

Resiliency Scales for Children and Adolescents

Larry Kubiak, Ph.D.
Walter Lundstrom

Early returns

- International issue
- Some unavoidable
- Factors in success include
 1. learning language
 2. bond with host family, Rotary club, school and friends
 3. limit home contact
 4. utilize support network

Early returns

- Are there characteristics within the student that may predict success?
- Resiliency an appealing concept
 1. non-pathological
 2. research and evidence based
 3. part of the positive psychology movement
 4. easily measured

Early returns

5. Skill that can be taught
6. broad implications for life and not just exchange success
7. provides a mechanism to identify challenge areas and intervene early and throughout process with at risk students
8. provides a means to improve resilience of entire group of outbounds

Resiliency Scales for Children and Adolescence

- Published by PearsonClinical.com
- Access restricted to trained professionals
- Based on 50 years of research
- Five main scales and 10 subscales
- Measured in T scores and scale scores
- Allows for easy statistical analysis
- Can identify group and individual scores pre and post exchange

Main scales

- Sense of mastery—likelihood of effective coping
- Sense of Relatedness—feeling securely connected to others socially
- Emotional Reactivity—vulnerability to stress
- Resource—combination of mastery and relatedness and sums positive strengths
- Vulnerability—risk of being overwhelmed

Subscales

1. Optimism—positive attitudes about life
2. Self-efficacy—mastery of ones environment
3. Adaptability—flexibility in problem solving
4. Trust—ability to see others as accepting
5. Perceived access to support—belief that there are others one can turn to when dealing with adversity

Subscales

6. Comfort with others—be in presence of others without anxiety
7. Tolerance of differences—belief one can express own thoughts and still be accepted
8. Sensitivity—intensity of emotional response to stress
9. Recovery—how quickly one returns to normal
10. Impairment—able to maintain emotional equilibrium

Ranks for 5 main scores in T scores

- High > or equal to 60
- Above average 56-59
- Average 46-55
- Below average 41-45
- Low < or equal to 40

Ranks for 10 subscales in scale scores

- High > or equal to 16
- Above average 13-15
- Average 8-12
- Below average 5-7
- Low < or equal to 4

Questions developed

1. How will our Rotex, our superstars score?
2. How will each year of outbounds compare to Rotex?
3. Are we selecting outbounds well?
4. Can we identify at risk outbounds and improve their chances of success?
5. Will training in resilience improve the number of successful exchanges in quantity and quality?

Initial findings

- Testing with Rotex in 2013 and outbounds in 2013, 14,15, 16 and 17 found all groups at the mean with Rotex $\frac{1}{2}$ standard deviation above mean on sense of relatedness and resource
- In 2013-14 of 78 outbounds only 20 had even one score below mean

outbounds

- In 2014-15 of 71 outbounds 13 had even 1 score low
- In 2015-16 of 65 outbounds 12 had low scores
- In 2016-17 of 73 outbounds 29 had low scores
- In 2017-18 of 79 outbounds 28 had low scores

At risk outbounds

- In 2013 there were 2 students with 5 of 15 scales at least one standard deviation below the mean and 2 with 4.
- In 2014 there was 1 student with 6 scales low and no one else with even more than one
- In 2015 there was one student with 6 scales low, one with 5 and one with 3

At Risk Outbounds

In 2016 1 student had 8 scales Low, 1 had 6, 2 had 5 and 2 had 4

Finding from first pre-post testing

- For 2013-14 there were 4 predicted early returnees and there were 5 with no correlation
- In the early returns there was no clear pattern of test deficits
- Interviewed district coordinators in regard to early returns and predicted returns on 5 rated dimensions: language skills and bonding with host parents, friends, school and Rotary club with no differences found

Findings from first pre-post testing

- Noted that 4 of 5 early returns were females with 3 in Scandinavian countries
- Raises question of possible Seasonal Affective Disorder with risk factors including:
 1. female
 2. African American
 3. living in poverty
 4. smoking
 5. going to a country much further north than home

Findings

- 6. Family history of SAD
- 7. Previous history of depression
- 8. Occurs between 15-55
- 9. Is a treatable condition with phototherapy and/or medication

Findings

- Of the 76 outbounds 48 attended the rebound weekend
- On the 15 scales there were no group mean differences between the pre-and post tests.
- On 76 scales there was at least a standard deviation improvement from pre-testing while on 52 there was a decline
- Why would there be declines?

Findings

- One student improved on 11 of 15 scales, one improved on 9, one on 5 and 2 on 4.
- In regard to declines there were 2 who declined on 4 scales.

Most improvement

1. adaptability and support—10
2. Self efficacy and recovery—8
3. Trust and tolerance—6
4. Sensitivity—5
5. Vulnerability--4

Greatest decline

1. Comfort with others—10
2. Adaptability—8
3. Recovery—7
4. Trust and impairment—6
5. Optimism--5

Findings from second pre-test year

For 2014-15 of 71 outbounds 12 had one scale elevated and 1 had 6

There were 3 early returns only one of whom had one scale low

Reasons for early return not related to resilience:

"Had minor health issues and had all the fun he wanted"

"Found with drugs in his room"

"Was a pain in the ass and did everything possible to be sent home early"

46 outbounds attended rebound
Weekend
No statistical group differences
in pre post testing
79 scales improved for post
test while 65 declined

Why declines? Johari window

One improved on 14 scales
One improved on 8 scales
One improved on 7 scales
One declined on 9 scales
One declined on 10 scales

Student with 6 initial low scales
improved by 1 SD on 6 and 2SD
On 2

Most improvement

11=comfort with other
9=recovery
9=adaptability
7= trust
5=optimism, self-efficacy and
perceived level of support

Most declines

10=tolerance of differences
8=adaptability
7=recovery
6=comfort with others

In 2015-16 2 came home early, one for Medical reasons, the other pressure From a boyfriend
51 scales increased, 69 decreased
One student increased on 7 scales
One student decreased on 10 scales
Biggest increase: support, optimism, Tolerance of differences, sensitivity
Biggest decline: tolerance of differences, Recovery, adaptability, impairment

Over 3 years most consistent improvement:

Adaptability
Trust
Perceived level of support
Self efficacy
optimism

Over 3 years most consistent decline:

Adaptability
Recovery
Comfort with others
Tolerance of differences
Impairment
Sensitivity

Strategies to improve resiliency all can use whether test or not include:

1. Resiliency strategies brainstorming
2. Resiliency role play
3. Pairs walk
4. Come to me
5. Others

Questions and comments?