



1130 Fremont Blvd., Ste. 105-135
Seaside, CA 93955
www.mentalhealthconnect.com
(831) 242-1987

TO: Joanna Curry-Sartori, Founding Director, Self-Leadership Collaborative

FROM: Dr. Jayne E. Smith, CEO

DATE: July 12, 2021

RE: Final Program Evaluation Report- All Schools, Contract #IFSSchools-1

Executive Summary

The Self-Leadership Collaborative School Program pilot, based on Internal Family Systems aims to support social emotional health and well-being for school staff and students by teaching P.A.U.S.E. Model tools for staff and students to shift towards Self-Leadership. The SLC School Program pilot was implemented in SCHOOL 1, a school district, and SCHOOL 2, a single school in another district during the 2020 to 2021 academic year.

This program evaluation utilized an implementation evaluation design with mixed methods. Quantitative and qualitative data were collected to inform each phase of the program logic model. Descriptive and inferential statistics were used to analyze quantitative data and Consensual Qualitative Research (CQR) was used to analyze qualitative data. Implementation phase findings described the 88 SLC School Program activities that were implemented in the schools. Intermediate formative and Outcome summative phase findings included *statistically significant* results suggesting that compared to non-Ambassador staff, Ambassadors and all school staff that attended 4 or more SLC School Program activities:

- Practiced more P.A.U.S.E. and Self-Leadership skills by themselves and with students each week.
- Gained more knowledge about SLC School Program's P.A.U.S.E. Model and Self-Leadership skills.
- Reported higher social emotional wellbeing scores, such as coping better with stress.
- Reported greater student and classroom impacts, such as students being more prepared to learn and teachers being better able to meet student needs.

Further, *effect sizes for the Ambassador group were high* for practicing skills alone, scores on the P.A.U.S.E. Self-inventory and knowledge gained about the program. Small and medium effective sizes were found in the other outcomes for Ambassadors and all staff that attend 4 or more activities.

Focus group data findings offered more depth to what did and didn't work, as well as key insights for these recommendations to continue the development of the SLC School Program.

- In collaboration with district and school leaders, establish a staff training sequence with expectations for participation in a minimum of 4 PDs from a menu of opportunities from which staff may select depending on their knowledge, understanding and use of the model.
- Develop an SLC School Program Roadmap to guide implementation from district to classrooms that results in a "Self-Led District," "Self-Led School," or "Self-Led Classroom" designation.
- Design SLC School Program materials relevant to each grade level that builds off previous levels and draws from a common vocabulary list.

Table of Contents

Self-Leadership Collaborative School Pilot Program: 2020-2021 Program Evaluation	3
SLC School Program Overview	3
A Note on Social Context	5
Program Evaluation Design & Method	5
Program Logic Model	5
Data Collection Instruments	6
Non-Probability Sampling Methods	8
Evaluation Team Background & Roles	9
Data Collection Procedure	9
Data Analysis	10
Limitations & Bias	11
Evaluation Findings	11
Implementation Phase	11
Intermediate Formative Phase	13
Summative Outcome Phase	15
Conclusions & Recommendations	20
References	22
Appendix A: Data Collection Instruments	23
Appendix B: Evaluator Team Bias	29
Appendix C: Recommendation Domain Codebook	30

List of Tables and Figures

Table 1. P.A.U.S.E. Model Summary	4
Figure 1. SLC School Program Logic Model	6
Table 2. Summary of Evaluation Questions & Data Sources by Logic Model Phase	7
Table 3. Summary of Responses by Data Collection Instrument	9
Table 4. Summary of SLC School Program Outcome Survey Subscale Reliability	10
Table 5: Summary of Schoolwide SLC School Program Activities	12
Table 6: Summary of SLC School Program Ambassador-Only Activities	12
Table 7. Summary of Descriptive Statistics for Social Emotional Health Impact Subscale	13
Table 8. Summary of Descriptive Statistics for P.A.U.S.E. Self Inventory Subscales	14
Table 9. Summary of Descriptive Statistics for P.A.U.S.E. Model Skills Practice	14
Figure 2. Number of School Staff that Used Each P.A.U.S.E. Model & Self-Leadership Skill	15
Table 10. Summary of Descriptive Statistics for Student-Class Impact Subscale	15
Table 11. Summary of Focus Group Impact Domain Core Categories w/ Frequency Count	16
Table 12. Summary of Independent t-tests based on Ambassador Status	17
Table 13. Summary of Independent t-tests based on Low-High groups	18
Table 14. Summary of Focus Group Helpful Factors Domain with Frequency Counts	19
Table 15. Summary of Focus Group Barriers Domain with Frequency Counts	20

Self-Leadership Collaborative School Program Pilot: 2020 to 2021 Program Evaluation **“Self-Leadership is not perfection. It’s a practice.” -Focus Group Participant**

The Self-Leadership Collaborative (SLC) School Program pilot intended to impact teachers and school staff social-emotional well-being and mental health and wellness using the P.A.U.S.E. Model tools. The P.A.U.S.E. Model is based on Internal Family Systems (IFS), which was originally developed by Dr. Dick Schwartz (2001) as a model of psychotherapy. IFS is listed as an evidence-based practice on SAMHSA’s National Registry for Evidence-based Programs and Practices (NREPP, 2015). Joanna Curry-Satori, founding executive director of the Self-Leadership Collaborative, adapted IFS to build the SLC School Program. Ms. Curry-Satori is a licensed marriage and family therapist and certified IFS therapist. The theoretical foundation for SLC School Program is strong, which adds credence to its development.

This program evaluation is based on Ms. Curry-Satori’s partnership with SCHOOL 1, a school district and SCHOOL 2, a single high school that she worked with over the past few years. The program is considered a pilot for several reasons: a) its framework is being refined, b) disruptions due to the pandemic, and c) strategies for district and schoolwide implementation are under development. This program evaluation focused on SLC School Program during the 2020 to 2021 academic years.

SLC School Program Overview

According to the Self-Leadership Collaborative’s website, the SLC School Program “framework provides the knowledge and tools to access and operate from Self-Leadership, which is essential for learners to function optimally in the learning environment and perform to their greatest potential” (Curry-Satori, n.d.). When students and adults operate from Self, they demonstrate the 8 Cs of Self-Leadership:

- | | |
|---------------|------------------|
| 1. Calm | 5. Compassion |
| 2. Clarity | 6. Curiosity |
| 3. Creativity | 7. Courage |
| 4. Confidence | 8. Connectedness |

In 100% of the focus groups¹ facilitated at the end of the 2020-2021 academic year, school staff’s description of the program reflected the description on the website. One staff member stated:

It's a program that gives us tools to be better people, to be better selves, to be better professionals. And just to have more serene lives. The kids, too. You know, it gives them tools at an early age to be able to combat the different difficulties that they're going to be facing, or that they're already facing.

The SLC School Program framework uses the P.A.U.S.E. Model, which guides the development of Self-Leadership skills so that students and school staff may cultivate self-awareness, growth, and resilience inside and outside the classroom. “Each letter of P.A.U.S.E. reflects an area in which we can build our social/emotional well-being and capacity through reflective practices. In challenging moments, we can follow the steps of P.A.U.S.E as a process to guide us to be calm, connected and effective in relationships

¹ A description of the method for collecting and analyzing focus group data may be found in the Program Evaluation Design & Methods section of this report.

and problem solving” (J. Curry-Satori, personal communication, July 13, 2021). Table 1 describes the P.A.U.S.E. Model steps, reflection questions and skills.

Table 1: P.A.U.S.E. Model Summary

Step	Focus Area	Reflection Questions & Skills
Pause	Mindfulness	<ul style="list-style-type: none"> • Ask, “Do we need to P.A.U.S.E. and step back?” • P.A.U.S.E. when you anticipate or notice a reaction. • Breathe and physically regulate so you are “online.” • Connect with your best Self: Look for signs of being calm, clear, curious, compassionate, connected, creative, confident, courageous.
Aware of Yourself	Emotional Intelligence	<ul style="list-style-type: none"> • Ask, “Where am I leading from?” • Acknowledge your response internally (different parts of you expressing as thoughts, feelings, physical sensations). • With breathing space, take a fresh perspective.
Understand Each Other	Social Intelligence	<ul style="list-style-type: none"> • Ask, “Where is the other person leading from?” • Listen from Self to “get” each other (Me, You, Us listening). • Speak for the different parts of you not <i>from</i> parts. (“A part of me things...A part of me feels...”) • Appreciate each other’s multiple perspectives and positive intent.
Search for Solutions	Problem Solving, Decision Making & Restorative	<ul style="list-style-type: none"> • Ask, what is needed? What will be beneficial for all? • Identify what needs attention and what is important. • Repair and make requests based on what has happened. • Explore suggestions for what could work going forward and what will be best for all involved (let young people take the lead). • Be creative as you focus on new ways to interact and resolve concerns (avoid shaming and blaming). • Establish or reaffirm expectations and boundaries as needed. • Support development of new skills as relevant.
Experiment	Growth Mindset & Gratitude	<ul style="list-style-type: none"> • Ask, “What can we try going forward? What are we learning?” • Together, create a realistic plan and check in later to learn from what happened. • Acknowledge effort and what works. • Create a learning culture where “mistakes” & “failures” are opportunities to learn and P.A.U.S.E. again. • In these repeated experiences, we “wire” ourselves for social and emotional well-being and can heal patterns that no longer serve us, learn new ones and realize our greatest potential.

Note. Information is from J. Curry-Satori, personal communication, July 13, 2021.

A Note on Social Context

The 2020 to 2021 academic year included several events and situations that likely impacted the implementation of this pilot. The Covid-19 Pandemic thrust society into chaos. Schools and workplaces closed to in-person activities, borders shut down, and exposure to chronic stress increased. Mental Health America’s 2020 annual report on mental health found that 52% of teens reported having suicidal thoughts on a daily or every other day basis (Reinert et al., 2020). Families had to figure out how to live, work, and learn all together in their homes. Teachers and school staff had to figure out how to support

student learning. In many cases, teachers and school staff also had to support their own children’s virtual school experience.

Additional stressors that occurred during this academic year include, but are not limited to, the fight for social justice following George Floyd’s death, political unrest throughout the presidential election and events at the Capitol on January 6th, and natural disasters. All events and situations potentially added to economic hardship and instability for families.

The need for a program aimed at building resilience and promoting mental health and wellness was high. That said, necessary changes to the provision of academic learning and social support impacted the delivery of the SLC School Program. Despite these barriers, many promising outcomes and recommendations underscore ways in which the SLC School Program benefits the school community.

Program Evaluation Design & Method

The 2020 to 2021 SLC School Program was the second year in which it was implemented in school settings in Connecticut. Being in the nascent stages of program development, it was evaluated using an implementation evaluation design (Patton, 2008). This type of program evaluation design intends to “determine the core characteristics of a program to aid in decisions” (p. 319) about program strengths, areas of improvement, and continued use and scalability. Implementation evaluation also aims to understand “lessons learned” from key stakeholders to curate best practices.

The SLC School Program implementation evaluation used mixed methods to gather relevant and rich information to answer the overarching evaluation questions:

1. What aspects of the SLC School Program were most and least helpful in terms of building staff and student capacity to be self-led?
2. In what ways were school staff and students impacted by the SLC School Program?

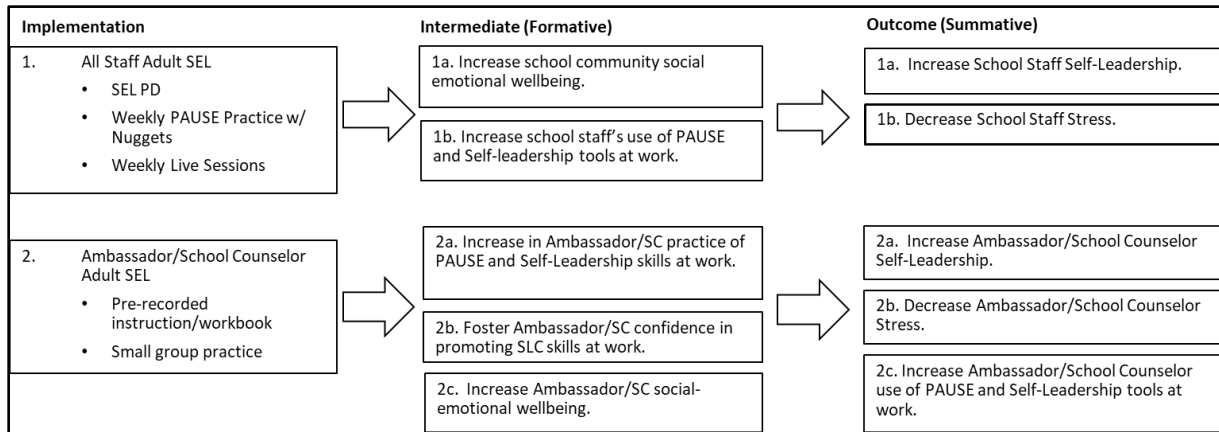
This program evaluation is not causal. It is descriptive, which means it details relationships between the program and outcomes and offers depth in its exploration of what does and does not work. It does not indicate whether the SLC School Program caused changes in staff and students.

Program Logic Model

A program logic model mapped evaluation questions and data sources to three (3) phases: a) Implementation; b) Intermediate/formative; and c) Outcome/summative. Logic models in program evaluation are like blueprints in architecture. Programs are evaluated based on their blueprint.

Figure 1 displays the SLC School Program logic model. The boxes under “Implementation” include target groups (i.e., all school staff and specialized staff) and intended SLC activities for those groups. Intermediate and Outcome goals describe the intended impact of the SLC activities on target groups. Initially, a third target group - students - detailed intended improvements in discipline and academic outcomes. The pandemic complicated data collection for these outcomes so it was removed.

Figure 1: SLC School Program Logic Model



“All Staff Adult SEL” referred to all school staff being exposed to social-emotional learning through live professional development and emailed resources. “Ambassador/School Counselor Adult SEL” referred to a subgroup of school staff that engaged in additional professional development activities to build their capacity to champion SLC School Program skills in their buildings. “Social emotional wellbeing” referred to self-regulation, especially in stressful situations, and “shift” towards Self-Leadership.

Data Collection Instruments

Program evaluations often rely on data collection instruments that are designed specifically for a program that is being evaluated because validated instruments do not always capture the nuances of a program (Patton, 2008). The evaluation specialist reviewed several IFS-based empirical instruments, such as the Self Scale (O’Neil, 2003), Self-Leadership Scale (Steinhardt et al., 2003), and the IFS Certification Reviewer Feedback Form (IFS Certification, n.d.). These scales did not reflect skills taught using the SLC School Program P.A.U.S.E. Model. Further, the vocabulary used in these scales were not aligned with the vocabulary associated with the SLC School Program P.A.U.S.E. Model. The SLC School Program team expressed concerns that school staff responses to these scales would not accurately capture their shifts towards Self-Leadership and mental well-being.

The evaluation specialist also reviewed the 2019-2020 IFS in Schools teacher survey packet that included the Comprehensive School Climate Inventory (NSCC, 2007), Teacher SEL Beliefs Scale (Brackett et al., 2012), Social Validity Scale, and Teacher Stress Inventory (Fimian, 1984). Feedback from a small group of key stakeholders (i.e., principle, teacher, curriculum director, and SLC founding director) emphasized limiting the number of items to which teachers and other school staff would have to respond. One stakeholder recalled that he and other school staff spent a lot of time the previous year responding to those surveys and did not perceive that they reflected the SLC School Program. These concerns relate to face validity, which deals with whether an assessment tool appears to measure what it claims to. Additionally, the pandemic placed teachers and school staff under tremendous stress, so these stakeholders encouraged the program evaluation specialist to minimize the length of surveys.

The SLC School Program used five (5) data collection instruments displayed in Table 2. The actual data collection instruments may be found in Appendix A.

Table 2. Summary of Evaluation Questions & Data Sources by Logic Model Phase

Logic Model Phase	Question	Event, Activity, Resource Log (EARL)	Post-Event/Activity Feedback Survey	Self-Leadership Skills Practice Questionnaire	SLC in Schools Outcome Survey	Structured Focus Group
Implementation	<ol style="list-style-type: none"> To what extent have schoolwide SLC in Schools resources and activities been implemented? To what extent has the Ambassador capacity building activities been implemented? 	x		x	x	x
Intermediate (Formative)	<ol style="list-style-type: none"> How has the school community's social-emotional health changed? To what degree have school staff shifted towards Self-Leadership? What SLC model skills have been practiced at work? 		x	x	x	x
Outcome (Summative)	<ol style="list-style-type: none"> How were school staff impacted by the program? Was there a difference in self-leadership and social-emotional health outcomes depending on the "dosage" of SLC resources and activities attended by staff? What factors helped and hindered the implementation of the SLC in Schools pilot program? 		x	x	x	x

Event, Activity, Resource Log (EARL) was a Google Sheet that the SLC Founding Director completed on a regular basis between September 2020 and May 2021. EARL captured the date, event/activity/resource, purpose, number of participants, and participant positions. The SLC Founding Director completed one EARL for SCHOOL 1 and another one for SCHOOL 2.

Post SLC School Program Activity Feedback Survey was a Google Form sent to school staff participants following a Nugget Session, P.A.U.S.E. Event, and Ambassador training. Two (2) required questions were used to collect data about school staff shift toward Self-Leadership and stress level immediately following an activity facilitated by the SLC Founding Director with Likert scale response options. Between one and two open-ended questions that were not required collected general program feedback and reflections on specific P.A.U.S.E. Model skills. One yes/no question inquired about school staff's interest in participating in a focus group about the program.

Self-Leadership Skills Practice Questionnaire was a Google Form emailed to all school staff in February and March 2021 that captured data about school staff's use of P.A.U.S.E. and other Self-Leadership tools and skills. This questionnaire consisted of four (4) sections with 3 required questions using Likert-scales or check-all-that-apply response options, five (5) unrequired open-ended questions, and one (1) yes/no question. on to School Staff & Demographics. Data from this questionnaire informed the development of the SLC School Program Outcome Survey.

SLC School Program Outcome Survey was a Google Form emailed to school staff in May 2021. Some SCHOOL 1 principles made time in staff meetings for school staff to complete this survey. This survey consisted of 7 sections of which items in sections 4, 5, and 6 were developed based on the SLC School Program mid-year report (Smith, 2021). The 7 sections included a demographic questionnaire, 10 items each about knowledge change and impact, 3 items about skills used, the P.A.U.S.E. Self Inventory, and 3 open-ended questions. The instruments used Likert scale and check-all-that-apply response options.

P.A.U.S.E. Self Inventory consisted of 25 items developed from the SLC School Program Framework documents and expert review by the SLC Founding Director. Each of the 5 steps of P.A.U.S.E. consisted of 5 items. The intention was to collect data to perform an exploratory factor analysis to be used in future SLC School Program evaluations. The response scale options reflected the CASEL assessments, which is a standard for accrediting SEL programs (CASEL, 2021). The SLC Founding Director may seek CASEL accreditation.

Structured Focus Group Interview Protocol consisted of 1 demographic question and 6 open-ended questions. In addition to the actual interview questions, a facilitator script was developed to introduce and conclude each focus group. Data was transcribed verbatim. The transcriptions, audio recordings, and facilitator notes were used to answer evaluation questions in all phases of the logic model.

Notification to School Staff outlined the purpose, risks, benefits, and voluntary consent for school staff that responded to all data collection instruments. The full notification was emailed to school staff at least twice and was included in the Outcome Questionnaire. An abbreviated notification was included in each of the other data collection instruments.

Non-Probability Sampling Methods

The SLC School Program evaluation used criterion sampling and purposive sampling, which are non-probability sampling methods. These sampling methods are used in exploratory evaluations based on smaller subsets of a larger population. Criterion sampling included two (2) groups that participated in SLC activities: a) All school staff and b) SLC Ambassadors. Any school staff that attended at least 1 SLC activity met the criterion to complete an Activity Feedback form, Practice Questionnaire, and Outcome Survey. School staff were considered Ambassadors if they engaged in more frequent SLC activities intended to build their capacity to champion the P.A.U.S.E. Model and Self-Leadership in their buildings and schools.

Purposive sampling was used to identify focus group participants. Initially 5 focus groups were scheduled with the following criteria:

- 2 focus groups for non-administrator Ambassadors
- 2 focus groups for school staff that were not Ambassadors
- 1 focus group for administrators that may or may not be Ambassadors

The rationale for Ambassador groups without administrators and one with administrators was to alleviate the potential influence of positional power so that these non-administrator Ambassadors could speak freely without perceived or actual risk to their job status. Administrators offer an important perspective in terms of program implementation from a leadership standpoint. Finally, the rationale for non-Ambassador school staff focus groups was to gather data from the perspective of those not as involved in SLC School Program as this perspective could offer useful information to engage harder-to-reach school staff in the future. Unfortunately, one non-ambassador focus group was cancelled and one was replaced with Ambassadors due to no sign ups of non-ambassadors. Due to scheduling, administrators and ambassadors ended up in the same focus groups. Table 3 summarizes number of responses per data collection instrument.

Table 3. Summary of Responses by Data Collection Instrument

Instrument	Total Responses	SCHOOL 1 Responses	SCHOOL 2 Responses
EARL ¹	122	54	68
SLC Activity Feedback Form	143	95	48
SLC Tools Practice Questionnaire	76	46	30
SLC Outcome Survey	116	84	32
Focus Groups ²	229	131	98

¹EARL responses were based on the number of entries made in the Google Sheet by the SLC Founding Director from September 2020 to June 2021. ²Focus group responses were the total number of data points that were analyzed from 4 focus groups with a total of 17 participants- 8 from SCHOOL 1 and 9 from SCHOOL 2.

Evaluation Team Background & Roles

Dr. Jayne Smith, program evaluation specialist, has worked on external and internal evaluation teams in school settings since 2012. She specialized in program evaluation and qualitative research in her doctoral program. She has also designed and implemented new programs in existing school settings, has some introductory IFS training, and engaged in IFS therapy for her own mental health and wellness. As the program evaluation specialist for this project, she developed the logic model, notification to school staff, and data collection instruments. She also conducted all data analysis and wrote this report.

Ms. Curry-Satori, the SLC founding director, provided in-depth feedback throughout the development of data collection instruments, and served as the main point of contact for data collection. She had little formal training in and limited understanding of program evaluation. She developed the SLC School Program and facilitated the majority of the SLC activities. Ms. Curry-Satori is a licensed marriage and family therapist and certified IFS therapist.

Dr. Alexandra “Sandy” Barbo was the primary focus group facilitator. She has training in IFS and qualitative research. Jaime Sanchez assisted in facilitating focus groups by taking notes and transcribing. She has training in IFS. Dr. Barbo and Ms. Sanchez also led small groups for the SLC School Program Summer Institute prior to this program evaluation.

Drs. Ilanit Tal and LaShauna Dean were consulted for quantitative data analysis. They have specializations in quantitative research. Dr. Tal is trained in IFS and works with the IFS Foundation.

Data Collection Procedure

The SLC Founding Director shared the feedback form link in the chat box at the end of each SLC activity and encouraged staff to respond. She also worked with designated school leaders to email the notification, practice questionnaire and outcome surveys to school staff.

The evaluation specialist created instructions for scheduling focus groups based on the criterion sampling described above, which were used by the SLC Founding Director. All focus groups were 1 hour and occurred via Zoom.

Google form and focus group data were stored in a secure Google Drive folder owned by the evaluation specialist’s company. The company’s G-Suite is HIPPA compliant. Focus group data were uploaded by Ms. Sanchez after transcriptions were complete and were deleted from her computer. The evaluation specialist anonymized the data prior to analysis and reporting.

Data Analysis

Quantitative data were analyzed using descriptive and inferential statistics. Descriptive statistics were used to describe what the data showed in terms of frequency counts, means, and standard deviations. Inferential statistics were used to make meaning about the data beyond basic summary. Specifically, independent t-tests compared means to identify if different groups were significantly more or less likely to shift towards Self-Leadership and social emotional wellbeing, and practice P.A.U.S.E. Model tools. School staff were coded as either Ambassadors or non-Ambassadors. They were also grouped by the number of times they used SLC resources and attended SLC activities. Dummy codes were created to calculate average scores from the subsections in the Outcome survey.

Prior to running statistics on Outcome Evaluation data, Cronbach’s Alpha, a reliability test was run on each of the subsections. Reliability tests measure the consistency of items on a scale. Since the Outcome Evaluation has not been empirically validated, reliability tests of internal consistency offer one way to determine if results are meaningful. A coefficient of .70 or higher is considered acceptable in social science research. Each subsection’s Cronbach’s Alphas were .90 or greater. Table 4 displays Cronbach’s Alpha from each of the subsections.

Table 4. Summary of SLC School Program Outcome Survey Subscale Reliability

Subscale	Cronbach’s Alpha	Items	<i>M</i>	<i>SD</i>
Knowledge	.97	10	28.16	6.60
P.A.U.S.E. Self Inventory	.90	25	57.24	8.39
Impact - Social Emotional Health	.93	5	16.07	4.52
Impact - Student-Classroom	.91	5	16.39	4.29

Qualitative data from the focus groups were analyzed by adapting Consensual Qualitative Research (CQR) method (Hill, 2012), which is a highly robust method designed to decrease evaluator subjectivity. First, all data are read and coded into domains, which are general “buckets” of similarity. Next, the program evaluation specialist constructed core ideas from data within each domain that further describe themes in the “general buckets.” The final round of analysis identifies core categories within each core idea to capture more specific findings within each domain. Unlike CQR where domains come from data, the evaluation specialist pre-determined domains consistent with program evaluation.

Trustworthiness strategies are to qualitative data like reliability testing is to quantitative data. They provide insight into the validity of findings (Hays & Singh, 2012). To increase trustworthiness, the evaluation specialist utilized focus group facilitator field notes about themes to check for consistency with core ideas and categories, which is known as referential adequacy. Additionally, frequency counts were calculated for each domain and category to show the representativeness of the findings.

Limitations & Bias

Pilot program evaluations tend to have limitations because they are still underdevelopment. The program framework was not established, which challenged the program logic model structure. Data collection instruments were not empirically validated, which may compromise the validity of the data. EARL, the log for tracking SLC activities needed clearer instructions for use, which may have compromised the implementation data. Independent grouping variables were categorical, which limited the statistical analysis that could be run. Instruments were primarily self-report. Presumed low response rates limited the generalizability of findings. Potential for social desirability, especially in focus groups, was high given that participants were Ambassadors and had stronger relationships with the SLC Founding Director and some may have worked with the focus group facilitators during a past summer institute. Social desirability means that participant responses tend to reflect positive feedback. Qualitative data analysis did not include member checking, audit, or multiple coders, so findings may be more subjective. See Appendix B for more in-depth description of evaluation team member biases.

Evaluation Findings

The SLC School Program was implemented across a school district (i.e., SCHOOL 1) and in one high school (i.e., SCHOOL 2) in another district in Connecticut. The school district consists of 6 schools, but for the purpose of this program evaluation was treated as 1 school. The findings subsections are based on the logic model phases and questions.

Implementation Phase

The SLC School Program planned to offer all staff training to increase knowledge of the SLC School Program Framework and understanding of P.A.U.S.E. Model and Self-Leadership skills through experiential learning activities, demonstration, role playing, and mini-lectures. All staff also received digital materials that could be printed and used by teachers to continue their learning about Self-Leadership and engage with their students using P.A.U.S.E. Model skills.

Implementation Q1: To what extent have schoolwide SLC School Program resources and activities been implemented?

Schoolwide SLC School Program resources and activities were implemented between September 2020 and May 2021. Schoolwide meant that they were offered to one, some, or all school staff, but were not Ambassador-only. In total, 23 resources were shared and 88 activities took place.

Resources were called “Nuggets.” They featured different P.A.U.S.E. Model and Self-Leadership skills, micro-meditations, and lessons that teachers could use with students. These resources were emailed to school staff. Unfortunately, there was not an available method to track staff engagement in these resources. A children’s book about the 8Cs of Self-Leadership was created and distributed to teachers for use in their classrooms. One teacher stated “We started this year with the eight C’s book. It was perfect for K-2. And I just felt like we could really talk to the kids. And it aligned well with our core ethical values. I felt like there was a little bit of meat there for us to work with our kiddos K-2.”

SLC School Program activities consisted of workshops for school staff, school leader consulting and coaching, P.A.U.S.E. Circles, meditation micro-sessions, and meetings with key stakeholders to plan,

update, and debrief SLC activities. P.A.U.S.E. Model and Self-Leadership topics covered in these activities included relating to students' parts, unblending, befriending, attending, access to self, and review of P.A.U.S.E. lesson plans. Table 5 displays the number of attendees, occurrences, and hours spent on each activity.

Table 5: Summary of Schoolwide SLC School Program Activities

Activity Type	Occurrences	Attendees	Hours
School Staff Workshops	7	243	12
School Leader Consulting & Coaching	23	53	20.75
P.A.U.S.E. Circles ^a	6	320	8
Meditation Micro-Sessions	15	30	4.5
Cross Department Consulting & Coaching	28	94	26
P.A.U.S.E. Circle Prep & Debrief	9	59	9.75
Total	88	799	81

Note. Attendees are not unique, which means many school staff engaged in multiple activities. ^aP.A.U.S.E. Circles attendance was required.

Other than P.A.U.S.E. Circles, participation was voluntary for school staff. On average school staff reported attending between 1 and 3 SLC activities on the mid-semester Skills Questionnaire ($n = 67$, $M = 2.43$, $SD = .94$) and Outcome Evaluation ($n = 104$, $M = 2.14$, $SD = .72$).

Implementation Q2: To what extent have Ambassador capacity building activities been implemented?

In addition to attending schoolwide SLC activities, Ambassadors all engaged in workshops, consulting, and small group coaching. These Ambassador-only activities aimed to deepen their knowledge, skill proficiency, and confidence in practicing the P.A.U.S.E. Model and Self-Leadership tools, as well as supporting their use of these skills with students and colleagues. Table 6 summarizes the Ambassador-only SLC School Program activities.

Table 6: Summary of SLC School Program Ambassador-Only Activities

Activity Type	Occurrences	Attendees	Hours
Ambassador Small Group Coaching	12	72	18
Ambassador Consulting	5	12	4
Ambassador Workshops	12	105	21
Total	29	189	43

Focus group participants emphasized the importance of attending multiple SLC activities to deepen their understanding and practice of P.A.U.S.E. Model and Self-Leadership skills. On average Ambassadors reported attending between 4 and 6 SLC activities on the mid-semester Skills Questionnaire ($n = 9$, $M = 3.44$, $SD = 1.33$) and between 7 to 9 SLC activities on the Outcome Evaluation ($n = 12$, $M = 4.33$, $SD = .88$). One focus group participant shared:

My experience this year is I participated in probably all of the options that were open to us through the Self-Leadership Collaborative. I didn't do weekly meditations, but tried to get to a few of them. I did both of the small group coaching sessions, participated in the professional development throughout the district at all the schools, ran a few of the IFS circles with the schools and I'm using Self-Leadership in my own classroom.

In terms of implementation, the SLC School Program had to pivot throughout the Pandemic roller coaster to meet the needs and capacity of school staff. Originally, the “Nuggets” were intended to be emailed weekly. That cadence lasted for a short time before school staff expressed overwhelm due to the sheer number of emails they received daily. Other challenges will be discussed later in this report.

Intermediate Formative Phase

SLC School Program activities and resources aimed to impact school staff’s social emotional wellbeing, shift towards Self-Leadership, and use of P.A.U.S.E. Model and Self-Leadership tools. Specific to Ambassadors, the activities and resources aimed to support their confidence and capacity to bring the tools to their students and colleagues.

Intermediate Q1: How has the school community social-emotional health changed?

School community social-emotional health was measured with one (1) item on the Activity Feedback Form that asked school staff about their change in stress level from before to after a P.A.U.S.E. Circle, Introductory Workshop and micro-meditation session. A total of 131 responses were collected following school staff attendance of these activities. Most responses (n=65) indicated that immediately following attendance of the activity, school staff’s stress level was lower than before the event. Sixty-three (63) responses indicated their stress level was the same and only three (3) indicated higher stress levels.

School staff were asked to respond to five (5) items on the Outcome Survey related to their social-emotional health. On a scale of 1 to 4 with 1= Strongly disagree and 4 = Strongly agree, most staff (mode = 3) moderately agreed with these 5 items (n=94, M = 2.95, SD = .71). Table 7 summarizes scores for each of the 5 items. The mode for each item was also 3 = moderately agree.

Table 7. Summary of Descriptive Statistics for Social Emotional Health Impact Subscale

Item	M	SD
I did not get hijacked by my emotions as often.	2.95	.70
I was better able to cope with stressful situations.	2.92	.80
I felt calm more often.	2.85	.86
My relationships with my colleagues improved.	3.01	.80
I responded to my emotions in a healthier way.	2.98	.78

These findings suggest that on average staff’s social-emotional health changed for the better because of the P.A.U.S.E. Model and Self-Leadership tools they learned and practiced from the SLC School Program.

Intermediate Q2: To what degree have school staff shifted towards Self-Leadership?

Shift towards Self-Leadership was defined by “experiencing an increase in one or more qualities such as calm, curiosity, connection, compassion, clarity, confidence, courage and creativity.” Immediately

following an SLC in School activity, school staff were asked what shift they experienced because of participating in that activity. On a 5-point scale, most staff experienced a moderate shift towards Self-Leadership ($n=53$). The average score was 2.60 ($n = 140, SD = .97$), which falls between mild and moderate shift.

The P.A.U.S.E. Self Inventory was a self-report measure designed to measure how a person experiences the P.A.U.S.E. Model, which aims to support shifts towards Self-Leadership. The overall average score was 2.30 on a 3-point scale ($n=116, SD = .34$), which means school staff report sometimes experiencing a shift towards Self-Leadership. Table 8 summarizes each of the subscales.

Table 8. Summary of Descriptive Statistics for P.A.U.S.E. Self Inventory Subscales

Subscale	<i>M</i>	<i>SD</i>
P.A.U.S.E.	2.29	.44
Awareness of Yourself	2.04	.39
Understand Others	2.40	.42
Search for Solutions	2.48	.38
Experimentation	2.34	.41

These findings suggest that school staff shifted towards Self-Leadership immediately following participation in an SLC activity and that shift remained present some of the time at year end.

Intermediate Q3: What P.A.U.S.E. Model and Self-Leadership skills have been practiced at work?

School staff were asked about their use of P.A.U.S.E. and Self-Leadership skills mid-way through the spring semester and at the end of the school year. In both surveys they were asked how often they practiced alone and with students on average each week. On both surveys, non-ambassador school staff's average response indicated that they practiced skills alone or with students between Less than 1 time and 1 to 3 times per week. Ambassadors reported practicing by themselves on average between 1 and 6 times per week on the mid-year survey and between 4 and 9 times on the year-end survey. They reported practicing with students on average between 1 and 6 times per week.

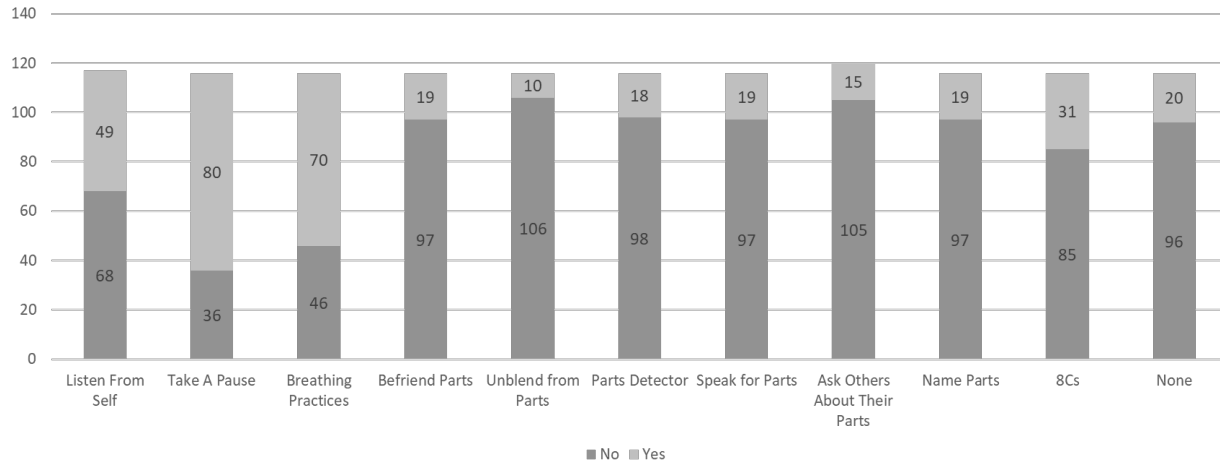
Table 9. Summary of Descriptive Statistics for P.A.U.S.E. Model Skills Practice

Survey: Ambassador Status	Practice Alone			Practice w/ Students		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
MY: Non-Ambassador	67	1.7	0.92	67	1.82	1.00
MY: Ambassador	9	2.44	1.51	9	2.11	0.6
EY: Non-Ambassador	104	1.54	0.91	104	1.63	0.84
EY: Ambassador	12	3.25	1.29	12	2.92	1.08

Note. MY = mid-year Practice Questionnaire. EY = end of year Outcome Survey.

Regarding which skills they practiced, they were asked on the Outcome Survey to check all that apply. Eighty-three percent (83%) of staff checked at least 1 skill ($n = 96$). Most frequently practiced were Taking a P.A.U.S.E., Breathing Practices, and Listening from Self. Figure 2 summarizes skills practiced.

Figure 2. Number of School Staff that Used Each PAUSE Model & Self Leadership Skill (n=116)



Summative Outcome Phase

Summative Q1: How were school staff impacted by the program?

In addition to experiencing shifts towards Self-Leadership and moderate improvements in their social-emotional health as described earlier in this report, school staff also responded to items in the outcome survey about how their knowledge of the P.A.U.S.E. Model and Self-Leadership Skills changed from before they began working with the SLC Founding Director to after. Most staff indicated that they knew a little more than they did before with a mode of 3 and average score of 2.82 ($n = 116, SD=.66$).

School staff also shared that their work with students and classroom environments were impacted. The Outcome Survey asked staff to rate their agreement of several statements that described how their experience with students and their classroom were impacted because of participating in SLC School Program activities. School staff average response was 3.00 ($n = 107, SD = .68$) indicating they moderately agreed that they were better able to meet student needs, students were more prepared to learn, and their classrooms were safer because of participating in SLC School Program. Table 10 summarizes each item.

Table 10. Summary of Descriptive Statistics for Student-Class Impact Subscale

Subscale Item	<i>M</i>	<i>SD</i>
I was better able to respond to student needs.	3.05	.72
My class community was safer for students to express feelings.	3.07	.77
My students were more prepared to learn.	2.86	.79
I was more present with my students.	3.04	.84
I collaborated more often for solutions to problems.	3.00	.75

Focus group data also offered insight into ways in which school staff were impacted by the SLC School Program. Table 11 summarizes 4 Core Categories under the Impact Domain with frequency counts.

Table 11. Summary of Focus Group Impact Domain Core Categories w/ Frequency Count

Impact Core Idea	Impact Category	All Responses	RSD13	Prince Tech
School staff used PAUSE tools, such as taking a pause, breathing, unblending, and befriending as a means to cope with stressful situations. As a result, they did not get hijacked by their emotions as often, were able to let go of unpleasant/uncomfortable situations easier, and resolve conflicts and solve problems more effectively.	Improved school staff's ability to self-regulate.	25	10	15
Teachers shifted from seeing discipline situations as "student issues" to seeing them as "parts of the student" that have an unmet need. As a result of this shift, they approached students differently and were better able to support them. Teachers described being less strict, not taking student behaviors personally, and being more present and engaged. Teachers that reported doing many of the PAUSE model tools in the past noted that the model gave them a structure that improved their ability to help students.	Teacher's were better able to address student needs.	14	8	6
Students learned to name their feelings, ask for what they need from parents and teachers to regulate emotions, and practice PAUSE model skills when faced with stressful situations. Teachers noted that discipline decreased, academic performance increased, relationships with other students improved, and students were better able to cope with stressful situations.	Student's practiced PAUSE Model skills to increase academic performance, decrease discipline behaviors, improve relationships, and better cope with adversity.	11	9	2
Relationships at home and school improved in the quality of their connection with colleagues, students, and family members by approaching difficult situations using PAUSE tools, such as listening from SELF.	Relationship quality improved.	5	3	2
Total Frequency		55	30	25

Focus group participants reported being better able to self-regulate, which helped them to better meet student needs. They also noted that students learned tools to self-regulate which increased their academic performance, decreased discipline behaviors, and improved their relationships with other students. One participant shared about a student's increased academic performance.

I did a whole lot of parts with these guys, and they actually even called XXX, because it's all these difficult, difficult STUDENTS. And we did a parts thing and then we did a breathing thing and slow meditation, of course, a parts thing. And then the next day one of these STUDENTS came up to me and said, "we need to do that breathing again because that was really helpful and I did it before my test and I got a 95 on my test." I was like, wow...so it's like, yes it really worked and it just speaks to the fact that these kids are really receptive to it.

Another focus group participant described a decrease in student discipline behaviors.

STUDENTS ARE so receptive to it. Just yesterday I did another thing with the parts with my CLASS and same thing, got quiet, they're focused, they're into it. We did colors, we did body parts with what you're feeling. I did a little visualization with them on the unblending of parts, because they were all in, all down for it. And then the discipline problems, there are no discipline problems or very little because these kids feel connected to me in a very different way.

A parent even shared with one focus group participant that their child practiced pausing and breathing at home when they felt a need to be calmer.

One focus group participant described how their improved ability to self-regulate impacted their social-emotional wellbeing and their ability to be a positive influence on others.

I guess I would just say it's (SLC SCHOOL PROGRAM) been very positive for me. I can't say that I haven't been stressed, but I feel like the stress is a little bit more manageable. I have a better perspective on it. And therefore I'm able to sit with things better. I haven't taken things as

personally. I've been able to cope with things myself a lot better. I don't want to say I've been unflappable, but I haven't gone down a rabbit hole in a long time, an emotional rabbit hole. And I think that I've also been a more positive influence on the people around me.

During the pandemic, when so many experienced disconnection, isolation, and increased stressors, focus group participants reiterated that their experience with SLC School Program created opportunities to connect, be better at their jobs and improve their ability to cope with everyday stressors.

Summative Q2: Was there a difference in Self-Leadership and social-emotional health outcomes depending on the “dosage” of SLC resources and activities attended by staff?

One way to inform continued program development is to identify whether a “dosage” threshold exists so that informed decisions may guide participation expectations and establish a best practice baseline for optimal program impact.

Staff were grouped in 2 ways to measure difference in outcomes depending on “dosage,” or the number of SLC activities and resources in which they participated. They were grouped based on ambassador status, which had very unequal samples (i.e., Ambassadors $n = 12$, Non-Ambassadors $n = 104$). All school staff were also assigned in “low” and “high” dose groups depending on whether they attended 0 to 3 activities or 4 to 10+ activities since they began working with the SLC Founding Director. The sample numbers were slightly more even (i.e., Low $n = 77$, High $n = 39$). Outcome variables included dummy codes of averaged scores from Outcome Survey subscales displayed in Tables 12 and 13.

Independent t-tests comparing means in both groupings were statistically significant for all 6 outcome variables. Ambassadors and school staff in the high dose group significantly practiced alone and with students more frequently, had greater knowledge gains, and scored higher on the P.A.U.S.E. Self-Inventory, social-emotional impact subscale, and student-class impact subscale.

Effect size (d) gives insight into the magnitude of the relationship between variables. Cohen (1965) suggested that 0.2 = 'small' effect size, 0.5 = 'medium' effect size and 0.8 = 'large' effect size. Not only did Ambassador outcomes change favorably not by chance, but three outcome variables had a high effect size, one had a medium effective size, and two had small effective sizes. High Dose group also had a small to medium effect size for all outcomes.

These findings offer empirical evidence that participation in 4 or more SLC activities more likely increases knowledge and use of the skills in everyday life, and leads to healthier staff, safer classrooms, and students that are more prepared to learn. Further, the Ambassador findings suggest a best practice blueprint for maximizing SLC School Program impact in the buildings and classrooms.

Table 12. Summary of Independent t-tests based on Ambassador Status

Outcome Subscale	<i>t</i>	<i>df</i>	<i>p</i>	<i>Mean difference</i>	<i>SE difference</i>	<i>d</i>
Skills Practiced Alone	-4.375	12 ^a	<.001*	-1.67	.38	.78
Skills Practiced with Students	-4.90	114	<.001*	-1.29	.26	.42
Knowledge Change	-8.24	12 ^a	<.001*	-.99	.12	.92

P.A.U.S.E. Self Inventory	-6.08	12 ^a	<.001*	-.34	.06	.87
Impact- Social Emotional Health Impact	-2.36	104	.02*	-.50	.21	.23
Impact- Student-Class	-2.15	105	.03*	-.44	.20	.21

Note. ^aLevene's test significant so reported equal variances unassumed results. *Statistically significant at $p>.05$.

Table 13. Summary of Independent t-tests based on Low-High groups

Outcome Subscale	<i>t</i>	<i>df</i>	<i>p</i>	Mean difference	SE difference	<i>d</i>
Skills Practiced Alone	-3.61	52 ^a	<.001*	-.84	.23	.45
Skills Practiced with Students	-2.61	50 ^a	.012*	-.56	.21	.35
Knowledge Change	-3.52	114	<.001*	-.44	.12	.31
P.A.U.S.E. Self Inventory	-3.48	114	<.001*	-.22	.06	.31
Impact- Social Emotional Health Impact	-2.31	104	.02*	-.33	.14	.22
Impact- Student-Class	-2.09	105	.04*	-.28	.13	.20

Note. ^aLevene's test significant so reported equal variances unassumed results. *Statistically significant at $p>.05$.

Summative Q3: What factors helped and hindered the implementation of the SLC School Program?

Focus group data offered a deeper exploration into those factors that were most and least beneficial to the SLC School Program implementation. These data inform recommendations that are discussed in the final section of this report.

Helpful Factors

Data that were assigned to the "Helpful Factor" domain included perspectives about optimal staff PD, PD facilitation strategies, and learning materials. In 100% of the focus groups, staff emphasized the value of "immersing" themselves in the P.A.U.S.E. Model by attending a summer institute and engaging in a variety of SLC activities facilitated by IFS experts on a regular basis. One focus group participant described how immersing in the program through the summer institute helped them.

For, for me, the most beneficial thing was honestly taking the gloves off of the whole process. I feel like when the initiative first started at the school, we were kind of skimming along the top of it a lot. And it wasn't until the summer, this past summer that I really kind of began to understand the whole picture of what it was. I really appreciated, especially the Tuesday night sessions. It was really beneficial to me to have a back and forth modeling of different things. It helped my understanding a lot to be able to reflect internally on what's going on with me, and that helped me to be able to understand the bigger picture of how to relate to a student.

In addition, some staff reported that having a colleague in the building that also “immersed” themselves in the program added to the depth of their understanding and practice of Self-Leadership. One focus group participant stated, “I have people like PARTICIPANT 12, who always brings me back, that always kind of helped me get back to ‘it’s okay’ or just will P.A.U.S.E., or you know will bring me back to myself.”

Table 14. Summary of Focus Group Helpful Factors Domain with Frequency Counts

Helpful Factor Core Idea	Helpful Factor Category	All Responses	RSD13	Prince Tech
opportunities as critical for their understanding of self-leadership and how it is applicable and beneficial for schools. Different PD opportunities include summer institutes, all staff PD during the school day, evening sessions, and working 1:1 or in small groups with colleagues to reflect on their practice of the model.	Immersion	16	5	11
Small groups that used scenarios based on real situations and allowed for group debriefing helped to bridge the knowledge-practice gap.	PD Facilitation & Activities	5	2	3
The "Nuggets" and children's book that focused on lessons about the 8Cs and PAUSE Model strategies helped teachers bridge the knowledge-practice gap.	Learning materials	4	2	2
	Total Frequency	25	9	16

Barriers

Five categories detailed primary barriers to implementation across both schools. One category was specific to SCHOOL 1 and another was specific to SCHOOL 2. Focus group participants emphasized that staff training did not occur as often or consistently as needed for the P.A.U.S.E. Model to gain traction. They also expressed that staff had misperceptions about, and in a few cases “aversion to” Self-Leadership. One participant said, “I know some teachers became averse to the whole concept of Self-Leadership.” Another participant said, “I think some teachers loved it but then there were the teachers that thought it was like kind of too Pollyanna.” A third participant said, “Everyone is at very, very different levels and that is one of the other barriers.”

Several barriers were related to the general school structure and culture including limitations to engage in 1:1 conversations with students due to the bell schedule and classroom setting, district and school leaders prioritizing other job requirements (e.g., grading), and the consequence-driven culture. One participant described the bell schedule barrier. “If I keep a kid late from their next class to talk about their feelings I’m not sure my colleagues would support that decision. And we don’t have any wiggle time in our schedule. Our days are very, very full so creating those safe spaces are very challenging.”

Table 15. Summary of Focus Group Barriers Domain with Frequency Counts

Barrier Core Ideas	Barriers Core Category	All Responses	RSD13	Prince Tech
School staff need more time consistently to engage in the PAUSE Model. The PD sessions were too short and did not leave enough time for school staff to debrief and reflect on each topic. The sessions also occurred to infrequently and/or outside of school hours which made it difficult for the program to gain traction. Even Ambassadors with 2 years of training expressed needing more training time before they will be able to train other staff.	Not Enough SLC in Schools Staff Training	15	13	2
School staff have embraced the model to varying degrees due to a variety of factors, including but not limited to, some staff see it as therapy, some don't want to focus on emotions or feelings, some find it exhausting, some don't self-reflect as easily.	Individual Staff Internal Barriers	15	10	5
Pandemic disrupted connections, relationship building, learning, student achievement, and school staff required job activities.	Pandemic	11	2	9
School bell schedule, classroom setting, higher priority job requirements, consequence-driven culture, and the cycle of bringing in new programs for short periods of time create obstacles for widespread staff buyin. When would teachers have 1:1 conversations with students using PAUSE and SL tools when they have to facilitate a class for 50 minute periods with little wiggle room to keep students after class? Grading and prepping for class take priority. Also, the program did not start at the beginning of the school year, which made it difficult to implement.	School Structure & Culture	11	4	7
RSD13 ONLY: Three SEL programs are available and they overlap with each other in some ways, but not in all ways. Staff aren't sure which SEL strategy to take and at times the 3 programs seem to compete with each other.	Unintegrated & Competing SEL programs- (add to school culture & structure)	6	6	0
Staff training materials were digital and required school staff to print them out, which made it difficult for some to be prepared for PD sessions. Staff training materials included worksheets that required staff to have uninterrupted time to complete them, which many staff did not have. Materials that could be shared with students did not include explicit directions for use. Without a plan for use, school staff had to come up with a plan, which often did not happen.	SLC in Schools Materials	5	4	1
PRINCE ONLY: Students aren't prepared for engaging with teachers and school staff in the way the model teaches. They are disconnected from school, chronic absenteeism is a big issue, as well as their mental health challenges.	Student Barriers	5	0	5
	Total Frequency	68	39	29

Conclusions & Recommendations

Despite the Pandemic, this program evaluation concludes that the SLC School Program shows great promise in building staff and student capacity to self-regulate and support their social emotional wellbeing by incorporating P.A.U.S.E. Model skills to cultivate Self-Leadership. Findings from this evaluation support the following recommendations for continued program development. Appendix C includes a summary table of the Recommendation Core Ideas and Categories with a supporting participant quote.

- 1) In collaboration with district and school leaders, establish a staff training sequence with expectations for participation in a minimum of 4 PDs from a menu of opportunities from which staff may select depending on their knowledge, understanding and use of the model. Immersion in the model seems to be most effective in building understanding and shifting towards Self-Leadership, so consider offering a Summer Institute in which Ambassadors could co-facilitate with IFS expert facilitators for school staff that have not yet attended one. Also offer in vivo training where IFS expert facilitators co-teach or review videos of school staff using the model to provide feedback on real-life situations.
- 2) Develop an SLC School Program Roadmap to guide implementation from district to classrooms that results in a "Self-Led District," "Self-Led School," or "Self-Led Classroom" designation. Work with district and school leaders to develop a roadmap that outlines how SLC School Program will be implemented across the district. The roadmap should build on existing district and school initiatives by integrating P.A.U.S.E. Model and Self-Leadership tools into core ethical values, mission statements, Marzano instructional strategies, and other SEL programs. It should also detail when in the school bell schedule SLC School Program will be applied, such as in homerooms or during advisory, or maybe have a district-wide monthly theme that all schools and district leaders could engage in (e.g., 8Cs, specific P.A.U.S.E. Model skills).

- 3) Design SLC School Program materials relevant to each grade level that builds off previous levels and draws from a common vocabulary list. SLC School Program materials need to be relevant and appropriate for each grade level, and offer lessons that build from one grade to the next. For instance, early elementary school could emphasize learning about feelings through identifying parts. Later elementary and middle school could build on those lessons by applying parts to relationships and self-care practices. High school could build on those lessons by applying parts-self to conflict resolution, problem solving, relationship boundary setting. All materials need include specific instruction for use in the staff meetings and with students in 1:1 and classroom settings.
- 4) Engage in student-level outcome program evaluation by purposively selecting several Ambassadors to use in a quasi-controlled research design to compare student outcomes with non-Ambassador groups. Continue to refine program evaluation data collection instruments through factor analysis and validity testing so that more advanced statistical analyses may be used to predict factors and outcomes.

A final focus group participant quote summarizes the evaluation conclusions.

There are murmurs, people who are starting to say, "I want more." There's staff that are like, "I already know this much, how is the district going to meet me there? I don't need the first training. I need to get to the next level." People know this is growing and needed and isn't just going away.

References

- Brackett, M. A. et al. (2012). Assessing teachers' beliefs about social emotional learning. *Journal of Psychoeducational Assessment, 30* (3).
- CASEL. (2021). *What is the assessment guide?*. Online: <https://measuringsel.casel.org/assessment-guide/?accessform=true&position=Consultant>.
- Cohen, J. (1965). Some statistical issues in psychological research. In B. B. Wolman (Ed.), *Handbook of clinical psychology* (pp. 95-121). New York, NY: McGraw-Hill.
- Fimian, M. J. (1984). The development of an instrument to measure occupational stress in teachers: the teacher stress inventory. *Journal of Occupational Psychology, 57*(4), 277-293.
- Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*. New York, NY: The Guilford Publications, Inc.
- Hill, C. E. (2012). *Consensual qualitative research: a practical resource for investigating social science phenomena*. Washington, DC: American Psychological Association.
- Internal Family Systems Reviewer Feedback of DVD/Live Session, Form 8G. (n.d.)
- National Registry of Evidence-based Programs and Practices. (2015). *Internal family systems (IFS) therapy*. Found here: <https://www.grantusoso.org/samhsa/>.
- National School Climate Center. (2007). *National School Climate Survey*.
- Patton, M. Q. (2008). *Utilization-focused evaluation* (4th ed.). Los Angeles, CA: Sage Publications.
- Reinert, M., Nguyen, T., & Fritze, D. (2020). *2021 state of mental health in America*. Alexandria, VA: Mental Health America.
- Schwartz, R. C. (2001). *Introduction to the internal family systems modelsm*. Oak Park, IL: Trailheads Publication.
- Smith, J. S. (2021). *SLC School Program Mid-Year Report*. [Technical Report]
- Steinhardt, M.A., Dolbier, C.L., Mallon, M.W., & Adams, D.T. (2003). The development and validation of a scale for measuring Self-Leadership. *Journal of Self-Leadership, 1*, 20-31.

Appendix A

Notification to School Staff

Dear School Community,

We are so honored to have this opportunity to work with you during this very intense year by offering the SLC Nuggets and other educational opportunities with the hopes that it will provide support for your wellbeing during this time. It is also essential to us to ensure continuous improvement of what we offer to you and to assess that there is real and sustainable value to you and your school district. To that end, we will be collecting your feedback at various times throughout the year. Thank you in advance for contributing to the refinement of our work. Additionally, your feedback may directly benefit and inform SEL work in your district. We will anonymize and share the feedback collected with school leadership to further advance the school community's optimal social-emotional health.

There are minimal risks in responding to our surveys and focus groups but you could be identified by others when Self-Leadership Collaborative activities are done in group settings. Again, we will reduce this risk by removing all identifying information included in any data before reporting it. All information obtained about you is strictly confidential unless required by law, such as in the case of mandated reporting. The results of this evaluation may be used in reports, presentations and publications, but the evaluation team will not identify you.

The potential benefit to you for participating in this program evaluation is that the Self-Leadership Collaborative model will be developed based on your input. Other students, teachers, staff and school community stakeholders may also benefit from receiving our evaluation and designing future plans and programs based on this.

You don't have to participate. It is OK for you to say NO, though we hope you will help us out. Your decision will not affect any benefits or your relationship with the Self-Leadership Collaborative. We hope we have answered any questions you may have about the evaluation. If you have any questions later on, please contact Joanna Curry-Satori, openspacejcs@gmail.com and our program evaluator, Dr. Jayne Smith, jayne@mentalhealthconnect.com and (831) 242-1987.

Thank you very much for your time and support,
Joanna Curry-Sartori
Founding Director, Self-Leadership Collaborative, LLC
openspacejcs@gmail.com, <https://www.selfleadershipcollaborative.com/>

Event, Activity, Resource Log

Date, number of staff, names of staff/group, time/duration, title of event/activity/resource, brief description.

Demographic Data on Each Instrument

1. Email
2. First & Last Name
3. What is the name of your school?
4. Are you a school counselor and/or Ambassador?

Post SLC Activity Feedback Form

1. As a result of participating in this [SLC Activity], what shift do you experience in being more Self-Led? (Being more Self-Led means experiencing an increase in one or more qualities such as calm, curiosity, connection, compassion, clarity, confidence, courage and creativity.)
 - a. 1 = no shift, 2 = mild shift, 3 = moderate shift, 4 = marked shift, 5 = extreme shift
2. What is your stress level now compared to before this [SLC Activity]?
 - a. 1 – My stress level is HIGHER than before this [SLC Activity]
 - b. 2 – My stress level is the SAME as before this [SLC Activity]
 - c. 3- My stress level is LOWER than before this [SLC Activity]
3. Please list any ideas or skills that were used in the [SLC Activity] that you will apply in your work or have already applied to your work.
4. Please share feedback about the [SLC Activity], such as what worked, didn't work, and suggests/requests to support your social-emotional wellbeing in the future.
5. Are you interested in participating in a focus group about your experience with the Self-Leadership Collaborative later this spring?

P.A.U.S.E. Model & Self-Leadership Tools Practice Questionnaire

1. Since you began working with Joana, how many times did you attend a P.A.U.S.E. Circle, workshop, Nugget Live session, Ambassador training, or other event, or read a Nugget email or other resource focused on learning about P.A.U.S.E. and Self-Leadership?
 - a. Less than 1 time, 1 to 3 times, 4 to 6 times, 7 to 9 times, 10 or more times
2. On average, how many times per week have you practiced P.A.U.S.E., Self-Leadership tools, and other wellbeing activities inspired by the P.A.U.S.E. Circles BY YOURSELF?
 - a. Less than 1 time, 1 to 3 times, 4 to 6 times, 7 to 9 times, 10 or more times
3. List the P.A.U.S.E. and Self-Leadership tools you practiced by yourself.
4. Please share ways your experience at work was impacted by P.A.U.S.E. and other Self-Leadership Tools.
5. On average, how many times each week have you practiced P.A.U.S.E. and other Self-Leadership tools WITH STUDENTS?
 - a. Less than 1 time, 1 to 3 times, 4 to 6 times, 7 to 9 times, 10 or more times
6. List the P.A.U.S.E. and other Self-Leadership tools you practiced with students.
7. Please share ways in which students were impacted by P.A.U.S.E. and other Self-Leadership tools.
8. Please share anything that would help you use P.A.U.S.E. and other Self-Leadership tools at school.
9. Are you interested in participating in a focus group about your experience with the Self-Leadership Collaborative later this spring?

SLC School Program Outcome Survey

1. Do you acknowledge that you have read the Notification to Staff about this program evaluation and understand that any identifying information about you will be removed?
 - a. Yes/no
2. What level of social-emotional wellbeing training have you completed prior to working with the Self-Leadership Program?

- a. No previous social-emotional wellbeing training
 - b. A few talks and presentations about social-emotional wellbeing
 - c. Several workshops, trainings, or classes about social-emotional wellbeing
 - d. Completed formal training and/or education focused on social-emotional wellbeing that resulted in a certification or degree
 - e. Prefer not to respond
3. To what degree do you practice self-care?
- a. I do not practice self-care.
 - b. I practice self-care less than 1 time per month.
 - c. I practice self-care 1 to 3 times per month.
 - d. I practice self-care 1 to 3 times per week.
 - e. I practice self-care daily or almost every day.
 - f. Prefer not to respond
4. Since you began working with Joanna, how many times did you attend a P.A.U.S.E. Circle, workshop, Nugget Live session, Ambassador training, or any other learning event, or read a Nugget email or other resource focused on learning about P.A.U.S.E. and Self-Leadership?
- a. Less than 1 time, 1 to 3 times, 4 to 6 times, 7 to 9 times, 10 or more times
5. How much did your understanding of the following Self-Leadership & P.A.U.S.E. Model change from BEFORE working with Joanna to NOW?
- a. We all have Parts.
 - b. We all have Core Self.
 - c. P.A.U.S.E. to check in with Parts in myself
 - d. P.A.U.S.E. to check in with Parts in others
 - e. Speak for my Parts
 - f. The 8Cs
 - g. Listening from Self
 - h. Unblend to separate from Parts
 - i. Befriend to understand the positive intent in my Parts
 - j. Parts Detector
 - k. 1 – I know less than I did before; 2 – My knowledge did not change; 3 – I know a little more than I did before; 4 – I know a lot more than I did before.
6. Please share any other Self-Leadership & P.A.U.S.E. Model knowledge that you gained this year.
7. Please check the Self-Leadership & P.A.U.S.E. Model tools that you have practiced this year OUTSIDE of the workshops and events facilitated by Joanna.
- a. None
 - b. Listen from Self: Whole Body Listening, Listening with Heart
 - c. Taking a P.A.U.S.E.
 - d. Breathing Practices
 - e. Befriending
 - f. Unblending
 - g. Parts Detector/noticing Parts
 - h. Speaking for Parts
 - i. Asking others about their Parts
 - j. Naming Parts
 - k. The 8Cs: Calmness, Clarity, Curiosity, Compassion, Confidence, Courage, Creativity, Connectedness

- I. Other:
8. On average, how many times per week have you practiced Self-Leadership & P.A.U.S.E. tools BY YOURSELF?
 - a. Less than 1 time, 1 to 3 times, 4 to 6 times, 7 to 9 times, 10 or more times
 9. On average, how many times per week have you practiced Self-Leadership & P.A.U.S.E. tools WITH STUDENTS?
 - a. Less than 1 time, 1 to 3 times, 4 to 6 times, 7 to 9 times, 10 or more times
 10. Please share about a time when you used Self-Leadership & P.A.U.S.E. tools by yourself or with students.
 11. What has helped you use these tools? What has made it difficult to use these tools?
 12. How much do you agree with the following statements about the ways in which Self-Leadership & P.A.U.S.E. Model impacted you this year?
 - a. I was better able to respond to student needs.
 - b. I did not get hijacked by my emotions as often.
 - c. I was better able to cope with stressful situations.
 - d. My class community was a safer place for students to express feelings.
 - e. My students were more prepared to learn.
 - f. I felt calm more often.
 - g. I was more present with my students.
 - h. My relationships with my colleagues improved.
 - i. I collaborated more often for solutions to problems.
 - j. I responded to my emotions in a healthier way.
 - k. 1- Strongly disagree; 2- Moderately disagree; 3- Moderately agree; 4- Strongly agree; 5- Does not apply
 13. P.A.U.S.E. Self Inventory: 1- I rarely experience this statement; 2- I sometimes experience this statement; 3- I often experience this statement
 - a. I notice signs when I am stressed.
 - b. I recognize when I am operating from my best Self.
 - c. When strong reactions happen inside me, I P.A.U.S.E. before I act.
 - d. I have skills to shift to a calmer state when I am stressed.
 - e. I have practices to anchor my attention in the present moment.
 - f. I notice when a Part is activated in me.
 - g. I can name my emotions.
 - h. I practice speaking for my Parts, not from my Parts.
 - i. I am curious to understand my Parts.
 - j. When my emotions hijack me, I don't respond in the way I want to. (R)
 - k. I recognize when someone else is talking from a Part of themselves.
 - l. I can understand another's perspective without needing to agree with it.
 - m. I confidently communicate my needs to others.
 - n. I am curious about other people's viewpoints.
 - o. I am aware of my impact on others.
 - p. In a challenging situation, I can identify what needs attention.
 - q. I collaborate with others (e.g., staff and students) to find solutions.
 - r. I am confident in how to repair relationships when conflicts arise.
 - s. I consider multiple perspectives when I make decisions.

- t. I have difficulty apologizing. (R)
- u. I am comfortable being imperfect.
- v. I recognize the importance of acknowledging the effort made by myself and others.
- w. I proactively learn from my mistakes.
- x. I try to follow the P.A.U.S.E. Model in challenging times.
- y. I express appreciation when discoveries happen through the learning process.

Self-Leadership Collaborative in Schools Program Evaluation Focus Group Intervention Protocol

I. Introduce Facilitators & Review the Notification to Staff (5 minutes)

- a. Inform participants that the conversation is being recorded and will be shared with the program evaluation specialist only.
- b. Reiterate that identifying information will not be shared in reporting.
- c. Reassure that the program evaluation specialist anonymizes the data prior to analysis and reporting.
- d. Facilitator acknowledgment of previous trainer role with Joanna and statement about not taking participant feedback personally, as well as participant voluntary consent that includes they may discontinue if at any time they are uncomfortable.
- e. Encourage honesty and emphasize that ALL feedback is valuable - the good, bad, and ugly.:
- f. Let participants know that they can take care of themselves throughout the focus group...use restroom, eat/drink, stand, etc...whatever they need to be able to be present and participate.
- g. State that you have a list of 7 questions that will be asked and anyone can respond. There isn't any wrong or right answers. Your honesty is most important.

II. Focus Group Interview Protocol (50 to 80 minutes)

Facilitator Script: The first question is a demographic one that each of you will respond to. So we will go in a circle. The rest of the questions are open-ended and may be answered by some or all of you, but we won't go in a particular order for responses.

- 1) What school/district do you work in? What is your position there? Are you an Ambassador for the Self-Leadership in Schools program run by Joanna?
- 2) What was your experience with the Self-Leadership Collaborative in Schools program this year?
 - a) PROBE: Which program offerings were most beneficial? Least beneficial?
- 3) In your own words, how would you describe this program to someone who doesn't know about it?
- 4) In what ways was your social emotional wellbeing impacted by these experiences?
- 5) What barriers did you encounter that made it difficult to use the tools and skills you learned?
 - a) PROBE: Individual, school leadership, systemic barriers, pandemic barriers, etc.
- 6) What were the outcomes of this program?
 - a) PROBE: School-wide outcomes, classroom outcomes, student outcomes, individual staff/teacher outcomes, etc.
- 7) What else is important for us to know that we haven't asked about yet?
 - a) PROBE: Is there anything else that will help the development of SLC School Program?

III. Closing/Wrap Up (5 minutes)

1. Thank everyone for their time and feedback.
2. Remind participants that they may reach out to Dr. Jayne Smith, jayne@mentalhealthconnect.com, if they have questions, concerns, comments, etc.

Appendix B

Summary of Evaluator Bias

Dr. Smith potentially introduced bias in data analysis, especially focus group data analysis, by her limited training in IFS and distance from SLC School Program program. As an external evaluator, distance fosters objectivity. However, her lack of exposure to SLC School Program due to the physical distance and the limited evaluation resources may challenge her ability to offer rich description of what it's like for school staff "on the ground." To address this potential bias, Dr. Smith collaborated with Ms. Curry-Satori throughout the design of the evaluation and development of data collection instruments. She also consulted with leaders from the IFS Foundation and read background information about the program.

Given her leadership position and passion for bringing IFS to schools, Ms. Curry-Satori may have biased data collection as school staff were asked to complete some instruments in her presence. She also had established strong relationships with many school staff, which may increase social desirability bias in that school staff under-report growth areas or program weaknesses. To counter these potential biases, Ms. Curry-Satori was not involved in facilitating any focus groups and she was not privy to any focus group raw data. Additionally, each data collection form emphasized that all identifying information would be removed prior to data analysis and reporting.

Some focus group participants may have been in their small groups, which could increase the potential for social desirability bias. To address this potential bias, they acknowledged their dual roles, reassured that they would not take any feedback personally, encouraged participants to speak freely, and urged them to contact me if they couldn't speak freely. They also have strong personal relationships with Ms. Curry-Satori. On two occasions they consulted with me about whether to share their reflections of or actual focus group data with Ms. Curry-Satori. Both instances demonstrate their commitment to confidentiality and maintaining integrity of the program evaluation.

Appendix C

Summary of Focus Group Recommendation Domain Core Idea & Category

Recommendation Core Idea	Recommendation Core Category	All Responses	RSD13	Prince Tech
SLC in Schools offers a menu of options for training school staff, and immersion in the model seems to be most effective in building understanding and shifting towards self-leadership. Work with district and school leaders to establish a training sequence with expectations for participation that includes PDs during the day that are offered frequently and consistently, and that don't compete with other job requirements such as grading.	Establish staff training sequence with expectations for participation.	31	23	8
Work with district and school leaders to develop a roadmap that outlines how SLC in Schools will be implemented across the district. The roadmap should build on existing district and school initiatives by integrating PAUSE Model and Self-Leadership tools into core ethical values, mission statements, Marzano instructional strategies, and other SEL programs.	Develop SLC in Schools Roadmap to Guide Implementation from District to Classrooms to become "Self-Led District."	22	12	10
SLC in Schools materials need to be relevant and appropriate for each grade level, and offer lessons that build from one grade to the next.	Design SLC in Schools materials relevant to each grade level that builds off previous levels.	13	11	2
PRINCE ONLY. Continue developing program evaluation efforts that measure implementation and outcomes in staff and students.	Continue program evaluation efforts	3	0	3
Total Frequency		69	46	23

Focus Group Participant Supporting Quote

The things that I've learned, I applied myself and then little by little I applied to the kids, but I find we need to have a roadmap. The first thing you do is learn yourself how to be self-led...Many people in the building do not even understand it, STAFF NEED a month of this is the language, these are the concepts, this is who we are. Like PARTICIPANT 11 said, I really liked that idea of becoming a self-led district. And not just well, this is something that we're going to do on a PD day. And I think not just in our school, but throughout the district. We define really what well-being is and have some real, solid practical steps. The next thing this month, let's all try and do a meditation a day or a breathing exercise once a week and then we get back together. That's another key piece of it that I found very frustrated with, there's no time to do feedback. So, I was doing these different things and the only feedback I could give is when I saw you guys, you know, as ambassadors or on the Tuesday night, but I'd really like to be able to talk to my colleagues and say, "well, what did you do? I did that, how did that go for you? Try this, try that." Have something really organized in that manner. And you know, maybe the third month that we do something else, we concentrate on the eight C's and then the next month we concentrate on the P's. There's some real tangible steps and tools that each time we can grasp, and we can go to.