

Overview of evaluated programs

Research Report	Year of Research	Title and Author	Description	Methodology	Sample Size	Results
1	2003	<p>Kids Have Stress Too! Parent Evaluation Report</p> <p>S. Jane Margles, Ph.D., C. Psych. Ghee Ho, Ph.D. University of Toronto</p>	<p>A qualitative and quantitative study examining the relevance and efficacy of the Kids Have Stress Too! Parent Workshop.</p>	<p>A post- session evaluation from parents having three workshop sessions.</p> <p>The evaluation was designed to determine whether the participants perceived a change in their:</p> <ul style="list-style-type: none"> -knowledge and understanding of children’s stress; -sense of competence with respect to modeling -teaching stress management strategies to their children. 	<p>A sample of 100 parent participants drawn from seven agencies and community organizations completed a questionnaire.</p> <p>13 participants in focus group.</p>	<p>Overall, the qualitative and quantitative data underlined the relevance and efficacy of the Kids Have Stress Too! Parent Workshop.</p> <ul style="list-style-type: none"> -88% reported a significant increase in their understanding of children’s stress reactions; -87% reported a considerable increase in their ability to help their children cope with stress; -81% reported an appreciable increase in their sense of competence to model and teach stress management techniques. -75% indicated that the stress management techniques in the workshop were relevant and effective.

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2	2015-2016	<p>Kids Have Stress Too! 2015-2016 Evaluation Report</p> <p>York Region Health Connection: Community and Health Services, Public Health</p>	<p>Evaluation of the Kids Have Stress Too! Grade 1-3 and Stress Lessons Grade 4-6 resources that were delivered to students in elementary schools within York Region by Public Health Nurses (PHNs).</p>	<p>Workshops were delivered to schools in both the York Region District School Board (YRDSB) and the York Catholic District School Board (YCDSB).</p> <p>Research Questions:</p> <ol style="list-style-type: none"> 1) Is the consultation and workshop delivery process useful in increasing teachers' <ol style="list-style-type: none"> a) comfort level with the resource content? b) likelihood of continuing implementation of the resource? 2) Do students report an increased understanding of stress and positive coping strategies after attending the PHN-led workshop? <p>This evaluation used four different surveys:</p> <ol style="list-style-type: none"> 1) Pre- and Post-workshop student survey for Kids Have Stress Too! (gr.1-3) 2) Pre- and Post-workshop student survey for Stress Lessons (gr.4-6) 	<p>A total of 37 schools (29 YRDSB & 8 YCDSB) either received a consultation and or workshop presentations for Stress Lessons (grades 4-6) and Kids Have Stress Too!: Activities and Tools (grades1-3).</p> <p>Approximately 849 (830 YRDSB & 19 YCDSB) students in Grades 1-3 and 475 (433 YRDSB & 42 YCDSB) students in Grades 4-6 participated in the workshops, and 504 students in Grades 1-3 and 218 students in Grades 4-6 responded to the survey.</p> <p>The survey respondents were from the YRDSB only as there was an extra step in obtaining</p>	<p>Overall the results for Grade 1-3 students were very positive. Grade 1-3 students reported an increase in knowledge after receiving lessons from the Public Health Nurse. The students increased their knowledge of stress-related topics and coping mechanisms between the pre-test and the post-test.</p> <p>In the pre-test, 29% of students reported knowing "a lot" about what stress means and increased to 83% in the post test score.</p> <p>Grade 1-3 students also identified an increase in knowledge related to how to cope with stress. -93% of students rated that they "know more about stress" and 92% "learned at least one new way to deal with stress" after participating in the program.</p> <p>Results of the Grade 4-6 student survey also indicated increased knowledge about stress and coping mechanisms after participating in the workshops.</p> <p>The percent of Grade 4-6 students who knew "a lot" about various stress-related topics more than doubled between the pre-test and the post-test. There was both an increase in understanding of what stress is and how to cope with stress.</p>

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				<p>3) Teacher Feedback Survey (Consultation and Workshop Delivery) Kids Have Stress Too! (gr.1-3)</p> <p>4) Teacher Feedback Survey (Consultation and Workshop Delivery) Stress Lessons (gr.4-6)</p>	<p>parental approval for students to complete the survey in the YCDSB.</p> <p>In the 2015-2016 school year, five Grade 1-3 teachers and two Grade 4-6 teachers completed the survey.</p>	<p>-17% of students in the pre-test knew “a lot” about “how to manage stress in a healthy way” and 56% knew “a lot” about the same topic in the post-test. The percent of students who knew “a lot” about “how to deal with worries and fears” increased from 20% in the pre-test to 55% in the post-test.</p> <p>The teacher surveys produced limited data due to low response rates. A total of five grade 1-3 teacher surveys were returned and two grade 4-6 teacher surveys were returned. Limited conclusions should be made from this data.</p> <p>Of the teachers who responded to the survey, 100 per cent found the two resources “A little helpful,” “Helpful”, or “Extremely helpful.”</p> <p>The teachers felt their students gained information and took away knowledge and skills they could apply. -80% of grades 1-3 teachers’ felt that their students learned self- calming techniques and 60% felt that their students learned about understanding and recognizing feelings. All of the grades 4-6 teacher participants felt that their students learned about “causes of stress” and the “effects of stress on the body”.</p> <p>All teachers gave the Kids Have Stress Too: Activities and Tools (grades 1-3) or the Kids Have</p>

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						<p>Too: Stress Lessons (grades 4-6) a satisfactory or higher rating as a resource.</p> <p>The overall results for both the Kids Have Stress Too: Activities and Tools (grades 1 to 3) and Kids Have Stress Too: Stress Lessons (grades 4 to 6) indicated that student participants increased their knowledge of stress and coping techniques. The program was received well by students, teachers and PHNs.</p>
3	2016-2017	<p>Kids Have Stress Too! 2016-2017 Evaluation Report</p> <p>York Region Health Connection: Community and Health Services, Public Health</p>	<p>Evaluation of the impact of the Kids Have Stress Too! Grades 1-3 program on students and teachers in elementary schools within York Region by Public Health Nurses (PHNs).</p>	<p>The School Services Program evaluated the consultation process and workshop from teachers' perspectives, focusing on satisfaction with the program and perceptions of the program's usefulness. From students' perspectives, the evaluations measured self-reported knowledge increase with the use of pre- and post-workshop evaluations.</p> <p>Research Questions: 1) Is the consultation and workshop delivery process useful in increasing teachers'</p>	<p>In the 2016-2017 school year a total of 125 students filled out the survey. 84% per cent of respondents were in grade 3; 9% were in grade 2; 7% chose to leave this question blank.</p> <p>In the 2016-2017 school year ten Grade 2-3 teachers completed the survey.</p>	<p>Overall the results from the student survey were very positive. After completing the workshop, a strong majority of respondents reported knowing 'a lot' about all stress-related topics</p> <p>Between the pre and post workshop survey, respondents showed the most increase in knowledge around what stress means (55%), how stress feels in your body (40%) and what makes you feel stressed (40%)</p> <p>The majority of respondents (64%) reported learning at least one new way to deal with stress and reported knowing more about stress after the workshop.</p> <p>The common subject areas teacher respondents incorporated the resource into were health (n=6) and language (n=3). All respondents rated the</p>

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				<p>a) comfort level with the resource content?</p> <p>b) likelihood of continuing implementation of the resource?</p> <p>2) Do students report an increased understanding of stress and positive coping strategies after attending the PHN-led workshop?</p> <p>This evaluation used two different surveys:</p> <p>1) Pre- and Post-workshop student survey for Kids Have Stress Too! (grade1-3)</p> <p>2) Teacher Feedback Survey (Consultation and Workshop Delivery) Kids Have Stress Too! (grade1-3).</p>		<p>resource as 'a little helpful' (n=1), 'helpful' (n=4) or 'extremely helpful' (n=5).</p> <p>All respondents agreed or strongly agreed the one hour training/workshop provided them with insights and resources to enhance their lesson plans and delivery of the program, the workshop length was appropriate for the amount of content covered, they felt prepared to teach the materials in the future, and they plan to use the materials in the future and overall.</p> <p>The student survey results showed the Kids Have Stress Too: Activities and Tools (grades 1 to 3) increased respondent's knowledge of stress and coping techniques. Overall, the program was received well by students and teachers.</p>
4	2016-2017	Stress Lessons Evaluation Report 2016-2017	Evaluation of the impact of the Stress Lessons Grades 4-6 program on students and teachers in elementary schools	The School Services Program evaluated the consultation process and workshop from teachers' perspectives, focusing on satisfaction with the program and	In the 2016-2017 school year 166 grade 4-5 students completed the survey.	Overall, the results from the student survey were very positive. After completing the workshop, a strong majority of respondents reported knowing 'a lot' or 'some' about all stress-related topics

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		York Region Health Connection: Community and Health Services, Public Health	within York Region by Public Health Nurses (PHNs).	<p>perceptions of the program's usefulness. From students' perspectives, the evaluations measured self-reported knowledge increase with the use of pre- and post-workshop evaluations.</p> <p>Research Questions:</p> <ol style="list-style-type: none"> 1) Is the consultation and workshop delivery process useful in increasing teachers' <ol style="list-style-type: none"> a) comfort level with the resource content? b) likelihood of continuing implementation of the resource? 2) Do students report an increased understanding of stress and positive coping strategies after attending the PHN-led workshop? <p>This evaluation used two different surveys:</p>	<p>54% of respondents were in grade 6 18% of respondents in grade 4 17% in grade 5 11% chose to leave this question blank.</p> <p>In the 2016-2017 school year eleven Grade 4-6 teachers completed the survey.</p>	<p>Between the pre and post workshop survey approximately half of all respondents reported an increase in knowledge about all stress-related topics.</p> <p>A strong majority of respondents reported learning at least one new way to deal with stress (83%) and reported knowing more about stress after the workshop (87%).</p> <p>The common subject areas respondents incorporated the resource into were health (n=5) and language (n=5). All respondents rated the resource as 'helpful' (n=6) or 'extremely helpful' (n=5).</p> <p>Overall, the program was well received by students and teachers. The results for the Stress Lesson Student Survey indicated that student participants increased their knowledge of stress and coping techniques. The strong majority of respondents reported learning at least one new way to deal with stress and reported knowing more about stress after the workshop.</p> <p>The teacher feedback surveys showed teacher respondents found the resources helpful, useful and met their expectations in teaching students about stress and coping techniques. All respondents also agreed or strongly agreed they</p>

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				<ol style="list-style-type: none"> 1) Pre- and Post-workshop student survey for Stress Lessons (grade 4-6) 2) Teacher Feedback Survey (Consultation and Workshop Delivery) Stress Lessons (grade 4-6) 		feel prepared to teach the materials in the future and they plan to use the materials in the future.
5	2016-2017	<p>Evaluation of Stress Lessons: From Stressed Out to Chilled Out: A Program for Students in Grades 7 to 9 on Managing Stress</p> <p>David M. Day, Jessica Sutherland, Monique Tremblay, & Katherine Benvenuto Ryerson University Department of Psychology, York University</p>	<p>Evaluation of Stress Lessons: From Stressed Out to Chilled Out, a school-based, stress reduction program for students in Grades 7 to 9.</p>	<p>This evaluation was carried out between November 2015 and June 2016 at four schools of the Toronto Catholic District School Board (TCDSB).</p> <p>Program effects were assessed with measures of school engagement, perceived stress, coping strategies, general self-efficacy in managing stress, emotional regulation, and physiological stress effects. Teachers' self-perceptions of their effective delivery of each of the Stress Lessons sessions were assessed through teacher interviews, as were their overall</p>	<p>65 students from 5 classrooms, and their teachers, participated in the study; 60 students contributed data at both pretest and posttest and so were included in the analyses.</p>	<p>The program was found to have a positive impact on students.</p> <p>After receiving the program, all students reported experiencing greater behavioural engagement at school. Positive effects also were observed on the Active Coping Strategies and General Self-Efficacy measures. These effects may be the result of a delayed response to the program, whereby some students show more immediate effects and other students may show positive effects at a later point. The use of a longer follow-up period could address this hypothesis. The effects also may have been due to differences in the implementation of the program across teachers.</p> <p>No effects were found for measures of emotional or cognitive school engagement, the use of distraction, support seeking, or avoidance coping</p>

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		Department of Psychology		impressions of the program.		<p>strategies, affect regulation, or physiological stress effects. These areas may not have been targeted by the Stress Lessons program.</p> <p>Teachers reported observing positive gains in their students, including using the language of the program and the strategies they learned during the program. Teachers found the students were more open about talking about these issues, as the topics seemed to have become less “taboo.” Some teachers reported fewer behavioural outbursts as the term went on. The results of the present evaluation suggested that the program improved students’ ability to be engaged with school and provided some students with effective techniques of coping.</p>