# Resiliency Scales for Children and Adolescents—Part 1

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# 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?
4. 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 and 15 found all groups at the mean with Rotex ½ standard deviation above mean on sense of relatedness and resource
- In 2013-14 of 78 outbounds only 20 had even one score below mean
- --sense of relatedness—4
- --optimism--1

## 2013 outbounds

- --self efficacy—1
- --adaptability—5
- --sense of trust—8
- --perceived access to support—3
- --comfort with others—7
- --tolerance of differences—5
- --resource-2
- --vulnerability--1

## 2014 outbounds

- Of 71 outbounds only 13 had even one score low
- --sense of relatedness-1
- --adaptability—5
- --sense of trust—3
- --perceived access to support—1
- --comfort with others—3
- --tolerance of differences—1
- --recovery—3
- --resource--1

## 2015 outbounds

- Of 65 outbounds 12 had low scores
- --sense of relatedness—1
- --emotional reactivity—3
- --optimism—2
- --adaptability—1
- --sense of trust—1
- --perceived access to support—3
- --comfort with others—4

## 2015 outbounds

- --sensitivity—1
- --recovery—5
- --impairment—2
- --resource—1
- --vulnerability--1

## 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

## 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

Questions and comments?