

Resiliency Module Evaluation

November 2025

Overview

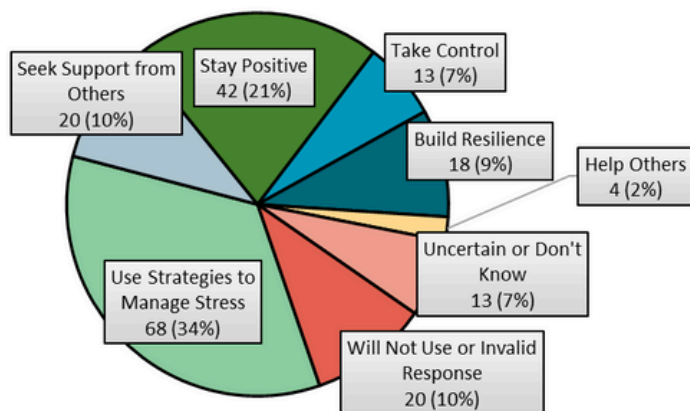
Using a prevention science framework, Preparing Individuals for Adulthood and Life (PIAL) is a comprehensive life skills program aimed at educating middle and high school students about the emotional, social, and financial aspects of parenting and relationships. PIAL delivers several unique modules that cover life skills, including (1) Healthy Relationships, (2) Cost of Raising a Child, (3) Resiliency, (4) Mental Health, and (5) Career Readiness. The current report focuses on the [Resiliency](#) module.

The Resiliency module was administered during the 2024-2025 academic year. The module content and delivery were similar to prior years, with the addition of revised surveys. Students completed a pre-survey ($n = 194$) before attending the module and a post-survey ($n = 183$) after attending the module. Overall, 140 identifiable students completed both the pre-survey and post-survey. Their responses were matched and allowed analysis of knowledge change across surveys.

How does the Resiliency module impact students?

On the post-survey, participating youth answered “How will you use what you’ve learned about resiliency in the future?” ($n = 137$)
Eight unique themes emerged across the open-ended responses.

“How will you use what you’ve learned about resiliency in the future?”



“help other people with resiliency.”

Help others

“I will try to start building resiliency”

Build resilience

“pondre en practica las cosas positivas.”

Stay positive

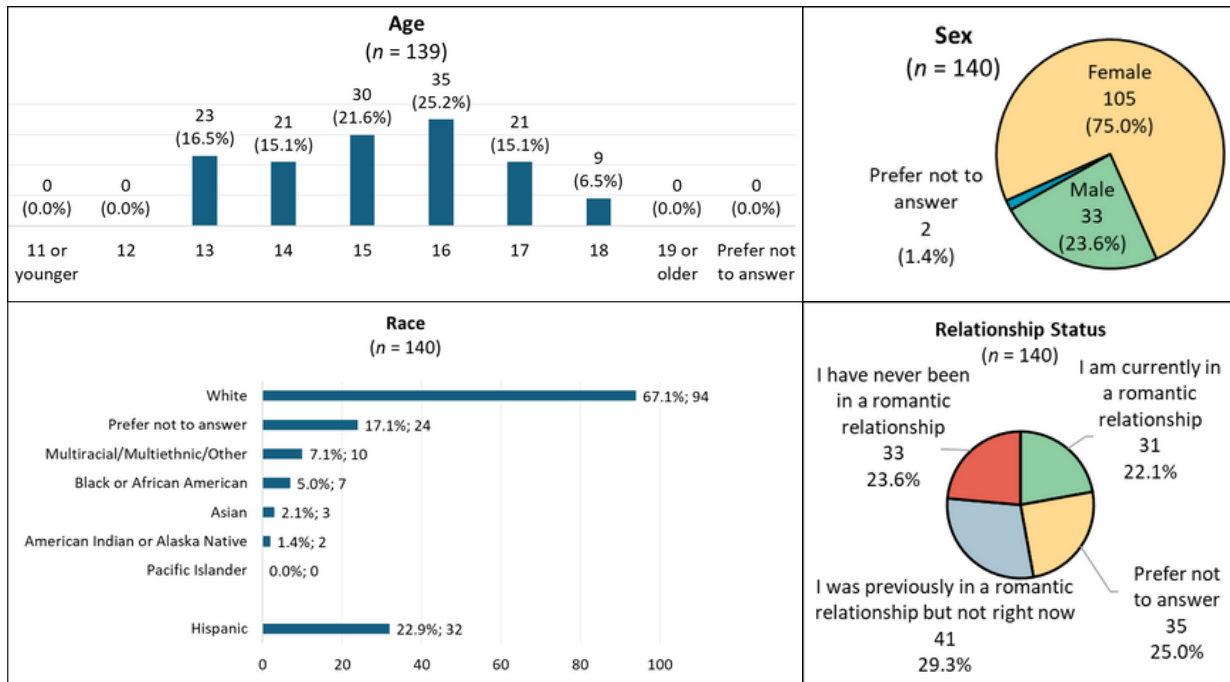
At the end of the post-survey, we asked students to “Rate your overall experience going through the Resiliency module.” Of all students who provided a response ($n = 179$), students overwhelmingly had a positive experience.

93%

of students rated the Resiliency module as Excellent/Good

1 Who participated in the Resiliency module?

Demographic data were calculated based on responses to the matched pre- and post-surveys ($n = 140$) and are displayed in the figures below. Youth were predominantly white, majority aged 16, and mostly female.

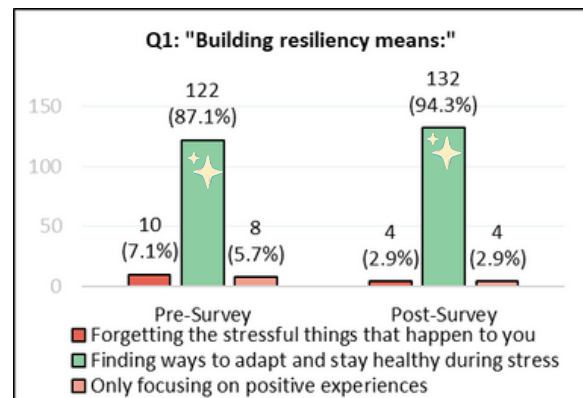
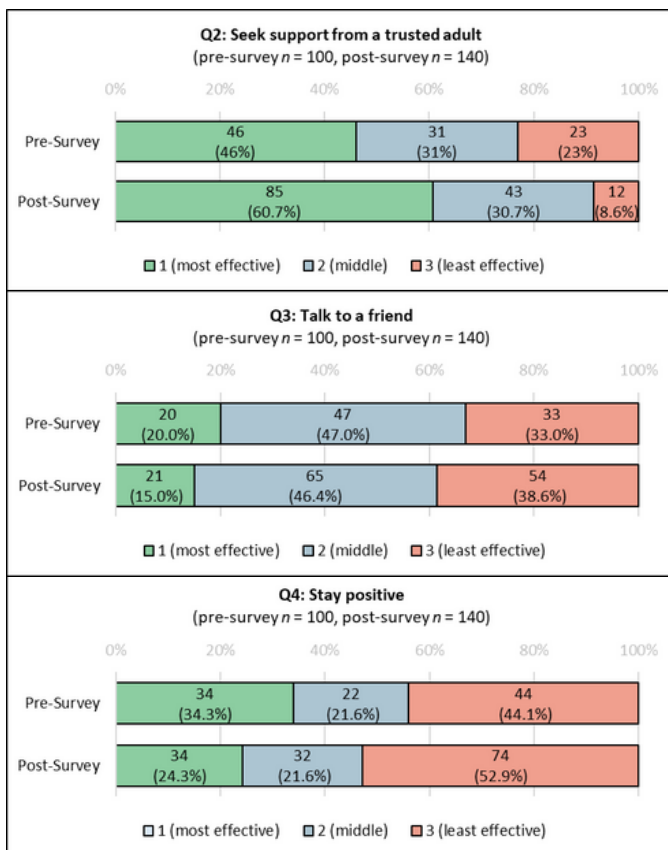


*One youth (0.7%) was missing age information.

2 How did students' perspectives on building resiliency change?

Various statistical tests were used to calculate the change in scores from the pre-survey to the post-survey. Findings suggest positive change in students' knowledge of resiliency. Students also changed their perspective on the most effective ways to build resiliency.

(See the long report for more details on statistical analyses and results)



✦ indicates correct response

3 Does the Resiliency module teach students what they want to know?

Prior to attending the Resiliency module, youth were asked what they would like to learn about resiliency on the pre-survey through an open-ended response. Using responses from all participating youth ($n = 140$), responses were categorized into 7 emerging themes. Youth may have provided a response that spanned across multiple themes. Most youth (64%) identified they wanted to learn about a specific concept, and 12% of youth did not know what they wanted to learn. While module facilitators are trained to accurately answer student questions in the classroom, the Resiliency module curriculum covers all students' topics of interest.

"What are some ways you can stay positive?"



How to stay positive and manage emotions

"How can I build habits of resilience?"



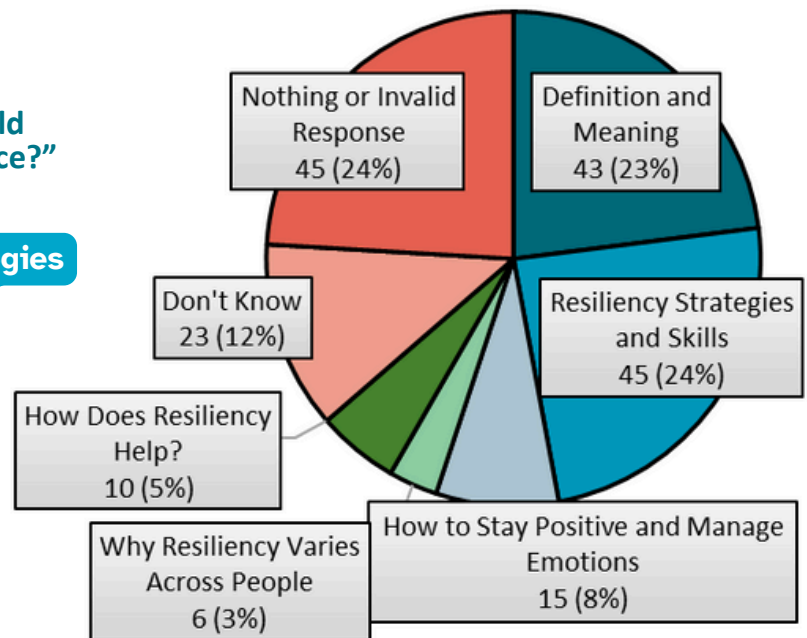
Resiliency strategies and skills

"Why is it easy for some people to build resilience and not for others?"



Why resiliency varies across people

"What do you want to learn about resiliency?"



4 Conclusions and Future Directions

Nearly all students (93%) expressed positive experiences with the module, noting that it deepened their understanding of resiliency and provided them with practical tools and insight they intend to use in their personal lives. When their knowledge of resiliency was assessed, participating students demonstrated overall improvement. The evaluation of the Resiliency module highlights the need for a more sensitive quantitative assessment that can better capture the nuances of the module's impact. To address this, we are currently working on developing enhanced assessment tools that will be more effective in measuring the program's influence on students' learning.

To read the long report and to learn more about PIAL, visit <https://childwelfareproject.hs.iastate.edu/>