type: none"> - Reduce blaming themselves - Be able to respond instead of react - Understand link between thoughts & behavior - New ways to solve problems - Find positive things to appreciate - Feel more hopeful/ optimistic - Believe in ability to bounce back 	
Understand own responses to challenges better	YES 91%	YES 77%	Mean rating = 4.1 on 5 pt.	Mean rating = (4.8 leaders & 3.9 staff) on 5pt.	Mean rating = 4.3 on 5 pt.	Mean rating = 4.3 on 5 pt.	Mean rating = 4.2 on 5-pt.
Understand other adults better	YES 82%	(see Top 5 adult impacts)	Mean rating = 3.9 on 5-pt.	Mean rating = (4.3 leaders & 3.7 staff) on 5-pt.	Mean rating = 4.2 on 5 pt.	Mean rating = 4.2 on 5 pt.	Mean rating = 4.0 on 5-pt.
Impact at work	<ul style="list-style-type: none"> - Increase teamwork - Reduce job stress - Better communication 	<ul style="list-style-type: none"> - Increase teamwork - Reduce job stress 	---	<ul style="list-style-type: none"> - Better communication - Reduced job stress - More reflective practice (Pre/post change = 2 point shift on 5 pt. scale; $p < .001$) - Better mentoring (Pre/post change = 1.8 point shift on 5 pt. scale; $p < .005$) - Increased teamwork - Better able to be supportive team member <p><u>Reported integration of resilience as a framework into:</u></p> <ul style="list-style-type: none"> - Children's programs - Work with parents - Program resources - Program policies - Personnel practices - Board & community 	---	---	<ul style="list-style-type: none"> - Better teamwork - Lower job stress (responses from open-ended questions)

AREA	RIRO Phase 1	RIRO Phase 2	RIRO Phase 3	RIRO Phase 4	RIRO Phase 5	RIRO Phase 6	RIRO Ongoing Eval.
<p>Positive attitude changes related to resilience (<i>Phases 1-6</i>)</p> <p>Depression and stress scale scores (<i>Phase 6</i>)</p>	<p>YES (interviews, reflective journals)</p>	<p>YES (interviews)</p>	<p>YES (reply to open ends)</p>	<p>YES Greater positivity among staff and leaders (interviews/open-ends)</p>	<p>BOUNCE BACK SURVEY (BBSS subscale only) (pre/post training)</p> <p>Statistically significant changes:</p> <p><i>Global change score = t = 4.76, p<.001</i></p> <p><i>Other relationships</i> - Parents with least resilient attitudes to start changed the most Trend test z = 3.99, p<.001 - More sessions = greater attitude change Trend test z = 1.72, p<.05 - More knowledge = greater attitude change Trend test z = 1.87, p<.05 - More use of skills with child = more change in attitudes t=1.98, p<.05</p>	<p>BOUNCE BACK SURVEY (BBSS, DASS-D, DASS-S) (pre/post training)</p> <p>Statistically significant changes:</p> <p><i>Subscale changes:</i> - BBS subscale (resilience/attitude to child & parenting) = t=5.88, p<.001 - Parents with least resilient attitudes to start changed the most on BBS r = -.53, p<.001 ----- - DASS-21 Depression subscale (DASS-D) = t=3.87, p<.001 - Parents with highest depression scores to start changed the most on DASS-D r = -.35, p<.01 ----- - DASS-21-Stress subscale (DASS-S) = t = -5.31, p<.001 - Parents with highest stress scores to start changed the most on DASS-S r = -.30, p<.01 ----- - More knowledge = greater attitude change Trend test z = 1.8, p<.05</p>	<p>---</p>
How skills help adults help children							
Understand children better	YES (94%)	YES (77%)	VERY MUCH (4.2 on 5 pt.)	VERY MUCH (4.7 leaders & 4.1 staff) on 5-pt. scale	VERY MUCH (4.5 on 5 pt. scale)	VERY MUCH (4.5 on 5 pt. scale)	VERY MUCH (4.3 on 5-pt.)
Helps support positive change in children ("Yes")	100%	95% frontline (>3 mos. post-training) 65% (<3 mos. post-training)	90%	100% leaders; 98% staff	82%	72%	94%
Role model with children ("Yes")	100%	82%	97%	100% leaders; 92% staff%	95%	97%	98%
Top ways skills help adults help children	<ul style="list-style-type: none"> - Calm down - Generate alternatives 	<ul style="list-style-type: none"> - More empathic/ understanding of kids - Better assessment of child thinking/behavior 	<ul style="list-style-type: none"> - More empathic/ understanding of kids - Better assessment of child thinking/behavior 	<ul style="list-style-type: none"> - More pos. attitude re challenging behavior - More accepting of children's uniqueness 	<p>(All 4.6-4.7 on 5 pt.)</p> <ul style="list-style-type: none"> - Look for strengths/ positives to appreciate in child 	<p>(All 4.5 on 5 pt.)</p> <ul style="list-style-type: none"> - Understand child's emotional needs more - Improved relationship 	<p>---</p>

AREA	RIRO Phase 1	RIRO Phase 2	RIRO Phase 3	RIRO Phase 4	RIRO Phase 5	RIRO Phase 6	RIRO Ongoing Eval.
Top ways skills help adults help children, cont.				<ul style="list-style-type: none"> - Understand ways to introduce the skills to children - Increase in reflective practice - Greater understanding leading to greater empathy - Communicate more effectively with children, parents, co-workers - Children calmer since teachers calmer - Children more empowered because of resiliency skills 	<ul style="list-style-type: none"> - More patience - Improved relationship with child - More confident about parenting 	<ul style="list-style-type: none"> - with child - Look for strengths/positives to appreciate - More empathy and patience - More confident about parenting 	
Impact on children							
Top changes seen in children	<p>TOP 5 CHANGES:</p> <ul style="list-style-type: none"> - Calm down/deal with everyday setbacks without emotional outbursts - See mistakes as OK/persevere - Confidence - Ask for help appropriately - Problem-solve – more enthusiastic and effective 	<p>TOP 5 CHANGES:</p> <ul style="list-style-type: none"> - Problem solve/generating alternatives - Reach out to others for help/ help others/ be more empathic - See mistakes as OK - Try new things/persevere - Calm down better 	<p>TOP 5 CHANGES:</p> <ul style="list-style-type: none"> - Calm down better - Problem solve better - See mistakes as OK - Confidence - Try new things/persevere 	<p>TOP CHANGES:</p> <ul style="list-style-type: none"> - Calm down better - Control impulses - Problem solve - Confidence - See mistakes as OK - Try new things - Help others & reach out for help 	<p>TOP CHANGES:</p> <ul style="list-style-type: none"> - Calm down better - Persevere/try new things - More confidence - Handle frustrations better - See mistakes OK - Greater patience - Asks for help appropriately 	<p>TOP CHANGES:</p> <ul style="list-style-type: none"> - Calm down better - Persevere - More patient - Try new things - Less negative - More confidence - Ask for help appropriately - Handle frustrations better - See mistakes as OK 	<p>TOP CHANGES:</p> <ul style="list-style-type: none"> - Calm down better - Problem solve better - See mistakes as OK - Be more confident - Try new things - Be more empathic/ understanding
Observe children already using skills with other children	<p>YES 37%; NOT SURE 46%</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> - Challenging thinking; problem-solving - Calming down; empathizing 	<p>YES 62%</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> - Challenging thinking; problem-solving - Calming down; empathizing 	<p>YES 50% All; 59% ECEs</p>	<p>YES 91% Supervisors; 57% Staff</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> - Calming Down - Challenging thinking - Problem solving 	<p>YES 49%</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> - Calming down - Helping others - Empathizing 	<p>YES 50%</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> - Calming down - Empathizing - Helping others 	<p>YES 50% All; 60% ECEs</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> - Calming down/empathizing - Challenging beliefs/ problem-solving
See children using skills with adults	<p>YES 45% NOT SURE 38%</p>	<p>—</p>	<p>—</p>	<p>—</p>	<p>YES 50%</p>	<p>YES 50%</p>	<p>—</p>

SUMMARY OF COMBINED RESULTS (6 phases & ongoing evaluation)

The results of RIRO's Phase 1-6 pilot projects and ongoing evaluation of RIRO's resiliency skills training programs, offered by RIRO Trainers across Canada from 2002 to 2014, show **considerable consistency in key areas** despite participants from different populations (service providers – frontline and leaders in multiple sectors as well as parents) and geographically diverse locations (from large urban at-risk neighbourhoods to small northern communities). Across these projects, **1,789 people have completed RIRO's evaluation measures** (except where indicated).

When the **results are combined**, the **key findings** are as follows:

Use of resiliency skills and satisfaction with training

- 97% of service provider respondents report they **use the skills training regularly at work** (n=1549).
- 93% of service providers say they **use the skills outside work** (n=1549).
- 97% of parents completing the BBT skills training program **use the skills at home**; 61% are using the skills daily (n=241).
- Both service providers and parents **rate the training as "very useful"** (mean rating on 5-point scale =4.5; n=1789)
- Service providers and parents report they **are "very satisfied" with the training** (mean=4.4 on 5-point scale; n=1274 from Phases 4 to 6 and ongoing RIRO evaluation).
- 96% say they would **recommend the training to others** (n=354; from Phases 1, 2, 3 & 6).

Impact of resiliency skills training on adults

- The **major impact** on participants:
 - **Become calmer/reduce stress**
 - **Gain perspective**
 - **Challenge beliefs/thoughts**
 - **Problem-solve better**
 - **Improve communication** with adults and children
- Service providers and parents report a significant **increase in knowledge about building resilience** (pre-post training for Phases 1, 4, 5 & 6) (mean change = 2 points on 5-point scale, n=515).
- They report they **have a better understanding of their own response to challenges** (mean = 4.2 on 5-point scale, n=1683).
- They also say they **have a better understanding of other adults** (mean = 4.0 on 5-point scale, n=1683).
- **Parents report** they (mean ratings for 3 items below range from 4.3 to 4.7 on 5-point scale; n=238):
 - **believe in themselves more**
 - **find positive things to appreciate** (especially in their children)
 - **feel more hopeful and optimistic.**(These same outcomes are also mentioned in responses by service providers on qualitative measures.)
- Parents also experience a statistically significant **positive change** in:
 - **attitudes related to resilience, children and parenting** (on Bounce Back subscale, $p<.001$, n=225, Phases 5-6)
 - **depression scores** (on DASS-21 Depression subscale, $p<.001$, n=119, Phase 6)
 - **stress scores** (on DASS-21 Stress subscale, $p<.001$, n=119, Phase 6)
- Parents with the **least resilient attitudes to start** showed the **greatest improvement** in their scores by the end of the skills training (Bounce Back Subscales, $p<.001$, for both Phases 5 & 6; n=106 & 109 respectively for Phases 5 & 6).
- Parents with the **highest scores on the DASS-21 depression and stress subscales to start** showed the **most improvement in their scores by the end** of the skills training (both statistically significant at $p<.01$, n=119, Phase 6)
- And **greater positive attitude change in parents is significantly related to greater knowledge about resilience and more role modeling of the skills with children** ($p<.05$ for both, n=106, Phase 5).



Impact of skills at work

- Service providers and leaders report the skills help them at work:
 - **Reduce job stress**
 - **Support teamwork**
 - **Improve communication**
 - **Promote reflective practice.**

- Leaders also report they **feel less burned out and stressed**, have gained **greater leadership skills** and are able to **mentor staff more effectively**.
- Leaders said the skills increased their **ability to use resilience as a framework in developing programming, resources, policies and personnel practices** at their centres.

How skills help adults help children

- Adults report the skills **help them understand children better** (mean rating: 4.3 on 5-point scale; n=1683).
- 91% say the skills help them **support positive changes in children** (n=1755).
- 97% of adults say they **role model the skills with children** (n=1787).
- The **top ways the skills help adults help children**:
 - **Greater understanding /empathy** with children
 - **Improved relationships**
 - **More positive attitudes about challenging behavior** & children’s uniqueness
 - **Better able to see strengths and positives** in children
 - **Better able to assess children’s thinking and behavior**
 - **See that “Calmer adults = Calmer children”**



Impact of resiliency skills on children

- The **top changes service providers and parents observe in children** exposed to the resiliency skills:
 - **Calm down** more easily/greater patience
 - **Problem solve** more effectively
 - **See mistakes** as OK
 - **More confidence/try new things**
 - **Ask for help** appropriately
 - **Persevere**
 - **Empathize/help others**
- 51% of service providers and 50% of parents already **observe children using the following skills with peers** (n=1787):
 - **Empathize and help others to calm down**
 - **Help others to challenge their beliefs**
 - **Help others to generate alternatives and problem solve**
- 50% of the respondents in Phases 1, 5 & 6 report they **have seen children use the skills with other adults** (n=265).

Based on nearly 1,800 respondents participating in the impact evaluations of Phases 1 to 6 and the ongoing evaluation, the combined results provide strong support for the efficacy of RIRO’s resiliency skills training programs for service providers and parents in building the capacity for resilience and well-being in service providers, parents and young children in diverse settings and communities.

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For further details about all six phases of RIRO’s research program as well as the ongoing evaluation of the RIRO Skills Training Program see the following appendices:

Appendix 1: RIRO Phase 1 – Model adaptation and testing pilot project p. 8

Appendix 2: RIRO Phase 2 – Revision of RIRO skills training & pilot p. 10

Appendix 3: RIRO Phase 3 – Large-scale pilot project of RIRO skills training/pilot trainer “intensive” program..... p. 12

Appendix 4: RIRO Phase 4 – Wellington reflective leadership pilot project..... p. 14

Appendix 5: RIRO Phase 5 – Parent resiliency skills pilot project (*Bounce Back & Thrive!*)..... p. 18

Appendix 6: RIRO Phase 6 – Ongoing evaluation of *Bounce Back & Thrive!* project..... p. 20

Ongoing evaluation of RIRO Skills Training..... p. 23

APPENDIX 1

PHASE 1: Pilot Project (2002-2003; 2 years)

Purpose

- To determine whether it was feasible to adapt the evidence-based resiliency skills training programs at the University of Pennsylvania (Seligman) for use with service providers serving young children 6 years and younger. And, if feasible, to assess the impact on service providers and children.

Participants

27 Early Childhood Educators (ECEs); 225 children – ages 2-1/2 to 5 years at four diverse pilot child care centres in Ontario

Method

ECEs received training delivered by faculty at the University of Pennsylvania to teach them skills to promote resilience in themselves and the children around them. The skills support adult and children's development of several critical abilities associated with resilience – emotional regulation, impulse control, causal analysis, empathy, self-efficacy, realistic optimism and reaching out to others and opportunities.

ECEs also received regular on-site consultation from the RIRO team and engaged in reflective practice exercises to assist them integrate the skills and pilot the skills with children in the classrooms. After practicing the resiliency skills in their own lives, they systematically piloted the skills through role modeling during their daily interactions with children as well as through child-friendly activities developed jointly with the RIRO research team.



During their 12 months support period, ECEs were interviewed and met in focus groups about their use and piloting of the skills with the children. One year after the training, ECEs completed comprehensive surveys, consisting of both structured and open-ended questions, to determine the:

- impact of the resiliency skills training on ECEs and centre directors
- impact of the ECE's training on children at the centres
- developmental appropriateness of each resiliency skill area for preschool and kindergarten-age children.

Results (highlights)

Impact of the resiliency skills training

- 100% of ECEs reported an impact on their interactions with children at the centre.
- More than 80% said it positively affected interactions with adults in their families, other ECEs, as well as friends and acquaintances.
- More than 80% of ECEs rated the impact as “moderate” to “high” on:
 - understanding their own behavior
 - understanding child behavior
 - interacting with children
 - increasing teamwork in their classrooms.
- ECEs reported reduced job stress, better adult communication and increased teamwork.
- They reported that skills helped them develop their reflective practice skills.
- ECEs reported that their approach and language had changed when speaking to children about conflicts and daily frustrations. Before their training, they typically asked children about their feelings when there was stress or conflict. Now, they also routinely ask about the children's thinking.

Importance and usefulness of the resiliency skills and abilities to ECEs

- ECEs reported the top three resiliency skills for them professionally are learning to:
 - put adversities and challenges into perspective
 - calm and focus themselves
 - use the ABC model to understand how their own beliefs about the causes and consequences of adversity and stress affect their response to it.
- More than 70% reported using the top three skills at least once a day in their work setting.

- ECEs rated the usefulness of their knowledge of the resiliency factors to their professional work very highly (*mean = 6.1 on 7-point scale*).
- On a personal level, the top two abilities most affected by their use of the skills was the ability to analyze the causes of problems and emotional regulation.

Importance of the skills areas to children

- 100% of ECEs responded positively when asked whether they had observed changes in child behavior that they felt was directly attributable to the ECE's resiliency training ("*yes*" = 50%, "*probably*" = 50%).
- More than 60% of ECEs reported changes in the children's impulse control and emotional regulation that they believed was related to the ECEs' resiliency training.
- ECEs reported that the skills helped children:
 - Calm down more easily
 - Be less upset about making mistakes and more likely to persevere
 - Be better able to deal with everyday setbacks without emotional outbursts
 - Follow through better on expected behavior
 - Be more empathic with peers
 - Problem solve more enthusiastically and effectively.
- Children were observed using the resiliency skills with their peers.
- "Calming/ focusing" activities, which impact on resilience by supporting self-regulation, were viewed as the top resiliency skill area for children to learn, beginning with preschoolers.
- For kindergarten-age children, ECEs rated learning to "put things into perspective" as the most important new skill after "calming/focusing" was in place.
- Generating alternative thinking and was seen as the second most important skill to introduce to preschoolers and kindergarten-age children.
- Greater than 75% of ECEs reported the top three resiliency skills could be used for assessment and modeling in interaction with individual children in preschool and kindergarten programs. Group resiliency promotion activities were easiest to facilitate with kindergarten-age children.
- Adult role modeling of the skills was found to be beneficial for children of any age. ECEs believed that role modeling should begin as early as possible.
- Children as young as 3-1/2 years were able to profit from the child-friendly resiliency skills activities presented to them.

Resiliency skills training – knowledge and integration

- ECEs rated their level of awareness of the importance of resilience as significantly higher after their training (*mean difference = 2.2 points on 7-point scale, p<.001*).
- ECEs rated their knowledge of the seven resiliency factors as significantly higher after training (*mean difference = 3.4 points on a 7-point scale, p<.001*).
- Several RIRO training methods were rated by ECEs as being very important to their integration of the resiliency content (*greater than 5 on a 7-point scale*). The three most highly-rated methods were the weekly consultation visits, meetings between centre ECEs, and reflective practice journaling/ structured activities.

Further information

Visit RIRO's website (<http://www.reachinginreachingout.com/effectiveness-riro.htm> , click on *Full Report* under "Pilot project results") or contact us at info@reachinginreachingout.com.

Funders

Social Development Partnerships Program-Government of Canada (\$325,767 plus \$42,600 in-kind from sponsoring organizations)

Partners

Reaching IN...Reaching OUT with its founding sponsors in the Child & Family Partnership (YMCA of Greater Toronto, Child Development Institute, University of Guelph & George Brown College) and the Canadian Child Care Federation

APPENDIX 2

PHASE 2: Multi-site/sector replication of pilot project (2003-2006; 3 years)

Purpose

- To revise the resiliency skills training based on findings of Phase 1
- To determine the impact of the revised skills training on participants in Early Learning and Child Care as well as other child-serving sectors
- To determine the uptake of RIRO Resiliency Skills Training in the workplace and the impact on service providers and the children they serve
- To pilot alternative training delivery models that increase flexibility and promote uptake in under-resourced sectors and evaluate their relative effectiveness
- To develop and evaluate other resiliency resources including: a resiliency guidebook, curriculum modules for college and university students, videos and enhanced website

Participants

350 service providers from ELCC and other child-serving sectors (mental health, child welfare, public health, etc.) participated in the revised skills training. Approximately 3,000 children were served by these RIRO-trained participants.

Method

Based on Phase 1 findings, the resiliency skills training was revised to include a greater developmental focus than the initial skills training presented by the Seligman team. The training was divided into two parts: adult skills and child applications which provide additional information on supporting self-regulation, mastery and positivity through role modeling, relationships and specific child-friendly activities. Initially, the skills training featured a full-day for the adult skills and half-day for child applications. However, training time for the child applications was increased to a full day after extensive piloting revealed the need. The total training time was increased to 12 hours for both parts as compared to 9-10 hours in the Phase 1 pilot study.

Immediately after the skills training, participants completed a structured survey with open-ended questions about the ease of understanding and usefulness of each section of content in the skills training.



At least six weeks after training, participants also were sent a formal email follow-up survey that rated the usefulness and impact on the participants and children. From November 2005 to February 2006, a “Post-training Follow-up Survey” was emailed to all service providers completing *RIRO Resiliency Skills Training* between September 1, 2004 and December 1, 2005. Out of 350 participants, 240 provided email addresses and were sent surveys; 77 responded (return rate 32%).

Results (highlights)

Use and usefulness of the skills training

- 95% of participants reported use of the resiliency skills in their work either at least once a week and 65% reported daily use.
- 98% used them outside work and 57% reported daily use.
- Participants rated the “usefulness” of the skills to their work as “very useful” (4.2 on 5-point scale).
- 100% reported they would recommend RIRO training to colleagues because of its usefulness.

“Top 5 Ways” that the skills training helped participants:

- Reduce their stress (77%)
- Understand and be more empathic with children (77%)
- Challenge their own beliefs/thoughts about stress and challenges (74%)
- Support teamwork (71%)
- Improve adult communication (70%)

When asked whether they believe the resiliency skills training had an impact on the children they work with:

- 95% frontline workers answered “Yes” (who received training at least three months before the survey) compared to 65% of the newest trainees (those receiving the training less than 3 months before) said “Yes.”

The “Top 5 Changes” observed in the children were increases in:

- problem solving and generating alternatives (84%)
- reaching out to others when the child needs help (66%)
- helping others/increased empathy (64%)
- ability to see mistakes as OK and willingness to try new things (60% & 58%)
- ability to calm themselves (58%).

When asked whether they observed children using the resiliency skills with their peers:

- 62% of those receiving training more than 3 months before survey said “Yes”; 49% of those receiving the training less than 3 months before said “Yes.”
- They observed the children using the following skills:
 - Problem solving (helping themselves and others challenge thoughts/beliefs and generate alternatives)
 - Using calming/focusing strategies to soothe themselves and others

Frontline ECEs reported they introduced the resiliency skills to the children by the following methods:

- Role modelling 82%
- 1-on-1 interaction 57%
- Group activities 41%

Results from this survey confirm key findings from the original pilot project in Phase 1. ECEs and other child-serving professionals use these skills in their daily work with children and find them useful personally as well as professionally. This leads to positive outcomes for adults and children that support their capacity for resilience. The skills have impact on the children they serve consistent with RIRO’s previous research. And the greater the length of time since the service provider attended the training, the greater the number of positive outcomes they report in themselves and the children.

Further information

Visit RIRO’s website (<http://www.reachinginreachingout.com/effectiveness-riro.htm>) or contact us for the *RIRO-2 Final Report* (info@reachinginreachingout.com).

Funders

Social Development Partnerships Program – Government of Canada (\$638,131 plus \$164,994 in-kinds from sponsoring organizations)

Partners

Reaching IN...Reaching OUT with its founding sponsors in the Child & Family Partnership (YMCA of Greater Toronto, Child Development Institute, University of Guelph & George Brown College) plus multiple non-profit and government-funded organizational partners offering the skills training through their in-house RIRO Trainers

APPENDIX 3

PHASE 3: Large-scale evaluation of RIRO Resiliency Skills Training Program and piloting of RIRO Trainer “Intensive” program (2006-2009; 3 years)

Purpose

This project was undertaken to promote resilience and healthy development in Ontario’s young children by building capacity in Early Learning and Child Care practitioners through wide dissemination and uptake of RIRO’s Resiliency Skills Training Program and to formally evaluate the impact on service providers.

Primary evaluation goals

- To formally evaluate RIRO’s 12-hour resiliency skills training program for service providers in the Early Learning and Child Care (ELCC) sector in sites across Ontario
- To formally evaluate RIRO Trainers’ “intensive” program
- To gather structured user feedback on other products created under the auspices of this project including: curriculum modules for college and university students, an enhanced website and quarterly e-newsbrief (*ResilienC*) to support a “virtual network” of people interested in promoting resilience in young children and their families.

Participants

- 143 ELCC training practitioners from more than 100 non-profit organizations across Ontario attended 4 to 5-day RIRO Trainer “intensives” and became authorized RIRO trainers.
- 2,069 child-serving professionals across Ontario participated in RIRO skills training delivered by RIRO trainers working within non-profit organizational partners (1,763 completed both parts of the skills training and 1426 completed the immediate post-training evaluation; 1426 provided an email and were sent a follow-up survey at least 6 weeks after training).
- Approximately 21,370 children were exposed to modeling of the resiliency skills by these practitioners.



Method

This summary focuses on the large-scale evaluation of the 12-hour RIRO Skills Training program for service providers. Both quantitative and qualitative methods were used including:

- Structured evaluation immediately post-training (rating content usefulness and delivery as well as qualitative information about the most important content, areas most difficult to understand and other comments)
- Follow-up email survey (sent at least 6 weeks after training to participants who provided an email address).

Results (RIRO Skills Training Program)

RIRO’s program and delivery model were found to be effective, flexible and scalable. It was delivered successfully in diverse settings from small, remote northern communities to large urban neighbourhoods.

Post-training Evaluation: Rating of Training Content & Delivery

- The usefulness of RIRO’s skills training content and the quality of delivery of that content were rated highly by participants (*average 6.3 and 6.2 respectively on a 7-point scale; n = 1426*).
- There were no statistically significant differences in ratings of the content or trainers’ delivery across geographical regions or between new and experienced RIRO trainers. This confirms that post-training ratings by participants were the same irrespective of trainer or location and supports the fidelity of the model.

Post-training Follow-up Survey* (combined results from skills training delivered to project-related participants from January 2007 to May 2009)

- 98% of respondents reported using the skills at work; 93% used the skills outside work.
- The skills were very useful in helping respondents better understand children’s behavior (*average rating 4.2 on 5-point scale*).

- The skills were also very useful in helping respondents better understand their own response to stressful situations and other adults' behavior (*rated 4.1 & 3.9 respectively on 5-point scale*).
- The top five ways the resiliency skills helped adult participants:

▪ Putting things into perspective	80%
▪ Assessing children's behavior & thinking	72%
▪ Reducing their stress	71%
▪ Being understanding /supportive with families	70%
▪ Being understanding /more empathic with children	69%
- Participants reported the training improved relationships with colleagues and staff morale.
- 97% reported they role model the resiliency skills with children at work or home (99% of ECEs).
- 90% said the skills training helped them support positive changes in children.
- The top five ways respondents observed the skills helping children:

▪ Calming down	74%
▪ Problem solving	69%
▪ Seeing mistakes as OK	67%
▪ Being confident in their abilities	63%
▪ Trying new things	59%
- 47% of the respondents also had already observed children use the skills with their peers (*59% of ECEs receiving the training more than 3 months prior to survey*). And the longer it had been since their skills training, the more likely service providers were to report seeing the children using the skills with their peers (*peak 14-16 months post training*).
- Respondents were very satisfied with the resiliency skills training they received (*4.3 on 5-point scale*).

**An abridged email survey (based on the Dec '05 follow-up survey) was sent out on Nov. '07, April '08, Oct. '08, Mar. '09 & June '09 to participants at least 6 weeks after training (based on 409 respondents; 29% overall response rate)*

Further information

Contact info@reachinginreachingout.com

Funders

Ontario Trillium Foundation (\$315,300 plus \$306,149 in-kinds from sponsoring organizations)

Partners

Reaching IN...Reaching OUT with its founding sponsors in the Child & Family Partnership (YMCA of Greater Toronto, Child Development Institute, University of Guelph & George Brown College) plus >100 additional organizational partners offering the skills training through their in-house RIRO Trainers

APPENDIX 4

PHASE 4: RIRO-Wellington Reflective Leadership Training Pilot Project (2009; 9 months)

Purpose

- To support building young children's resilience by increasing capacity in child care programs in the Guelph-Wellington area (Ontario, Canada)
- To promote resilience on multiple levels in order to create a 'culture of resilience' throughout children's programs in the Guelph-Wellington area

Participants

66 Early Childhood Educators; 12 leaders; 10 child care centres in Wellington County, Ontario, Canada

Method

The project offered the following training to leaders and staff:

- Enhanced 3-day RIRO skills training for leaders of children's program followed by four half-day follow-up working sessions (over 6 months)
- Concurrent 2-day RIRO resiliency skills training for staff at 5 centres; staff at the remaining 5 centres received training as it became available over the next 6 months.

The *RIRO Skills Leadership Training for Supervisors* provided an intensive version of RIRO's two-part skills training program and follow-up working sessions specially developed for leaders. The working sessions were designed to:

- aid integration of the skills training
- provide tools for developing a relationship-based reflective practice
- support resiliency promotion on multiple levels in staff, children, parents, board members and community
- use RIRO's 'resiliency framework' to promote resilience within programming, policies, procedures, personnel practices (e.g., hiring, orientation, supervision), resources selection and partnerships with parents and board members.



Multiple checklists, surveys and structured interviews were administered to measure the impact of the skills training and working sessions on leaders, frontline staff and children in their programs. The *Resilience Quotient Test* (2002; a 56-item version of a 7-factor structured rating scale developed by the Seligman team) was administered to leaders before their training and at the end of the pilot project.

Results

Leaders and staff reported many positive changes in themselves and the children, especially improvements in their capacity to deal with conflict, daily challenges and adversities. Leaders also reported that their leadership skills, reflective practice, and abilities to mentor staff in promoting resilience had been enhanced.

Some of the highlights include:

Use and usefulness of the resiliency skills training

- All participating supervisors and 98% staff reported using the resiliency skills on a regular basis in their work; and 100% supervisors and 87% staff used the skills outside of work.
- Nearly all reported introducing the resiliency skills and content to the children through:
 - role modeling (100% supervisors; 92% staff),
 - 1-to-1 with individual children (100% supervisors; 87% staff)
 - child-friendly group activities (91% supervisors; 80% staff).

- Supervisors/leaders rated the usefulness of their enriched skills training experience very highly in helping them understand children’s behavior, their own response to stressful situations and other adult’s behavior (*mean rating=4.7, 4.8, 4.3 respectively on a 5-point scale*).

Similarly, staff also rated their 2-day skills training as being useful in understanding children, themselves and others (*mean ratings =4.1, 3.9 and 3.7 on a 5-point scale*). Overall, leaders’ ratings were higher than their staff (which might be due to their enhanced training or possibly because staff training was not voluntary).

Impact of the skills training on leaders and frontline staff

On a general level, the areas that leaders and staff rated as having changed the most were:

- reflective practice
- understanding of how to introduce the skills and abilities to children
- understanding leading to greater empathy with children and parents
- ability to communicate more effectively with children, parents and co-workers
- ability to work as a supportive team member.

Frontline staff also added the following three to their top-ranked areas:

- Greater ability to promote positivity
- More compassion with themselves and others
- Better able to put things in perspective

More specifically, leaders and frontline staff reported they had made strides in:

- feeling calmer/practicing deep breathing
- thinking/reflecting more before reacting
- looking at situations from several perspectives
- identifying features that are controllable
- not taking things personally
- not blaming others
- not jumping to conclusions
- putting things into perspective
- being more patient
- being more accepting of children’s uniqueness.

Resilience Quotient Test (RQ)

The RQ looks at critical abilities researchers have found associated with resilience. Group mean scores increased almost two points in two of 7 areas:

- Impulse control
- Causal analysis

Impact on working with children

- When asked whether their resiliency skills training helped them support positive changes in the children they work with, 98% of staff and 100% of the leadership group responded affirmatively. Staff reported that the *“children are being empowered with the resiliency skills and abilities”* and that *“the children are a lot calmer because the teachers are a lot calmer.”*
- Supervisors/leaders and staff said that their attitude toward children with challenging behaviors had been affected in a positive way.

Impact on children’s behavior

Leaders and staff reported seeing positive change in children in the following areas:

- Ability to calm down and problem solve (100% leaders; 89% staff).
- Confidence in their abilities (82% leaders; 79% staff)
- Willingness to try new things and see mistakes as OK (82% leaders; 73% staff)
- Helping others (73% leaders; 75% staff)
- Using skills with their peers that were modeled for them previously at their centre (91% of the supervisors and 57% of the staff).

Impact on leadership skills

- Supervisors/leaders also reported a significant change in their use of reflective practice overall. As a group they reported nearly a 2-point change when asked to compare their practices before and after the leadership training (*mean change = 1.9 on a 5-point scale, $p < .001$*). And among leaders whose staff were trained concurrently, the difference was even greater (*mean change = 2.3 points*).
- The working sessions were rated as very useful by leadership participants in helping them mentor their own staff in the resiliency skills. And the difference in their ratings of their ability to mentor staff in the resiliency content before and after the full leadership training was also significant (*mean change = 1.8 points on a 5-point scale, $p < .005$*).
- They rated the impact on their leadership skills quite highly (*mean = 4.1 on 5-point scale*).

Integration of the skills training by staff as reported by leaders

Leaders reported that their staff routinely used the skills to:

- mentor other staff (70%)
- handle challenging situations (60%)
- identify/challenge their own “iceberg” (i.e., deeply held) beliefs (60%)
- conduct ongoing reflective practice (56%)
- understand each other better through B-C Connections (i.e., beliefs leading to consequences) (50%)
- assess their own strengths and challenges regarding resiliency abilities (44%).

Integration of skills with parents

Supervisors report that they routinely:

- model the skills with parents (90%)
- plan interventions to support families (80%)
- use B-C Connections to understand themselves and families better (80%)
- use the skills to assess family strengths and challenges and explore possible “iceberg” beliefs (70%)
- introduce strategies to parents to support children’s resilience (60%)
- offer, or plan to offer, parent information sessions to support resiliency awareness (40%).

Integration into program resources

Programs made strides in beginning integration of resilience into other aspects of their programs:

- 80% reported that they are routinely considering their program’s physical layout as a means to support children’s natural resilience.
- 60% said they routinely consider resiliency skills in supporting an emergent curriculum, in selecting learning resources and even children’s menus.
- 10% reported that there is now parent involvement in planning and implementing of learning resources, food, and physical layout to support inclusion, diversity and cultural competence (all which support resilience).

Integration into program policies

- 60% of the leaders said that the resiliency skills and abilities are now considered in developing their policies, guidelines and strategies.
- 80-100% reported they are looking at their policies in respect to their support of resilience in the areas of confidentiality and anti-gossip, conflict resolution, behavior guidance, cultural competence, inclusion, special needs and communication with parents.
- 70% indicated that now development of policies is routinely a collaborative effort with staff and in some centres they also are gathering input from parents.

Integration into personnel practices

- 70% report they are considering the resiliency skills and abilities in hiring of new staff and in supporting the development of a “culture of resilience.”
- 40% are using RIRO resiliency materials in staff orientation.
- 60% said that resiliency skills and abilities are considered in evaluation, planning and making professional development opportunities available.

Integration of training content at board and community levels

- 86% supervisors leading programs having a board of directors said that they model the skills training content with the board to promote positive relationships and handle challenging issues.
- 29% said they already have directly educated board and community members about the importance of resilience.

Overall helpfulness of leadership training in integrating resilience program-wide

- Overall, supervisors/leaders participating in the leadership training rated the leadership training and working sessions quite highly in helping them to:
 - begin integrating resilience at the level of staff, children, families, board and community (*mean = 4.1 on 5-point scale*)
 - enhance program policies, procedures and guidelines (*mean = 4.0*).

Impact of working sessions on integration of the resiliency skills and content

Supervisors and lead teachers participating in the leadership group rated the four working sessions very highly in terms of their usefulness to their jobs. In particular, they rated the helpfulness of the working sessions most highly in regard to:

- integrating the skills,
- developing their reflective practice
- mentoring their staff.

More information

Visit RIRO's website, "RIRO Reports" (<http://www.reachinginreachingout.com/resources-reports.htm>) and go to "RIRO-Wellington Reflective Leadership Training Pilot Project," then click on *Executive Summary*. For a copy of the full report, please contact us at: info@reachinginreachingout.com

Funders

County of Wellington, Ontario

Partners

Reaching IN...Reaching OUT with the County of Wellington and 10 organizational partners

APPENDIX 5

PHASE 5: “Resilient Parents ...Resilient Kids” pilot project – Adaptation, implementation and testing of RIRO resiliency skills training for use with parents of young children experiencing significant challenges (2010-2012; 3 years)

Purpose

- The primary purpose of the “Resilient Parents – Resilient Kids” pilot project was to adapt the evidence-based resiliency skills training program developed for service providers by Reaching IN...Reaching OUT (RIRO) to meet the needs of parents experiencing significant challenges.
- In addition, several other resources to support the capacity for resilience in parents and children were created and piloted including a parent website, videos, parent-child activity modules, tip sheets and a fully-scripted public awareness session with audio-visuals.

Participants

In all, 161 parents enrolled in 18 BBT pilot groups and 119 participated in both the pre- and post-training evaluation. Families were recruited if they were experiencing one or more of the following challenges: poverty; unemployment; living in a high violence, remote or First Nations community; sole parent household; teen/young parents; newcomers; or families with children with special needs or at-risk for maltreatment. In all, 161 parents enrolled (93% female, 7% male; mean age = 29.1 years; 48% single parents; 41% less than Grade 12; 349 children, birth to 8 years; mean age 3 years, 9 months) in 18 BBT groups and 119 participated in both the pre- and post-training evaluation.



Method

Bounce Back & Thrive! (BBT) – a 10-session resiliency skills training program – was developed and offered to parents of children under eight years by experienced RIRO trainers from non-profit organizations in 16 diverse Canadian communities.

Parents completed two measures that examined the impact of the BBT resiliency skills training groups on themselves and their children:

- *Bounce Back Subscale* – to measure parent attitude change the Bounce Back Subscale (BBSS) was administered. The BBSS is a 14-item Likert-type self-report measure with ratings on a 5-point scale. It was developed to look at parents’ beliefs and attitudes affecting their own resilience and parenting. It consists of four factors: 1) optimism-pessimism; 2) attitudes about their children and parenting; 3) attitudes about self-efficacy and self-regulation; and 4) attitudes about set-backs and challenges. It was administered before and after the parent training.
- *Post-training Survey* – this 69-item parent self-report survey was designed to measure knowledge gain, use of the resiliency skills and impact of the program on the behavior of parents and children. It also looked at parents’ overall satisfaction with the training. It was administered at the end of the skills training.

As part of the process evaluation, after each session, parents also completed evaluation forms rating the usefulness of the content and effectiveness of the delivery (*mean rating = 6.5 and 6.4 respectively on 7-point scale for all sessions combined*). They were also asked about content they found most important, their success in using the content in daily life and suggestions for improvement of the sessions. At the end of the program, they rated the overall usefulness of several components of the program including the videos, discussion, small group activities, crafts, power points, etc. Trainers completed structured process notes for each session. In this brief summary, only the results of the impact evaluation will be presented.

Results

Attitudes associated with resilience & attributions regarding children and parenting (Bounce Back Subscale)

- Parents showed a significant positive change in attitudes (global score) associated with greater resilience as well as more positive attributions about their children and parenting ($t = 4.76, p < .001, n = 106$).
- Parents with the least ‘resilient’ attitudes to start (lowest global score) showed the greatest positive change in attitudes (global change score) by the end of the program ($r = -.45, p < .01$; trend test $z = 3.99, p < .001, n = 106$).
- The more sessions parents attended, the greater the positive change in their attitudes (trend test $z = 1.72, p < .05, n = 92$).

Use and impact of the skills training

- Parents rated their knowledge about supporting resilience in themselves as well as their children as being significantly higher at the end of the BBT program as compared to the beginning (*mean difference = 1.8 & 1.9 points respectively on a 5-point scale, $t = 19.2$ & 18.5 , $p < .0001$ for self and children, $n = 116$ & 114).*
- The more sessions parents attended, the greater their reported knowledge about building their children's resilience (*trend test $z = 1.72$, $p < .02$, $n = 92$*).
- The greater their change in knowledge of building resilience in their children, the greater the positive change in their attitudes on the Bounce Back Subscale (*trend test $z = -1.87$, $p < .05$, $n = 95$*).
- The greater the positive change in their attitudes on the Bounce Back Subscale, the greater the parents' use of the skills with their children (*$t = 1.98$, $p < .05$, $n = 95$*).
- 99% parents said they use the content they learned in the program with their children.
- 97% parents reported using the content they learned at least once a week; and 61% used it every day with their children. Here are some of the ways they are using the training:
 - 95% model the resiliency skills with their children
 - 92% help their children practice calming strategies
 - 93% help their children look for positive things
- Top rated ways the program helped parents personally (*all 4.4 on a 5-point scale*):
 - Reducing their stress level
 - Finding positive things to appreciate in their lives
 - Feeling more optimistic about the future
 - Believing more in themselves and their abilities
- Top rated ways the program helped them with their children (*all between 4.5 and 4.7 on 5-point scale*):
 - Looking more for the strengths and positive things to appreciate in their children
 - Having more patience with their children
 - Improving their relationship with their children
 - Feeling more confident about their parenting abilities
 - Understanding children better
- 82% of parents reported positive changes in their children (attributed to skills parents demonstrated to children):
 - Calm down better
 - Persevere and try new things
 - More confident
 - Handle frustrations better
 - Feel better about making mistakes
 - More patient and able ask for help appropriately
- 49% of parents reported observing their children already using resiliency skills (modeled by their parents) with other children; and 52% reported their children using the skills with other adults.

Usefulness and program satisfaction

- Parents rated the overall helpfulness of the BBT program very highly (*mean = 4.6 on a 5-point scale*).
- They also rated their satisfaction with the BBT program very highly (*mean = 4.7 on a 5-point scale*).
- 100% of the parents said they would recommend the BBT skills training program to other parents.

Funders

Project funding was provided by the Social Development Partnerships Program, Government of Canada (\$599,156 plus \$244,820 in-kinds from RIRO sponsors and partner organizations).

Partners

The *Resilient Parents – Resilient Kids* project was carried out by Reaching IN...Reaching OUT (RIRO) and its founding sponsors – the YMCA of Greater Toronto, Child Development Institute, University of Guelph and George Brown College – and more than 30 partner organizations in Canada.

More information

For further information about *Bounce Back & Thrive!*, go to <http://www.reachinginreachingout.com/programs-bb&t.htm> . Resiliency resources created for service providers are found at <http://www.reachinginreachingout.com/resources-parentprofessionals.htm>. Other resources created for parents are found at: www.reachinginreachingout.com/parents.

APPENDIX 6

PHASE 6: Ongoing evaluation project of Bounce Back & Thrive! resiliency skills training for parents in diverse Canadian communities (2012 to present)

Purpose

- To determine whether the results obtained in the Phase 5 pilot of the *Bounce Back & Thrive!* resiliency skills training program could be replicated
- To determine whether there also are positive changes in behavior associated with depression and stress after parents attend the BBT Program

Participants

As part of the formal ongoing evaluation of BBT in its first year after the pilot project, parents experiencing significant challenges who attended BBT groups in 17 family-serving partner organizations between September 2012 and June 2013 were included in these analyses. BBT was offered as part of the ongoing services of these organizations. The groups were similar demographically to the original pilot groups. In all, 194 parents (79% female, 21% male; mean age = 31.8 years; 41% single parents; 42% less than Grade 12; 442 children, birth to 8 years) enrolled in 18 BBT groups and 119 participated in both the pre- and post-training evaluation.



Method

Parents completed four measures that examined the impact of the BBT resiliency skills training groups on themselves and their children.

To measure change in parental attitudes, three subscales were administered at the beginning and end of the training. The “Bounce Back Subscale” (BBSS) (included in the original pilot project) is a 14-item Likert-type self-report measure with ratings on a 5-point scale. It was developed to look at parents’ beliefs and attitudes affecting their own resilience and parenting (see details in Phase 5). A 15th item was added – the item measuring resilience from the 2009 European Social Survey – to directly address resilience. Also administered were the “Depression Subscale” (DASS-D) and “Stress Subscale” (DASS-S) from the 21-item version of the Depression, Stress and Anxiety Scale (DASS-21). The DASS-21 subscales are self-report measures each containing seven items and rated on a four-point scale.

At the end of the program, parents were also asked to complete a 69-item parent self-report survey (included in the original pilot). The “Post-Training Survey” was designed to gather information about knowledge gain, use of the resiliency skills, impact on parent and child behavior as well as overall satisfaction with the BBT program.

Results

Year 1 - BBT ongoing evaluation

Attitudes related to resilience and parenting, depression and stress

- Parents showed a significant positive change in attitudes associated with greater resilience as well as more positive attitudes about their children and parenting (*mean change BBSS = 4.36, t = 5.88, p < .001, n = 119*).
- Parents with the least ‘resilient’ attitudes to start (lowest BBSS scores) showed the greatest positive change in attitudes related to resilience and parenting by the end of the skills training program (*BBSS, r = -.53, p < .001, n = 119*).
- Parents showed significant positive change in ratings of their ability to “return to normal after things go wrong” (i.e., capacity for resilience) (*mean change ESS resilience item = .26, t = 2.35, p < .025, n = 119*).
- Parents showed a decrease in depression scores over time (*Mean change DASS-D = -1.36, t = -3.87, p < .001, n = 119*).
- Parents who scored most poorly on the Depression Subscale to start showed the greatest improvement (*DASS-D, r = -.35, p < .01, n = 119*).
- Parents reported a decrease in stress-related symptoms over time (*Mean change DASS-S = -1.74, t = -5.31, p < .001, n = 119*).
- Parents who reported the most stress-related symptoms to start showed the greatest improvement (*DASS-S, r = -.30, p < .01, n = 119*).

- When the mean improvement on each subscale is combined to create a global change score, parents who initially scored most poorly (1st quartile) improved the most, and conversely, those who scored the best to start (4th quartile) gained the least with those in the remaining quartiles scoring in between.

Use and impact of the skills training (highlights from “Post-training Survey”)

- Parents rated their knowledge about supporting resilience in themselves and their children as being significantly higher at the end of the program in comparison with the beginning (*based on a 5-point scale; parent resilience, mean difference = 1.9, t = 19.8, p < .0001, n = 125; child resilience, mean difference = 2.1, t = 19.0, p < .0001, n = 123*).
- Parents who attended more frequently reported greater knowledge gain about building their own and their children’s resilience than those with more absences (*based on a 5-point scale; parent resilience, mean difference = .7 points, t = 1.79, p < .05; child resilience, mean difference = .4 points, t = 1.02, ns*).
- The greater their change in knowledge of building resilience in their children, the greater the positive change in their attitudes related to resilience (*Jonckheere’s Trend test, z = 1.8, p < .05, n = 119*).
- 98% parents said they use BBT content with their children.
- 97% parents reported using the content they learned at least once a week and 63% use it every day with their children.
 - 97% model the resiliency skills with their children
 - 95% help their children practice calming strategies
 - 95% help their children look for positive things
- The “top three” strength areas parents developed, comparing their ratings before and after the program, were (on a 5-point scale):
 - Being in charge of their emotions (*mean change = 1.5 points; t = 16.6, p < .001, n = 119*)
 - Solving problems, using thinking skills (*mean change = 1.1 points; t = 12.7, p < .001, n = 119*)
 - Believing in themselves and their abilities (*mean change = 1.3 points; t = 12.5, p < .001, n = 119*)

Top-rated ways the program specifically helped parents personally (mean change = 4.3 to 4.4 on 5-point scale for all items below):

- Reducing “Me” thinking (automatically blaming themselves)
- Improving their ability to “respond” instead of “react” to challenges
- Understanding the link between their thoughts and reactions
- Finding new ways to solve problems and use more empathy
- Finding positive things to appreciate in their lives
- Feeling more hopeful/optimistic about the future
- Believing more in their ability to bounce back and role model “resilient” thinking and behavior

Top-rated ways the program helped parents with their children (mean change = 4.5 on 5-point scale for all items below):

- Better understanding of their children’s emotional needs
- Improving their relationship with their children
- Looking more for the strengths and positive things to appreciate in their children
- Using more empathy and having more patience with their children
- Feeling more confident about their parenting abilities

Impact on children

- 72% of parents reported seeing positive changes in their children (attributed to skills parents demonstrated to their children). Among the top reported positive changes were:
 - Calming down better (81%)
 - Persevering (73%)
 - Showing more patience (69%)
 - Trying new things and being less negative (66%)
 - Being more confident and asking for help (64%)
 - Handling frustrations better (63%)
 - Feeling better about making mistakes (61%)
- 50% of parents reported observing their children already using resiliency skills (that parents modeled for them) with other children and adults.

Satisfaction with the program

- Parents rated the overall helpfulness of the parent group and their satisfaction with it very highly (*mean rating = 4.6 and 4.7 respectively on a 5-point scale*).
- They also rated the content and delivery of their sessions very positively (*mean rating = 6.3 and 6.5 respectively on 7-point scale for all sessions combined on Parent Feedback Forms*).
- When asked whether they would recommend BBT skills training to other parents, 92% of the parents responded “Yes” (8% said “Maybe”).

Year 2 BBT ongoing evaluation – *Summary report projected for late Fall 2014*

Funders

Not applicable

Partners

Year 1 evaluation: RIRO and 17 non-profit or government-funded, family-serving organizations in Canada offering BBT Skills Training

APPENDIX 7

ONGOING EVALUATION: RIRO Resiliency Skills Training Program

Purpose

The evaluation team at RIRO has been conducting evaluation of RIRO Resiliency Skills Training sessions since Fall 2004 to see if the skills training is used at work by service providers who attend the skills training program, and if so, what impact it has had on them and the children they serve.

Participants

958 service providers from across Canada who completed RIRO Skills Training at least 6 weeks before responding to the email survey.

Method

The following measures are used for ongoing evaluation of the RIRO Resiliency Skills Training Program.

- *Post-training Evaluation Form* – this participant feedback form is administered immediately after training (rating content usefulness and delivery as well as qualitative information about the most important content, areas most difficult to understand and other comments)
- *Post-training Follow-up Survey* – this structured follow-up survey rates the use, usefulness and impact of the skills training on the participants and children. It is an abridged version suitable for email administration based on the follow-up survey developed for Phases 2 and 3. It is sent out to participants who provide an email address and complete the training at least 6 weeks before the survey.* (see note below)



Results

Post-training Evaluation: (Rating of Training Content & Delivery immediately after training)

- Usefulness of the skills training content is rated highly:
 - Adult Skills training average rating = 6.3 on a 7-point scale (n=3514)
 - Child applications training average rating = 6.4 on a 7-point scale (n=2603)
- Quality of delivery of the content is also rated highly:
 - Adult Skills training average rating = 6.2 on a 7-point scale (n=3514)
 - Child applications training average rating = 6.3 on a 7-point scale (n=2603)
- Post-training ratings by participants are consistent irrespective of trainer or geographical location. There was no statistically significant difference in ratings of the content or delivery.

**Results are based on participants' evaluation of RIRO skills training sessions from October 2007 to June 2013. Because of the consistency of participant ratings over several years, since June 2013 evaluation data are only reviewed for new RIRO Trainers to ensure continuing fidelity of the program.*

Follow-up Survey (combined results from surveys emailed at least 6 weeks after training between May 2006 and June 2014; because the results of the 2004-5 follow-up surveys were presented in Phase 2, only the findings from surveys sent out subsequently will be highlighted here)

Use and usefulness of the skills

- 96% of respondents report using the skills at work and 93% are using the skills outside work.
- The skills are very useful in helping respondents better understand:
 - children's behavior (mean rating 4.3 on 5-point scale)
 - their own response to stressful situations (mean rating 4.2 on 5-point scale)
 - other adults' behavior (mean rating 4.0 on 5-point scale).

Top ways the skills help adults

- Putting things into perspective 82%
- Being understanding and supportive with families 73%

- Reducing their own stress 72%
- Assessing children’s behavior and thinking 70%
- Understanding and being more empathic with children 70%
- Problem solving more effectively 69%

Ways that service providers use the skills to support children

- 98% report they role model the resiliency skills with children at work and/or home (99% of ECEs).
- 94% say the skills training helps them support positive changes in children.

Impact on children

- The top ways respondents observed children being helped by the skills are:
 - Calming down 76%
 - Problem solving 72%
 - Seeing mistakes as OK 70%
 - Being more confident in their abilities 66%
 - Trying new things 63%
 - Being more empathic, understanding 63%
- 50% say they have already seen children use the skills with their peers (60% of ECEs receiving the training more than 3 months prior to survey).

Satisfaction with the skills training

- Respondents are very satisfied with the resiliency skills training they received (4.3 on 5-point scale).

**Based on 958 respondents; 26% overall all response rate, range 22% to 35%*

Summary of Ongoing RIRO Evaluation

- Results from ongoing follow-up surveys and evaluation of training sessions are consistent with each other and confirm the findings from RIRO’s original pilot study as well as subsequent larger scale projects from 2003 to 2005 (which used an earlier version of the follow-up survey).
- The findings are also consistent with the results of “Resilient Parents – Resilient Kids” (2010-2012) pilot project as well as the ongoing evaluation of *Bounce Back & Thrive!* (an adapted resiliency skills training for parents). These two evaluation initiatives looked at the impact of *Bounce Back & Thrive!* on parent participants and their children. (For more information, go to <http://www.reachinginreachingout.com/effectiveness-bb&t.htm>.)
- These data provide support for both the fidelity and effectiveness of the model.

Funders

Not applicable

Partners

RIRO Resiliency Skills Training Program has been offered through non-profit organizations in many communities across Canada by more than 200 authorized RIRO Trainers.