

Resiliency Module Evaluation

October 2024

Overview

Using a prevention science framework, Parenting: It's a 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 PIAL team launched an updated version of the Resiliency module for the 2023-2024 academic year. The updated module has new pre- and post-survey questions. The current report focuses on the [Resiliency](#) module.

The Resiliency module was administered to Cedar Falls HS, AMP- Ames, AMP- Woodward Academy, and AMP- Cedar Rapids during the end of the 2023-2024 academic year (May 2024). Students completed a pre-survey ($n = 55$) before attending the module and a post-survey ($n = 54$) after attending the module. Overall, 36 identifiable students completed the pre-survey and post-survey. Their responses were matched and allowed analysis of knowledge change from the pre- to the post-survey.

Aims

The analyses in this brief report relate to three aims:

- summarize the demographic characteristics of students involved
- summarize students' change in knowledge of resiliency before and after attending the module
- explore themes related to students' reflection of the module

Procedure

Pre-surveys were administered in the classroom before the delivery of the Resiliency module. Post-surveys were administered after the delivery of the Resiliency module debriefing session. Students completed the surveys electronically via Qualtrics. Student responses were anonymous; students provided initials, birth date, and birth month to match pre and post-surveys. All participants provided consent prior to completing both the pre and post-survey.

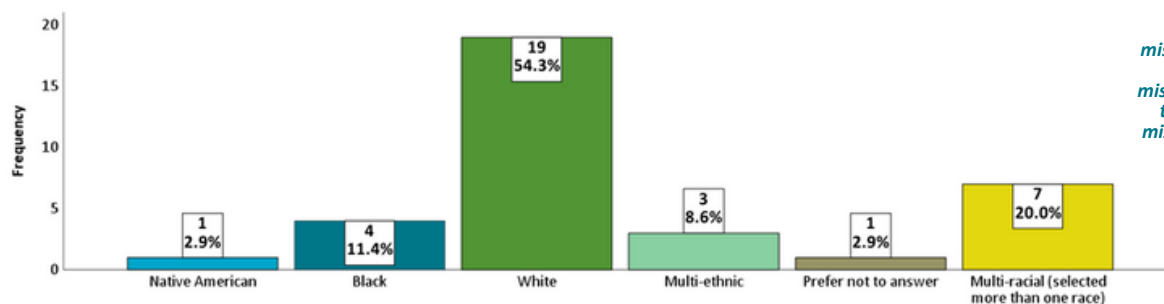
The delivery of PIAL modules included arriving at the classroom before class began to set up electronic equipment and activity materials. Students began each module by engaging in a presentation that 1) provided an overview of basic concepts, 2) gave real-world examples, and 3) asked students to think critically and answer questions both independently and together as a group.

Three questions appeared on both the pre- and post-surveys and each had one correct and two incorrect answer options. The pre-survey and post-survey each included one unique open-ended question. (*See the long report for more details on assessment questions and answers*)

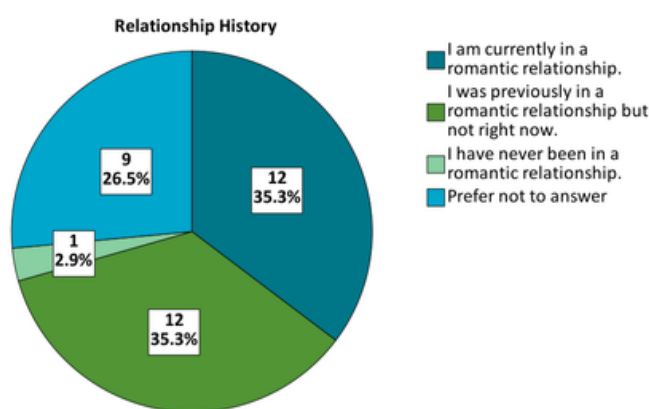
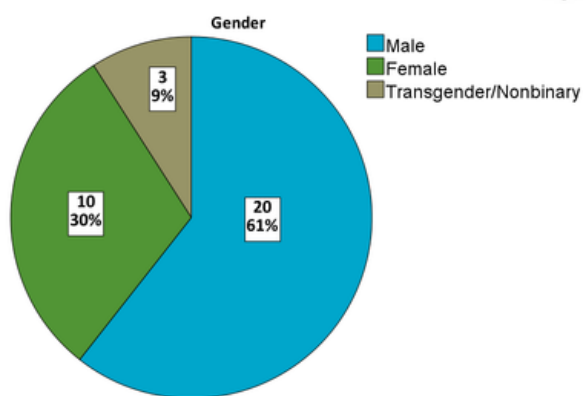
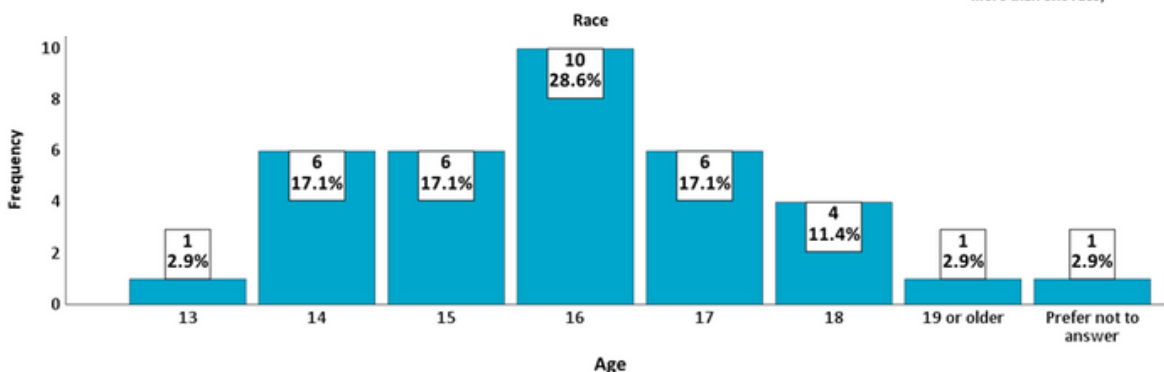


1 Demographics

Demographic data were calculated based on responses to the matched pre- and post-surveys ($n = 36$) and are displayed in the figures below. Youth were predominantly white, majority aged 16, and mostly female.

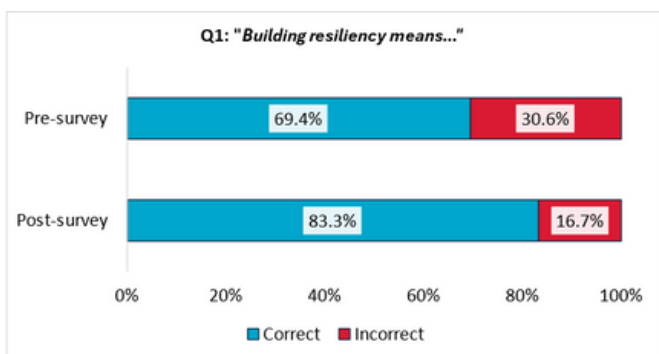


*One youth (2.8%) was missing information on race, one youth (2.8%) was missing age information, and three youth (8.3%) were missing gender information.

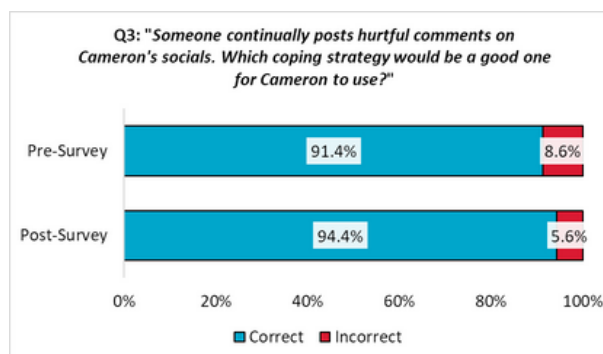


2 Change in Knowledge and Confidence

Various statistical tests were used to calculate change in scores from the pre-survey to the post-survey. Findings suggest some positive change in students' knowledge of resiliency. Notably, two of the three items on the surveys showed statistically significant improvement (see figures below). The data suggest overall high baseline knowledge students had regarding resiliency left limited room for further gains. (See the long report for more details on statistical analyses and results)



Chi-squared results: $\chi^2(1, N = 36) = 9.45, p < .01$



Chi-squared results: $\chi^2(1, N = 35) = 22.63, p < .001$

3 Student Reflections

To better understand what youth would like to learn about resiliency, the pre-survey included the open-ended question: *“What would you like to know about resiliency?”* To draw themes from what students would like to know, we conducted an inductive coding process across two raters. Of the 43 responses, raters came to a substantial agreement (Cohen’s $k = .96$) on the following themes:

General information/anything

“What it means”
“How it can [affect] you
in the long run”

How to develop, build upon, or strengthen resiliency

“How to maintain it”
“How to strengthen it”
“I guess how to build it?”

Doesn't know, response unclear, or doesn't answer the question

“I don't know”
“Nothing”
“?”

To assess how students will use the information they learned after attending the module, the post-survey included the open-ended question: *“How will you use what you've learned from the Resiliency module in your life?”* Of the 50 responses, the two raters came to substantial agreement (Cohen’s $k = .84$) on the following themes:

I will use the Resiliency module generally

“It showed me how
[resilient] I am, I'll be able
to believe it from now on”
“With my problems”

Actively build resiliency

“By finding good coping
methods”
“Focus on what I can control”
“I will talk to my parents more
often”

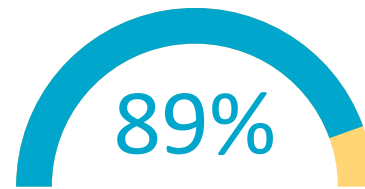
Stay positive

“Look at the positive”
“To keep going!”
“I will find the good in
things”

Doesn't know, response unclear, or doesn't answer the question

“I don't know”
“Nothing”

At the end of the post-survey, we asked students to “Rate your overall experience going through the Resiliency module.” Of the students who provided responses ($n = 54$), students generally rated that they had a positive experience.



89%
of students rated the Resiliency
module as Excellent/Good

4 Conclusions and Future Directions

Nearly all students (89%) expressed positive experiences with the module, noting that it deepened their understanding of resiliency and provided them with practical tools they intend to use in their personal lives. 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/>