

# PARTNERS FOR SUCCESS

Third Evaluation: 2007-2008

SCHOOL-BASED MENTAL HEALTH SERVICES  
PROVIDED BY

**Aisling Discoveries Child & Family Centre &  
YOUTHLINK®  
East Metro Youth Services**

**In conjunction with participating schools from the  
Toronto Catholic District and Toronto District School Boards**



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## **CONTEXT**

This Report which contains evaluation findings for the 2007-2008 school year is part of the Partners for Success Initiative that began in 2005. The overarching goal of this school-based children's mental health initiative is to reduce barriers that limit academic and social outcomes for students. The organizations involved in this current year's project include: Toronto School Boards, Aisling Discoveries Child and Family Centre, and YOUTHLINK®. The two children's mental health agencies were given the task of delivering programs to students, parents and teachers in order help reduce some of these barriers and promote pro-social behaviours.

### **Plan of the Report**

In the following sections, we will provide a brief summary of services offered by YOUTHLINK® and Aisling Discoveries Child and Family Centre through the PFS initiative. We will also describe measures and procedures used to collect data, and highlight key findings. Toward the end of this report, we articulate limitations of the findings and outline future research directions.

## Partners for Success Programs

### **YOUTHLINK® Anger Management Program**

The YOUTHLINK® Anger Management Program was designed specifically to address the underlying factors that contribute to aggressive and violent behaviours exhibited by youth. Goals of this clinical program include developing a clearer understanding of the origins of anger and triggers to violent behaviour, increasing knowledge and skill in resolving conflict by non-violent means, teaching problem solving and communication skills, and promoting pro-social behavior and attitudes. The Youthlink Anger Management manual (2004) was updated in the summer of 2007 to increase the level of attention to anti-oppressive and youth engagement strategies exploring issues related to race, sex, gender constructions, and media interpretations to work with the youth to increase their capacity to challenge structural based anger. There is now a focus on anti-oppressive practice techniques in the revised manual such as encouraging critical thinking as it relates to structural oppression through various sources like the media. The program is delivered in a cognitive behavioral group format for students who have reactive anger problems (anger problems that are defined by inappropriate reactions to conflict situations). The group meets once a week for 1-1½ hours per session, over 10 weeks. Youth are referred by school staff because they are at risk of leaving school, are underachieving, or are at risk of expulsion due to aggressive or related conduct problems.

The curriculum of the program is based on the YOUTHLINK® Anger Management Program manual (revised 2007), which emerged out of several YOUTHLINK® programs. Since the mid 1980's, these programs focused on violence prevention and were provided to Scarborough high schools and communities by outreach staff. During the mid 1990s, YOUTHLINK® developed a highly structured anger management program for adolescents as part of court-ordered probation or bail conditions. The program covers topics such as anger styles, recognizing the degree of anger that one experiences, understanding the socializations of men and women and how these contribute to anger responses, and learning about coping styles and strategies, such as relaxation and visualization (YOUTHLINK® Anger Management Program, revised 2007).

## **Service Utilization**

During the 2007-2008 school year, the program was offered 7 times in 5 different schools; 3 in the first term, 2 in the second term, and two offered over both terms. Three of these schools operated within the TDSB (Sir Robert Borden BTI; Alexander Stirling PS; Samuel Hearne SPS) and 2 were operated within TCDSB schools (Jean Vanier CSS; Mary Ward CSS). A total of 63 children (29 male, 34 female) agreed to participate in the programs, out of which, 14 students did not complete the program (with 9 students attending 2-4 sessions, and 5 students attending 5-7 sessions). Out of these 14 students, 3 students were transferred out of the schools and 11 students left for reasons that included: parents asking them to stop attending, poor school attendance overall, and being involved in a co-op program (which kept them out of school). Out of the 49 students who participated in the program(s), twenty-nine students completed the standard program, while 20 students completed a modified program (explained below). Excluding those who dropped out of the program before the second session, the average student attendance was 8/10 (80%).

To meet the needs and challenges of younger students in grades 6-8, Youthlink® developed a modified version of the standard Anger Management program. This modified version included many of the same elements as the standard program (e.g., anger styles, triggers, and coping strategies), however it incorporated worksheets and activities considered more age appropriate in shorter individual sessions running over two terms (i.e., 7 months). Seven of eight boys in grades 6 through 8 completed the program at Alexander Stirling Public School. One boy was expelled from school and could not finish. Additionally, four of five girls in grades 7 and 8 completed the program at Samuel Hearne Public School. One girl did not finish as she was transferred to another school.

Finally, Mary Ward Catholic Secondary School offered the standard program over the first semester and for the second semester, at the request of the school; YOUTHLINK® offered a shorter program that incorporated anger management, with stress and time management strategies for students who were becoming overwhelmed with the end of the school year. Nine of ten boys, in grades 9 through 12, participated in this abbreviated 5 week program (April-May 2008). One participant had to drop the program due to

course conflicts. Participants in both of these modified programs completed only the final post evaluation questionnaires and did not complete any pre/post group measures.

## YOUTHLINK® Anger Management Program

### *Research Participants*

A total of 16 of 29 participants who completed the standard YOUTHLINK® Anger Management Program consented to participate in this research project, evaluating the program's effectiveness. Participants were all female, in grades 9 through 12, and were between the ages of 14 and 18 years old ( $M = 15.3$  years). Participants self-identified as Black (5), Jamaican (3), Filipino (2), Hispanic (1), Other (3), with two participants not stating their ethnicity.

### **Measures**

Four measures were used to evaluate the program:

1. Family Anger Questionnaire (FAQ) - Collected at pre group, the Family Anger Questionnaire consists of 8 open-ended questions that ask participants to explain how they, their family, and friends express anger. This questionnaire provides primarily descriptive information.
2. Your Anger Style Inventory (ASI) - Collected pre and post group, this 10-item questionnaire asks participants to report how they *usually* deal with provoking situations by asking them to select one of three possible forced-choice options. Each response can be classified into one of three "anger style" types: *Violent Anger Expressers*, *Anger Controllers*, and *Verbal Anger Expressers* (for more complete descriptions on each question and type, see Appendix A). According to the program clinician, the ASI is one of the first steps that are taken to determine the anger style of the youth and identify those styles in relation to different behavior modification techniques. From that inventory, passive/aggressive anger styles can be determined which prompts a dialogue about how different styles can affect their relationships with other people. For many young people it is their first opportunity to discuss and modify their passive and aggressive behavior and to become more assertive.
3. Youth Self Report (YSR) - Collected pre and post group, the YSR is a self-report questionnaire completed by youth. It is composed of subscales that measure a range of competence and problem behaviors (Syndrome and DSM

subscales), and composite scales that amalgamate 2 or more subscales (e.g., the *Externalizing* subscale includes the *Rule-Breaking* and *Aggressive* subscales). Questionnaire responses generate standardized T-scores (percentile ranks) based on norms for youth of similar age and sex. To be considered within the clinical range for the Syndrome or DSM subscales (i.e., scores higher than 98% of the population); scores must be greater than or equal to a value of 70. The clinical range for Composite Scales is a T-value of 64 or more.

4. Post Group Evaluation - Participants were administered a group evaluation questionnaire that contains both open and closed-ended questions about how participants felt about their experience of the group.

### ***Findings***

#### 1. Pre-group

Fifteen participants completed the FAQ measure before the start of the program. Table 1 summarizes the responses given by participants to the open-ended questions in this questionnaire. Overall, the pattern that emerges from the responses is family and participant's express their anger are very similarly. Participants reported their families used "yelling and attacking" and "being aggressive" most often, with mothers identified as using both expressions of anger slightly more than fathers.

One participant wrote their mother:

*"used to throw [things] at me, throw me, but now she can't because it's illegal, cause she gets in trouble."*

Another participant wrote:

*"We argue a lot and yell a lot, that is how we get our point across, but we are not an angry family. We just happen to argue and yell a lot."*

Several participants wrote that they try to deal with anger in a positive manner now as opposed to when they were children.

One participant wrote:

*"I write letters, punch my pillow, take walks, write poems, and occasionally get to the yelling point."*

Participants' rated their friends as dealing with anger primarily through aggression (e.g., fighting and confrontation) and many said that their friends deal with anger in the same manner as themselves. While several participants said that there is not a negative

outcome when they are angry (27%), many participants did recognize negative outcomes, such as anger causing more problems (20%) and hurting others (13%). Half of participants said that the benefit of being angry is releasing the anger.

One participant wrote:

*"[The benefit is] nothing...but on rare occasions I benefit from venting to someone I trust."*

**Table 1 – Summary of Pre-Group Family Anger Questionnaire Responses (N=15)**

Question	Most Frequent Response
1. How is/was anger usually expressed in your family?	<b>Fathers:</b> Yelling (28%); Attacks/aggressive (22%); Threats (17%)
	<b>Mothers:</b> Yelling (35%); Attacks/aggressive (29%); Threats (12%)
	<b>Siblings:</b> Physical/hits (26%); Yelling (26%); Passive (11%)
2. When you were a small child, what did you used to do when you were angry?	Throw temper tantrums 22%; yelling 22%; hit others 13%
3. How did your parents/guardians react when you got angry?	Hit me 25%; punished me 25%; yelled at me 21%; nothing 21%
4. How do you express your anger now?	Positively (go for a walk, talk, deep breath, etc) 33%; Profanity 20%; fight/argue 15%
5. What do your friends do when they are angry?	Use profanity 26%; fight 21%; confront 21%
6. Do you think that TV, and music teaches you anything about how to behave when you are angry?	No 66%; Yes 33%
7. What negative things happen when you are angry?	Nothing 27%; more problems 20%; someone may feel hurt 13%
8. What pleasure and/or benefit do you get when you are angry?	Anger is released 50%; nothing 29%; get my point across 14%

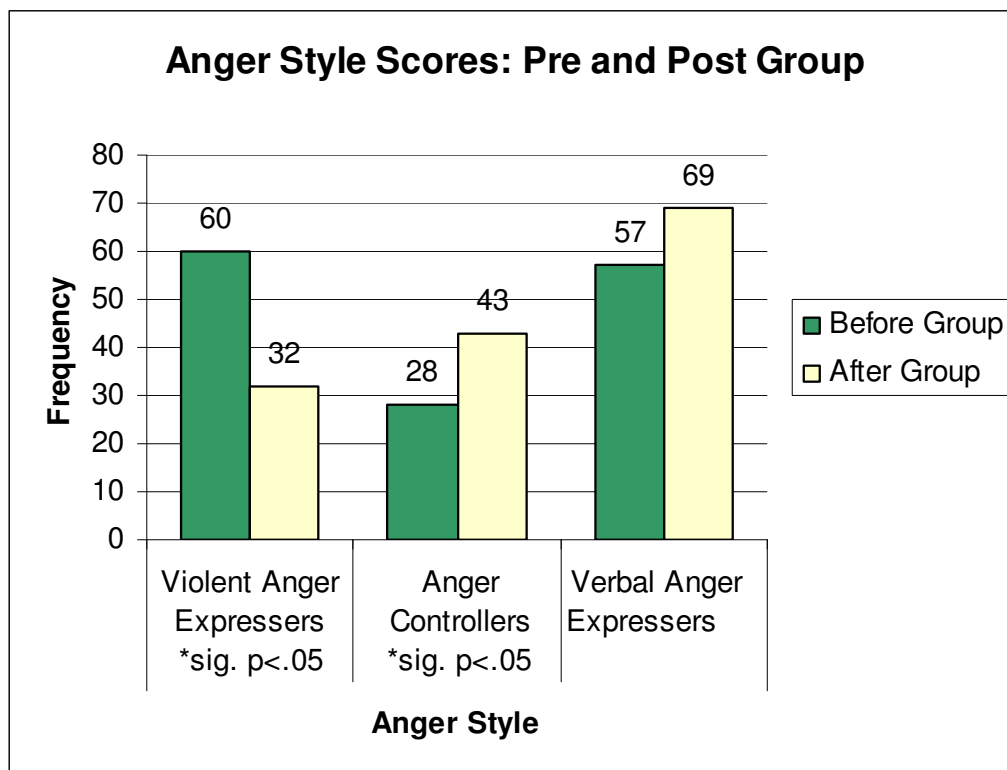
## 2. Your Anger Style Inventory (ASI; pre and post-group)

Findings from the ASI questionnaire indicate that before starting the program, 6 out of 15 participants predominantly reported they use a *Violent Anger Expresser* style which is characterized as acting out in a violent way toward people and/or things. Many

participants fell on the border of two categories. For example, one participant answered 'A' items (i.e., *Violent Anger Expresser*) 4 times and 'C' items (i.e., *Verbal Anger Expresser*) 4 times.

Figure 1, presents the differences on the ASI from pre to post group. Violent Anger Expressers decreased by 28 points indicating that participants were expressing their anger less violently following the group. Anger Controllers and Verbal Anger Expressers increased by 15 and 12 points, respectively, indicating that participants reported they were either controlling or ignoring their anger or expressing their anger more verbally following the group. A Z-test of Proportions analysis was conducted to determine if the shifts from pre to post group were significant. The Violent Anger Expressers decreased significantly from pre to post group ( $Z = 3.51$ ), while the Anger Controllers increased significantly from pre to post group ( $Z = -2.04$ ). However, the Verbal Anger expressers did not experience a significant increase.

**Figure 1 – Your Style Scores: Pre and Post (N=15)**



### 3. Youth Self Report (pre and post-group)

The following information presents pre and post-group data on the Youth Self Report (YSR) from 16 female participants in the sample. The majority of girls did not report a

severity of behavior across scales measuring internalizing behaviours (e.g., anxiety, depression), however, the three highest syndrome and composite measures were Externalizing Behaviors, Rule Breaking, Aggression—with Externalizing scores falling within the clinical range (>64), and Aggression and Rule-breaking scores falling within the a borderline range (65-69) (see Table 3).

All of the Syndrome and DSM Subscales decreased from pre- to post-group with the exception of Somatic Problems which slightly increased. Univariate analyses were run on all syndrome and composite scales (see Table 3). As it was expected to see positive change from participating in the program, all tests of significance were one-tailed in the direction of the observed effect. The Aggressive scale ( $F = 5.29, p = .015$ ), Externalizing composite subscale ( $F = 4.39, p = .023$ ), and the Conduct subscale ( $F = 4.06, p = .027$ ) significantly decreased between pre and post group.

These decreases on aggression, externalizing, and conduct are very encouraging as they meet the objectives of the program; to reduce violent and aggressive behaviours in youth. Participant’s externalizing scores shifted from a clinical range into a non clinical range. We are especially encouraged by this finding because the program was able to decrease participants’ externalizing scores into a normal range in a short duration (8-10 sessions at 1.5 hours per session). The Social Competence Subscale Scores decreased slightly (indicating a lowering of competence) although these changes were very small and non-significant. Often it is not surprising to see such changes at the end of treatment, as increases in self-awareness may bring about a more realistic perception of oneself in terms of their functioning in a social environment.

**Table 3 - Youth Self-Report Univariate Analysis (one-tailed)**

<b>Subscale</b>	<b>Pre (M)</b>	<b>Post (M)</b>	<b>P-value</b>
Anxious/Depressed	54.69	54.56	0.477
Withdrawn/Depressed	58.44	57.50	0.343
Somatic Problems	57.25	58.50	0.302
Social Problems	57.06	56.81	0.459
Thought Problems	59.50	58.75	0.395
Attention Problems	61.94	58.69	0.181
Rule-Breaking	64.94	63.81	0.264
<b>Aggressive*</b>	<b>67.81</b>	<b>61.50</b>	<b>0.015</b>
Internalizing	55.31	55.06	0.467
<b>Externalizing*</b>	<b>67.63</b>	<b>63.50</b>	<b>0.023</b>
Total Problems	62.25	59.38	0.122
DSM: Affective Problems	57.75	57.00	0.365

DSM: Anxiety Problems	54.25	53.06	0.225
DSM: Somatic Problems	57.31	58.31	0.347
DSM: ADHD	62.50	58.88	0.075
DSM: ODD	66.00	62.13	0.086
<b>DSM: Conduct*</b>	<b>69.81</b>	<b>66.38</b>	<b>0.027</b>
Activities	36.88	43.00	0.150
Social	46.94	45.50	0.373
Total	38.25	41.06	0.313

\*significant,  $p < .025$ , one-tailed

#### 4. Group Evaluation (post-group)

The group evaluation questionnaire asked participants through a series of closed and open-ended questions to describe their experience of the program. Overall, most participants were at least somewhat satisfied with the material and skills they learned during the program, and felt confident that they would be able to use it to improve their behavior.

Participants were also asked a series of questions on how their experience in group may have helped them and their relationships across family, and friends. As Table 4 indicates, most of the participants were satisfied in all of these areas. The following table presents the boys and girls' evaluations together as there were no significant gender differences in ratings across items.

It is interesting to note that the majority of participants reported that the program helped them to take responsibility for their anger (65.5%), have more control over their anger (62.5%), feel that they are easier to be around as a result (59.4%), and get along better with others (53.1%). Further, when asked how helpful the program was, participants rated the program either *Somewhat Helpful* (13%), *Helpful* (38%), or *Very Helpful* (50%) (see Figure 5). This self-report evaluation provides confirmation of what was found statistically with other measures such as the YSR. Overall, the program appears to be not only targeting the proper participants with anger issues, but it appears to be making significant improvements in those youth in managing and dealing effectively with their anger.

**Table 4 – Impact of the Anger Management Program: (N = 32: 20 girls, 12 boys)**

Has the YOUTHLINK® Anger Management Program helped you to...		“No”	“Somewhat”	“Yes”
1.	Fight less with their parents?	21.9%	25%	43.8%
2.	Spend positive time with their family?	18.8%	53.1%	25%
3.	Cooperate with their parents?	18.8%	25%	50%
4.	Get along better with their brothers or sisters?	9.4%	46.9%	37.5%
5.	Get along better with others?	6.3%	37.5%	53.1%
6.	Know how to stay cool?	3.1%	43.8%	50%
7.	Be easier to be around?	-	37.5	59.4%
8.	Be more willing to listen to others?	9.4%	34.4%	53.1%
9.	Learn to trust others?	18.8%	53.1%	21.9%
10.	Have more control over their anger?	6.3%	28.1%	62.5%
11.	Take responsibility for their anger?	-	31.3%	65.6%
12.	Be more patient?	12.5%	43.8%	37.5%
13.	Remain calm when provoked?	3.1%	59.4%	28.1%
14.	Talk more about their feelings?	9.4%	34.4%	46.9%

*Note. Cells that do not add up to 100% have missing values.*

### Summary of YOUTHLINK® Findings and Recommendations

For the 2007-2008 period of this evaluation, findings indicate that most of the participants who took part in the YOUTHLINK® Anger Management program were satisfied with the group and that the sessions provided a positive context for change. Due to an increase of participants completing measures in the 2007-2008 school year, we were able to conduct statistical analyses on our data as compared to our 2006-2007 school year report where we were unable to conduct these analyses due to only 8 measures packages completed. Based on the YSR, a standardized-measure of problematic behaviours, participants reported they had aggression, externalizing, and conduct-type problems that placed them within a clinical range (e.g., 98<sup>th</sup> percentile for severity of behaviour) indicating that the program is accepting appropriate referrals. From pre to post group, significant decreases were found on these scales, indicating that the program is effective in not only targeting, but decreasing problematic externalizing behaviours among students. Overall, the majority of research participants indicated that they thought that the program produced positive effects for themselves, which would improve their relationships at home and elsewhere, and lead to fewer situations where their anger could lead them into further trouble.

Similar to the previous 2 year's of the Youthlink® program, obtaining written consent from parents and youth proved to be a major obstacle to participation in the research component of the project. However, the response rate has consistently improved over the course of the program since its implementation in 2005. In the current year, we doubled the amount of pre and post YSR measures (8 total in 2006-2007 and 16 total in 2007-2008). While this is indeed encouraging, changes still need to be made in hopes of increasing response rates as well as parental consent. In looking back on the past school year, and in discussion with the YOUTHLINK clinical team, we offer the following recommendations to improve subsequent evaluations of the program:

1. Clinicians reported that a major impediment for measure completion was the length of the YSR form (over 100 items) and the long duration it took for youth to fill it out. As a result, we have developed a modified version of the YSR to include only the items that assess externalizing and conduct behaviours [i.e., Rule-breaking items (15 items) and Aggression items (17 items)—totaling 32 items]. Focusing on the externalizing behaviours makes clinical sense as these are the behaviours that the program is targeting to change (see Appendix C);
2. Where children require parental consent, we suggest allowing YOUTHLINK® staff to communicate directly with parents about the purpose of the research, to answer questions, and coordinate the signing of consent forms; and/or
3. Allow a member of the research or clinical team to communicate with school social work staff about the importance of the research component to the overall initiative. This recommendation is based on anecdotal feedback that, for different reasons, some school personnel were less invested than others in facilitating the completion of research measures. We would argue that full endorsement of the evaluation activities attached to the program is a *precondition* of participating in the clinical program.
4. Increase the number of informants by including teachers and parents where applicable in order to define the population more precisely and to test effectiveness across a broader range of viewpoints.

### ***Aisling Discoveries Child and Family Centre Menu of Services***

Aisling Discoveries Child and Family Centre provides a range of parent, child and staff training and educational opportunities designed to increase knowledge and competencies with respect to healthy child development and effective parent management strategies. Topics can be chosen from a “Menu of Services” which provides flexible options for schools willing to offer or augment existing mental health services. Program recipients may attend single or multiple sessions for each session topic, each of which typically lasts approximately 60-90 minutes. Sessions were offered to teachers, parents, and children for two semesters, beginning in September 2006. During this time, participating schools requested 12 programs, which are described below.

*1A: 123 Magic:* An overview of the popular behaviour management program developed by Dr. Thomas Phelan. The 123 Magic Program is intended for parents of children between the ages of 2 and 12 years and is designed to teach some effective and practical ways to manage children’s behaviour. The program provides a simple, commonsense, no-nonsense approach to parenting and has a built-in plan to help parents catch their children being good. Throughout the program parents will receive helpful handouts as well as a “Certificate of Participation”. This program runs for 4 weeks/sessions at 1.5 hours per session.

*1E: Kindergarten, Here I Come! For Parents:* This *school readiness* program for parents is designed to teach them ways to support their child’s transition into kindergarten. It is drawn from the curriculum of the *Ready, Set, Go* Program. A variety of topics are covered, including dealing with separation anxiety, developing morning and bedtime routines, encouraging a love for reading, fostering independence skills as well as ideas to create a learning environment at home. Videos, interactive discussions and hands-on activities are used throughout the program and parents will receive informative handouts, helpful resources as well as a “Certificate of Participation”. This program runs for 4 weeks/sessions at 1.5 hours per session or for one single session.

*2A: Developing a Positive Relationship with Your Child:* This fun and interactive workshop for parents stresses the value of spending quality time with their children.

Through the use of hands-on activities and video case examples, parents will learn that what they say and do has a significant impact on their children. Helpful handouts, activity ideas as well as “Certificate of Participation” are included. This workshop runs one time for 1.5 hours.

*2E: Effective Discipline- What to do Instead of Yelling, Screaming and Spanking:* This workshop focuses on the concept that good discipline begins at home. Parents will explore the reasons why children misbehave, what makes discipline “effective” and learn tips for gentle discipline. Using video case examples, parents will be provided an opportunity to put their newly learned skills to the test as they brainstorm solutions to common, everyday problems. The workshop includes informative handouts as well as a “Certificate of Participation”. This workshop runs one time for 1.5 hours.

*2F: Safety and Street-Proofing Your Child:* This workshop is designed to create an awareness of some of the dangers of living in a large, crowded city. It gives an introduction to the basics of street proofing, communication, 911, the buddy system and check-ins. Additionally, an introduction to inappropriate touching and teaching children the right to say no--is also discussed. Parents will learn what they can do to ensure their child’s safety at home and in the community. Handouts and a “Certificate of Participation” are included. This workshop runs one time for 1.5 hours.

*2G: Helping Children Deal with Anger:* In this workshop, parents will explore the profile of an angry child, including causes of anger, warning signs and anger ‘triggers.’ The importance of addressing a child’s anger will also be discussed and parents will learn some effective strategies that can help children cope with and control anger. Parents will also have the opportunity to view a video and brainstorm ideas through interactive discussion. Informative handouts and a “Certificate of Participation” are included. This workshop runs one time for 1.5 hours.

*2H: Bully-Proofing Your Child:* This workshop was developed to create an awareness of bullying in our communities. Parents will be provided with key information about the roles of bullies, victims and bystanders. Being bullied is a terrifying experience for children and often has life-long consequences so parents will be provided with strategies and tips on what to do if they are faced with this situation in their family. Additionally,

parents will learn key information about what to do if they think their child is bullying others. Interactive discussions and video case examples will also focus on strategies and techniques that can be effectively used with both bullies and victims. Handouts and “Certificate of Participation” are included. This workshop runs for 2 sessions for 1.5 hours each.

3A: *The Impact of Domestic Violence on Children:* This workshop deals with the sensitive topic of family violence and its impact on children who witness it. Through the presentation of key information, participants will learn about the emotional, social and behavioural impact of family violence on children. Additionally, the presenter will identify the overlap between Attention Deficit Disorder and Post Traumatic Stress Disorder. The video “Seen, But Not Hear” will be viewed to provide insight into some of the issues families face when dealing with violence in the home. Participants will also be provided with helpful resources and translated handouts as well as a Certificate of Participation. Runs for 3 hours.

3B: *Bullying – The Bully, The Victim and The Bystander:* This workshop was developed to create an awareness of bullying in our communities. Participants will be provided with key information about the roles of bullies, victims and bystanders through an informative power point presentation. Information about key research studies and statistics on bullying will be communicated and interactive discussion and video case examples will focus on strategies and techniques that can be effectively used with both victims and bullies. Handouts and “Certificate of Participation” will be provided. This workshop runs for 3 hours.

3C: *The Angry Child - Helping Children Deal with Anger:* In this workshop, participants will explore the profile of an angry child, including causes of anger, warning signs and anger ‘triggers.’ The importance of addressing a child’s anger will also be discussed and participants will learn some effective strategies that can help children cope with and control anger. Participants will also have the opportunity to view instructional videos and other materials that are used to teach anger management strategies to both younger and older children. Time is allotted for interactive discussion and group exercises. Participants will receive several resourceful handouts as well as a “Certificate of Participation”. This workshop runs for 3 hours.

3D: All About Attention Deficit Disorder: This workshop will provide participants with key information about Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) as well as the similarities and differences between the two. Additionally, through presentation of key information, interactive discussion and video case examples participants will learn strategies and techniques that are effective in working with children who have been diagnosed with either disorder. Informative handouts as well as helpful community resources will be provided in addition to a “Certificate of Participation”. This workshop runs for 3 hours.

3E: Working with the Active Child: This workshop will provide participants with key information about children who are active, alert, and have seemingly endless energy. While not an official diagnosis, “Active Alert” children typically display the following characteristics: bright, controlling, fearful, intense, attention-hungry, trouble getting along with others as well as fluctuating self esteem. Through presentation of key information, interactive discussion and video case examples effective strategies and techniques will be discussed. Informative handouts as well as helpful community resources will be provided in addition to a “Certificate of Participation”. This workshop runs for 3 hours.

3F: Behaviour Management for Professionals: This workshop provides those who work with children additional strategies to manage a child’s behaviour. Understanding the reason for student behaviour is addressed as well as, the importance of discipline. Time is allotted for discussion regarding problem situations that the staff encounter on a daily basis and behaviour management tools are shared. This workshop is offered in either a one hour or a half-day version.

3G: Staff Consultation: An informal session upon request from a teacher or principal around dealing with classroom or school issues. Ideas and resources are shared.

4A: Classwide Anti-Bullying: A minimum of 2- 45 minute sessions working on strategies to decrease bullying in this program. Students are provided information about the types of bullying and the role of the bully, victim and the bystander. Students are made aware of strategies to support victims and to help decrease bullying.

4B: Classwide Anger Management: In this program we introduce and facilitate 4 -6 sessions from our Aisling Discoveries Child and Family Centre - Anger Management units. These units introduce the topic of understanding our emotions, strategies to deal with anger, and relaxation techniques. The unit is then provided to the teacher to complete with the class.

4C: Social Skills: this code may also be used for the "Girls Club": In this group specific social skills related needs of the class are identified. The focus may be on working as a cohesive class, being a good friend or any particular social issue. The need is identified and worked through with discussion, activities, role-play or therapeutic videos.

4D: Peacekeepers: This program is based on "Conflict Managers"-Sunburst Communications. Student volunteers from the intermediate level are trained to be mentors and to help deal with conflict during recess.

4E: Roots of Empathy: This Classwide program's mission is to build a caring, peaceful culture through the development of empathy. This K-8 program involves weekly sessions and involvement of a parent & a baby. The parent/child relationship is observed as the baby grows.

2i: Parent Consultation: Request or referral by a Social Worker to speak to a Parent in regards to a parenting concern. Ideas and resources are shared.

### **Service Utilization**

Table 6 contains information regarding the number of sessions and groups that were run for each program as well as the attendance by students, staff, and parents.

**Table 6 – Service Utilization for Aisling Discoveries Menu of Services Programs**

SESSION TOPIC	GROUPS	TOTAL SESSIONS	STUDENTS	PARENTS	SCHOOL STAFF	TOTAL
1D - The Compass Program	3	9	0	54	1	55
1E - Kindergarten Here I Come	4	4	0	103	5	108
2D- Sibling Rivalry	2	2	0	22	3	25
2E - Effective Discipline	6	6	0	150	4	154
2G - Helping Children Deal with Anger	3	3	0	46	1	47
2i- Parent Consultation	6	6	0	56	23	79
2J - Parenting in Canada	2	2	0	10	0	10
2K- Building Child's Self Esteem	1	1	0	26	1	27
3A - Impact of domestic violence on children	1	1	0	0	25	25
3F - Behaviour Management for Professionals	1	1	0	0	19	19
3G - Staff Consultation	6	6	0	0	22	22
4A - Classwide Anti-Bullying	24	48	590	0	26	616
4B - Classwide Anger Management	7	34	151	0	9	160
4C- Social Skills	1	1	29	0	3	32
4D- Classwide Peacekeepers	1	4	39	0	3	42
4E- Roots of Empathy	1	28	35	1	1	37
<b>GRAND TOTAL</b>	<b>69</b>	<b>156</b>	<b>844</b>	<b>468</b>	<b>146</b>	<b>1458</b>

**Research Participation**

During in the 2007-2008 school year there were 844 students; 468 parents; and 146 teachers/staff, in the 69 groups that were run. Across programs and information sessions, students were the largest group of participants served at 58% (844/1458), followed by parents (32%) and school staff (10%).

**Findings**

Table 7 reports findings based on the group evaluation questionnaire that was given only to students in upper grade levels (grades 4-8). We had a total of 77 student evaluations, 134 parent/guardian evaluations, 18 teacher evaluations, and 8 staff evaluations

returned. Overall, evaluation across the groups was very positive (see Appendix B for the group evaluation questionnaire).

**Table 7: Results of Group Evaluations (Group Evaluation Questionnaire)**

SESSION TOPIC	Level of Agreement*	Gained new knowledge	Teaching level appropriate	Stated learning objectives met	Able to use skills taught	Students acquired new knowledge	Teaching level appropriate for students	Presenter well prepared about topic	Presenter clearly explained material	Interaction was sufficient	Presenter responsive to questions	Presentation was excellent	Would recommend presentation to others.
	Q*	A1	A2	A3	A4	A5**	A6**	B1	B2	B3	B4	C1	C2
1C - Kindergarten Here I Come	4)	75.8	81.8%	48.5%	57.6%	-	-	66.7%	75.8%	42.4%	66.7%	72.7%	72.7%
	3)	24.2	18.2%	51.5%	42.4%	-	-	33.3%	24.2%	45.5%	30.3%	27.3%	24.2%
	2)	-	-	-	-	-	-	-	-	3%	3%	-	-
	1)	-	-	-	-	-	-	-	-	-	-	-	3%
1D - The Compass	4)	76.7	73.3%	63.3%	60%	-	-	90%	76.7%	80%	86.7%	86.7%	83.3%
	3)	23.3	26.7%	36.7%	36.7%	-	-	10%	20%	20%	13.3%	13.3%	16.7%
	2)	-	-	-	-	-	-	-	3.3%	-	-	-	-
	1)	-	-	-	-	-	-	-	-	-	-	-	-
2D - Sibling Rivalry	4)	35.3	35.3%	29.4%	47.1%	-	-	58.8%	52.9%	35.3%	76.5%	58.8%	76.5%
	3)	64.7	58.8%	58.8%	52.9%	-	-	41.2%	47.1%	52.9%	17.6%	41.2%	23.5%
	2)	-	5.9%	5.9%	-	-	-	-	-	5.9%	5.9%	-	-
	1)	-	-	5.9%	-	-	-	-	-	5.9%	-	-	-
2E - Effective Discipline	4)	60.0	60%	60%	60%	-	-	80%	100%	60%	80%	60%	60%
	3)	40.0	40%	40%	40%	-	-	20%	-	40%	20%	40%	40%
	2)	-	-	-	-	-	-	-	-	-	-	-	-
	1)	-	-	-	-	-	-	-	-	-	-	-	-
2G - Helping Children Deal with Anger	4)	56.1	75.6%	56.1%	68.3%	-	-	82.9%	82.9%	56.1%	65.9%	80.5%	75.6%
	3)	41.5	19.5%	39%	29.3%	-	-	14.6%	14.6%	39%	26.8%	17.1%	22%
	2)	-	-	2.4%	-	-	-	2.4%	-	2.4%	-	-	-
	1)	2.40	4.9%	2.4%	2.4%	-	-	-	2.4%	2.4%	2.4%	2.4%	2.4%

SESSION TOPIC	Level of Agreement*	Gained new knowledge	Teaching level appropriate	Stated learning objectives met	Able to use skills taught	Students acquired new knowledge	Teaching level appropriate for students	Presenter well prepared about topic	Presenter clearly explained material	Interaction was sufficient	Presenter responsive to questions	Presentation was excellent	Would recommend presentation to others.
	Q*	A1	A2	A3	A4	A5**	A6**	B1	B2	B3	B4	C1	C2
4A - Classwide Anti-Bullying	4)	36.4	81.8%	81.8%	90.9%	81.8%	100%	100%	100%	81.8%	81.8%	81.8%	81.8%
	3)	63.6	18.2%	18.2%	9.1%	18.2%	-	-	-	18.2%	18.2%	18.2%	18.2%
	2)	-	-	-	-	-	-	-	-	-	-	-	-
	1)	-	-	-	-	-	-	-	-	-	-	-	-
4B- Classwide Anger Management	4)	29.6	51.9%	33.3%	50%	100%	100%	64.8%	44.4%	48.1%	61.1%	51.9%	46.3%
	3)	66.7	44.4%	55.6%	29.6%	-	-	33.3%	53.7%	44.4%	31.5%	42.6%	35.2%
	2)	3.7%	3.7%	5.6%	18.5%	-	-	1.9%	1.9%	5.6%	5.6%	5.6%	13%
	1)	-	-	1.9%	1.9%	-	-	-	-	1.9%	1.9%	-	5.6%
4D- Classwide Peacekeepers	4)	10.3	34.5%	24.1%	34.5%	-	-	31%	31%	27.6%	39.3%	24.1%	41.4%
	3)	72.4	51.7%	62.1%	48.3%	-	-	55.2%	55.2%	58.6%	50%	62.1%	44.8%
	2)	6.9%	3.4%	3.4%	13.8%	-	-	6.9%	6.9%	10.3%	3.6%	6.9%	3.4%
	1)	10.3	6.9%	6.9%	3.4%	-	-	3.4%	-	-	7.1	6.9%	10.3%
N/A- Program Not coded	4)	50%	56.3%	43.8%	75%	-	50%	87.5%	81.3%	62.5%	75%	75%	81.3%
	3)	31.3	43.8%	56.3%	18.8%	50%	50%	12.5%	18.8%	37.5%	25%	25%	18.8%
	2)	12.5	-	-	6.3%	50%	-	-	-	-	-	-	-
	1)	-	-	-	-	-	-	-	-	-	-	-	-
OVERALL	4)	32%	46%	46%	63%	46%	63%	71%	64%	55%	64%	58%	63%
	3)	38%	40%	48%	27%	12.8%	13%	25%	32%	40%	27%	33%	25%
	2)	3%	2%	2%	10%	12.5%	-	2%	2%	4%	2%	3%	4%
	1)	3%	2%	2%	6%	-	-	1%	-	0.5%	0.5%	2%	4%

\* Level of Agreement: 4) Strongly Agree, 3) Agree, 2) Disagree, 1) Strongly Disagree

\*\* A5 and A6 items presented on Teacher evaluation form only.

Note. Some items do not add up to 100% due to missing items.

Table 5 shows typical responses from participants when asked what the most useful part of the session was. Overall, participants' responses were very positive.

**Table 5: Summary of the most useful aspects of the program**

Please specify the most useful part of the session for you...		Most frequent responses		
1.	Kindergarten Here I Come	Developing a routine	Videos	Prepare child for school
2.	The Compass Program	Homework skills	Improving Self-esteem	Info on ADHD
3.	Sibling Rivalry	Rules of conduct	Video	How to organize family meeting
4.	Effective Discipline	Logical consequences	Ways of discipline	All of them
5.	Helping Children Deal with Anger	Anger Management	Video	Resolving Problems
6.	Classwide Anti-Bullying	Students sharing experiences	Different types of bullying	Role playing
7.	Classwide Anger Management	Brainstorming different ideas	Angry Volcano	Role playing/video
8.	Classwide Peacekeepers	Brain teaser	Morals of the skits and lessons	Working together and meeting new people

Participants were also given the opportunity to elaborate about the most useful part of the session and how the presentation could be improved. Teachers and staff often mentioned they found specific strategies (e.g., 1,2,3 Magic), real life examples, active participation, and handouts very useful. A teacher commented, "The information and how it was presented elicited lots of class participation and facilitated great discussions." On the other hand, many teachers also mentioned that they would have liked more specific examples and scenarios with direction as to how they should react to the student, longer sessions to discuss the issues teachers face daily, being updated with new knowledge every 6 months, the choice as to whether to participate in interactive activities, and more time. One teacher mentioned that, "More specific examples of classroom scenarios that relate. For example, how should I react to a student who is using the 'battering up' or 'running' manipulation strategy?" Parents found useful the 'hands on' examples, as well as the handouts, videos, and behavioural strategies. One parent said, "The technique to use in order to build self-esteem was the most useful part of the session." Many parents also mentioned that they would have liked more time for the sessions, more participation from parents to share their problems, and guidelines as to the children's' age group the session is applying to. However, one parent mentioned, "It was so effective that I would not change the format." Lastly, students gave examples of what they

enjoyed most out of the program and what they think could be improved. Many students mentioned that they liked how the information was presented, class participation, discussions, the presenter, learning about ways to solve problems, and videos. One student commented, “For me, it was most useful for how to deal with your anger because with teachers I bundle up all my feelings and then I yell at my best friend.” Students offered the following suggestions to help improve the program: using up to date videos and using more videos. A few students suggested to “use more current and modern videos.” Many students said they wouldn’t change anything and that it was “perfect”.

### Summary of Aisling Child & Family Centre Findings and Recommendations

Overall, feedback from the group evaluation form indicates that participants were very satisfied with the variety and quality of services offered under the Menu of Services.

Along with these positive outcomes, we offer the following suggestions for future phases of evaluation of the Menu of Services programs. These are based on feedback given directly from clinical staff running the program:

1. Translate evaluation forms into other languages to help increase the participation of parents whose first language is not English;
2. Develop a pre evaluation form for the universal programs such as Antibullying (the most widely employed program) to assess any evidence of learning or effectiveness from pre to post group.
3. Consider developing a follow-up questionnaire for all parents and children who participated in sessions to assess long-term outcomes (i.e. information they were able to retain and/or skills they are implementing as a result of participating in the workshops).

## **References**

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# APPENDIX A

## YOUR ANGER STYLE

ID: \_\_\_\_\_

This questionnaire will help determine your anger style, which means the way you *usually* deal with anger. Consider each statement below and mark the answer that most closely represents how you would probably react.

1. **You have just found out that a friend of yours is trying to steal your boyfriend/girlfriend. You would probably:**
  - A. Beat the person up.
  - B. Decide that the person isn't your friend anymore.
  - C. Talk with both of them and find out what's going on.
2. **You have a friend who has very strong opinions about a lot of things. Some of his opinions make you so mad. You would probably:**
  - A. Hit him the next time he starts stating his opinion.
  - B. Ignore it – that's what friendship is all about.
  - C. Argue with him.
3. **When you are angry which do you usually do:**
  - A. Think about throwing something or someone against a wall. Try to pick an argument with someone.
  - B. Go for a walk or a run (exercise).
  - C. Talk to a friend who is not involved in the problem about how you feel.
4. **A guy you just met has very strong opinions about lots of things. Some of his opinions make you mad. You would probably:**
  - A. Get into an argument with him, and maybe hit him
  - B. Just try and stay away from him.
  - C. Ask him why he feels the way he does.
5. **When you are angry, people who get in your way are likely to:**
  - A. Get pushed out of the way.
  - B. Be asked to go take a walk or to watch TV.
  - C. Hear all about your problem.
6. **It wasn't your fault you were late for school. But because you were late, you missed a test and the teacher says you can't make it up. You would probably:**
  - A. Argue with the teacher and think about keying the teacher's car.
  - B. Think "so what, who cares if I get a failing grade?"
  - C. Discuss it later with the teacher after you have calmed down.
7. **When you are in a situation that makes you angry, you often think:**
  - A. No one is going to push me around.
  - B. All I want to do is get out of here.
  - C. I want to clear this up.
8. **Lately your girlfriend/boyfriend has been bugging you all of the time. It's really getting on your nerves and making you angry. You would probably decide that:**
  - A. You've had it. You warn her to stop or you may have to smack her.
  - B. She isn't worth the trouble – you'll break up.
  - C. You call her to talk about it.
9. **If you were angry with someone and started thinking about ways of getting even, you would probably:**
  - A. Pick the best idea and carry it out.
  - B. Tell a friend about your idea, but just laugh about it.
  - C. Tell that person how you feel.
10. **You've heard that a girl you don't like very much is going around telling lies about you. You would probably:**
  - A. Slap her around until she learns some manners.
  - B. Ignore it – who cares what she says.
  - C. Tell her to knock it off or else.

School Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

## **YOUR ANGER SCORE:**

Count the number of 'a' answers, 'b' answers, and 'c' answers. Whichever type of answer you circled best indicates how you most often deal with your anger. But you may deal with your anger in different ways depending on the situation.

### **MOSTLY "A" ANSWERS: VIOLENT ANGER EXPRESSERS**

Anger makes you violent, toward people and/or things. Everyone feels violent sometimes, but few act out in violent ways. Violence does not solve problems or make bad situations better. It just causes more trouble for you. Consider using your anger in more constructive ways.

### **MOSTLY "B" ANSWERS: ANGER CONTROLLERS**

You don't usually express your anger. You either ignore it or don't let it bother you. This can be positive in minor situations or in potentially dangerous situations. It can be positive if you can channel the anger into other things like exercise. But it can be destructive if you do self-destructive things (drink too much, take drugs to forget your problems). Or if you just carry your anger inside yourself you never get to deal with the source of your anger. Before you act, think about the costs and benefits of controlling your anger.

### **MOSTLY "C" ANSWERS: VERBAL ANGER EXPRESSERS**

You usually express your anger verbally, to the person bothering you or anyone who will listen. This can be positive if done correctly – it can solve problems and make a bad situation better. It can get feelings off your chest. But if done negatively it can make things worse, or escalate the situation into violence. Before you express your anger verbally, think about whether it is time and place to do it.

## APPENDIX B

### PARTNERS FOR SUCCESS SESSION EVALUATION FORM

Name of Workshop:

Learning Objectives:

I am a (please check one):  Student  Parent/Guardian  Teacher  Other

\_\_\_\_\_

DATE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_

\_\_\_\_\_

**Please help improve our service by indicating your agreement/disagreement with the following statements by circling the appropriate number for each question/row.**

A. CONTENT/LEARNING		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I acquired new knowledge/skills from this presentation.	4	3	2	1
2.	The teaching level was appropriate for me.	4	3	2	1
3.	The stated learning objectives were met.	4	3	2	1
4.	I will be able to apply/use the new knowledge/skills that were taught	4	3	2	1

B. PRESENTER/FACILITATOR		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The presenter was well prepared/knowledgeable about the topic	4	3	2	1
2.	The presenter clearly explained material.	4	3	2	1
3.	Participant/presenter interaction was sufficient (if applicable).	4	3	2	1
4.	The presenter was responsive to questions.	4	3	2	1
5.*	The <u>students</u> appeared to acquire new knowledge from this presentation	4	3	2	1
6.*	The teaching level was appropriate for the <u>students</u>	4	3	2	1

\* Represents items found on teacher rating form only.

C. OVERALL RATING		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The presentation was excellent.	4	3	2	1
2.	I would recommend this presentation to others.	4	3	2	1

**D. Please specify/describe the most useful part of the session for you (e.g., what did you like the most)?**

**E. Please tell us how this presentation could be improved (e.g., what did you like the least)?**

Thank you for your time! If you have any additional comments/suggestions, please use the back of this page.

## Appendix C

### **Modified Youth Self-Report for Ages 11-18**

(Adapted from T. Achenbach, 2001)

Today's Date: Mo. \_\_\_\_ Date \_\_\_\_ Yr. \_\_\_\_

Your Full Name: \_\_\_\_\_

Sex: \_\_\_\_\_ Date of Birth: Mo. \_\_\_\_ Date \_\_\_\_ Yr. \_\_\_\_

Your Ethnic Group or Race: \_\_\_\_\_

Grade in School: \_\_\_\_\_ Not attending School:

If you are working, please state your type of work: \_\_\_\_\_

Are you currently or have you previously been involved with the criminal justice system or

YCJA? Yes  No

If yes, when \_\_\_\_\_

Please describe: \_\_\_\_\_

For each item that describes **you now or within the past 6 months**, please circle the 2 if the item is very true or often true of you. Circle the 1 if the item is somewhat or sometimes true of you. If the item is not true of you, circle the 0.

**0 = Not true    1 = Somewhat or Sometimes True    2= Very True or Often True**

I drink alcohol without my parents'

0    1    2

**1.** approval (describe):  
\_\_\_\_\_

0    1    2

**17.** I scream a lot.

0    1    2

**2.** I argue a lot.

0    1    2

**18.** I set fires.

0    1    2

**3.** I am mean to others.

0    1    2

**19.** I steal at home.

0    1    2

**4.** I try to get a lot of attention.

0    1    2

**20.** I steal from places other than home.

0    1    2

**5.** I destroy my own things.

0    1    2

**21.** I am stubborn.

0    1    2

**6.** I destroy things belonging to others.

0    1    2

**22.** My moods or feelings change suddenly.

0    1    2

**7.** I disobey my parents.

0    1    2

**23.** I am suspicious.

0    1    2

**8.** I disobey at school.

0    1    2

**24.** I swear or use dirty language.

0    1    2

**9.** I don't feel guilty after doing  
something I shouldn't.

0    1    2

**25.** I tease others a lot.

0    1    2

**10.** I break rules at home, school, or  
elsewhere.

0    1    2

**26.** I have a hot temper.

0    1    2

**11.** I get in many fights.

0    1    2

**27.** I think about sex too much.

0    1    2

**12.** I hang around with kids who get in  
trouble.

0    1    2

**28.** I threaten to hurt people.

0    1    2

**13.** I lie or cheat.

0    1    2

**29.** I smoke, chew, or sniff tobacco.

0    1    2

**14.** I physically attack people.

0    1    2

**30.** I cut classes or skip school.

0    1    2

**15.** I would rather be with older kids than  
kids my own age.

0    1    2

**31.** I am louder than other kids.

0    1    2

**16.** I run away from home.

0    1    2

**32.** I use drugs for nonmedical purposes (don't include  
alcohol or tobacco) (describe): \_\_\_\_\_