



Mind Matters Comprehensive Evaluation Final Report

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EXECUTIVE SUMMARY

- RCT on *Mind Matters*, trauma coping and resiliency psychoeducation program for youth
- Programs consists of 12 modules that teach a variety of coping skills, brain science and trauma concepts, and future planning activities
- *Mind Matters* training of trainers' program offered to 28 professionals from four different community based organizations, two of which ultimate participated in the RCT. Comprehensive evaluation of this TOT was conducted; results showed significant knowledge gain and moderate satisfaction. Qualitative feedback was also summarized.
- Of two community based organizations, one was residential facility for girls and the other was an alternative educational/vocational center for at-risk youth
- 103 youth participated in the study; 54 randomized to experimental group and 49 randomized to control group. 42 subjects completed both pre and post surveys. Sample size and follow up data collection were significantly impacted by COVID 19, as the programs closed to program delivery and data collection for much of the study period.
- Participants completed pre- and three month post-test measures on wide range of outcomes including satisfaction, group cohesion, knowledge gain, skill gain, trauma symptoms, resiliency, emotional regulation, general well-being, and social competency.
- Demographics on the group show racial, gender, and sexual diversity of the group, as well as an extremely high number of ACES (Adverse Childhood Experiences). Average ACES score was 5.56 with 74% of the sample falling into the 4+ ACES category.
- Participants reported high levels of satisfaction and moderate levels of group cohesion. Differences were explored by key demographic and trauma variables, including race, gender, sexuality, and ACES scores. Similar patterns were found across outcomes.
- There was a significant increase in knowledge for the experimental group, and a greater knowledge gain for the experimental versus control group.
- There was a significant improvement in the trauma coping skills of those in the experimental group from pre- to post-training, including 1) three part breath; 2) focus time; 3) ACE; 4) efficient sleep; 5) yoga. There was a significant trend for the following coping skills: 1) focused breathing; 2) empathic listening; 3) downtime. There is a marked increase in coping behaviors for the experimental group (mean of 98.96 at pre and mean of 109.76 at post) while there is actually a decrease in coping behaviors the control group (mean of 98.11 at pre and mean of 96.22 at post).
- There was a significant difference in PTSD symptoms between the experimental and control group. There was a significant main effect by group but not a significant difference in change over time due to the small sample size. However, the changes were in the predicted direction, with the mean pre-score for the experimental group of 26.24 and mean post-score of 23.24; the mean pre-score for the control group was 29.47 and the mean post-score was 30.00, suggesting that the PTSD symptoms for the experimental group decreased while the scores for the control group actually increased slightly. There was a significant improvement in the following PTSD

symptoms from pre- to post- for the experimental group: 1) I am on the lookout for danger or things I am afraid of (like looking over my shoulder even when nothing is there); 2) I try not to think about or have feelings about what happened; 3) I have thoughts like “I will never be able to trust other people;” 4) I feel alone even when I am around other people. There was a significant trend in the following PTSD symptom from pre- to post: I have trouble going to sleep, wake up often, or have trouble getting back to sleep.

- There was an improvement in resiliency scores for both the experimental and control groups as illustrated below. Differences were not statistically significant. This improvement in resiliency scores for both groups may reflect the impact of treatment as usual outside of Mind Matters involvement given that both groups experienced similar improvements. Although not statistically significant, there was an increase in mean scores for each item on the Connor-Davidson Resiliency Scale as illustrated below for those in the Mind Matters group (with the exception of one item: “I can deal with whatever comes.”) All other items showed change in the positive direction.
- Many of the symptoms on the PSC 17 showed an increase from pre- to post-Mind Matters for the experimental group, particularly issues with sharing and understanding others' feelings (statistically significant increases). These increases are not necessarily attributable to participation in the program but may instead reflect an escalation of symptoms/behaviors associated with placement in residential care. There is an increase in PSC 17 scores for both the experimental and control group, indicating an increase in general symptoms associated with internalizing, externalizing, and attention behaviors. This increase in symptoms may be related to the residential treatment milieu for many of the youth or the impact of placement in out of home care. Attention sub-scale scores remain approximately the same for both groups. Internalizing scores remained approximately the same for both groups. Externalizing behaviors increased for both the experimental and control groups.
- There was no significant change in the emotional regulation scores for either group, although the control group scores increased pre- to post- (100 to 110) while the experimental group scores decreased slightly (104 to 102). This trend is in the desired direction, as higher scores are indicative of more problems with emotional regulation. Those in the Mind Matters group had less difficulty with emotional regulation than those in the control group. There was a significant change in the rating of “I pay attention to how I feel.” There was a significant trend in items: “When upset take time to figure out how I feel” and “When upset I lose control over my behavior.” Based on reverse scoring of items and lower scores being indicative of better emotional regulation, changes were in the desired direction for those receiving Mind Matters on these specific items.
- There was a slight increase in social competence for those in the experimental group (64 to 65) from pre to post, while there was a decrease in social competence scores for the control group (68 to 66). Differences were not statistically significant due to small sample size. There were no significant differences or trends in specific dimensions of social competence for the experimental group post-Mind Matters, although most mean scores move slightly toward the desired direction.
- Future recommendations include 1) continued testing of the program through this rigorous design with a) expansion to other settings; b) addition of longer follow-up data collection period (6-12 months); and c) addition to sample size to reach target of at least 200.

OVERVIEW OF STUDY

The proposed evaluation was a randomized controlled trial (RCT), with youth who registered for the *Mind Matters* program being randomized to the experimental *Mind Matters* or a waiting list control condition. Participants completed surveys at three points in time: baseline on first day before the start of the program and three month post-survey. (A longer follow up period was not feasible given the limited time frame for the grant and rapid turnover in the residential setting. Data were collected via paper surveys for the pre and immediate post-program surveys; follow up surveys were completed through a multi-method approach: phone, web-based surveys, and face to face completion of paper surveys if necessary. Data were stored in a secure location and on encrypted computers.

Youth registered for a Mind Matters workshop to be provided across twelve sessions in community-based settings by trained facilitators. These partner agencies, which included youth-serving organizations and residential treatment facilities, have previously worked with our research team to implement an RCT comparing *Love Notes* and *Reducing the Risk* with over 1800 youth for teen pregnancy prevention. We identified several successful partners from this past federal grant who were willing to participate in this evaluation of *Mind Matters*. There will be a core group of faculty/graduate students/staff at the CFCWB who were trained in the delivery of Mind Matters. The team also trained staff at the partner agencies so that there is sufficient capacity to cover multiple workshops across the program delivery period, as well as for sustainability beyond the grant.

The limitations of the study included the difficulty in recruiting 200 participants in a twelve month time frame, as well as challenges associated with randomization to a control condition. Evaluation challenges included collecting follow up data from youth over time. There were financial incentives and food provided for participation in the program and evaluation to address these potential limitations. In addition to the anticipated challenges, the COVID 19 pandemic was also a major challenge for program implementation and evaluation. Access to the partner organizations was

significantly restricted due to the pandemic; outside visitors were not allowed on site and the organizations experienced repeated outbreaks. One community-based program suspended all in person activities for over a year and was reluctant to offer this sensitive material on-line.

SAMPLE

As a result of these challenges, the total sample size for this study was 103. Of these 103 program participants, 42 completed the pre- and post-tests. There were 54 subjects in the experimental group and 49 subjects in the control group. The experimental group received *Mind Matters* the control group was placed on a waiting list for the program. The population studied was at risk youth in the Louisville, Kentucky community. These youth were drawn from community-based organizations that serve youth who are at risk due to a number of factors, including inner-city youth, youth in foster care or residential treatment, refugee/immigrant youth, and others. These groups have reported high numbers of ACES in previous studies and will therefore be appropriate for the curriculum on trauma and resiliency. This sample fits the age and risk factors of the target population for the curriculum.

STUDY OUTCOMES

The primary outcomes evaluated were based upon this team's well-established evaluation model for psychoeducational programs, which has been successfully utilized and widely published on programs such as *Within My Reach*, *Love Notes*, *PREP*, *24-7 Dad*, and others. These outcomes include program satisfaction, learning of core concepts, skill acquisition, and improvements in various area of functioning related to this curriculum, including emotion regulation, anxiety, interpersonal skills, and physical health. There will also be an evaluation of trauma symptoms and resiliency skills. All of these outcomes were evaluated using standardized scales with sound psychometric properties. There was also an evaluation of fidelity to the curriculum with a fidelity checklist developed by the team using a method previously used for *Love Notes* and *Within My Reach*. See table below for scales and timing of data collection.

Outcome	Scale	Timeframe	Data Collection Method
Program Satisfaction	UL Child Welfare Level 1 Training Satisfaction Scale	Follow up survey	Paper survey
Learning	UL Level 2 Knowledge Test	Baseline and follow up survey	Paper survey
Skill Acquisition	UL Level 3 Behavioral Anchor Scale	Baseline and follow up survey	Paper survey
Fidelity	UL Mind Matters Fidelity Checklist	Every session of Mind Matters	Trainers to complete self-report checklist
Emotional Regulation	Difficulties in Emotion Regulation Scale	Baseline and follow up survey	Paper survey; multi-method for follow up
Well-Being	Pediatric Symptom Checklist	Baseline and follow up survey	Paper survey; multi-method for follow up
Interpersonal Skills	Social Competence Scale for Teenagers	Baseline and follow up survey	Paper survey; multi-method for follow up
Trauma Symptoms	ACES at baseline; UCLA Child/Adolescent PTSD Scale	Baseline and follow up survey	Paper survey; multi-method for follow up
Resiliency	Connor-Davidson Resilience Scale	Baseline and follow up survey	Paper survey; multi-method for follow up

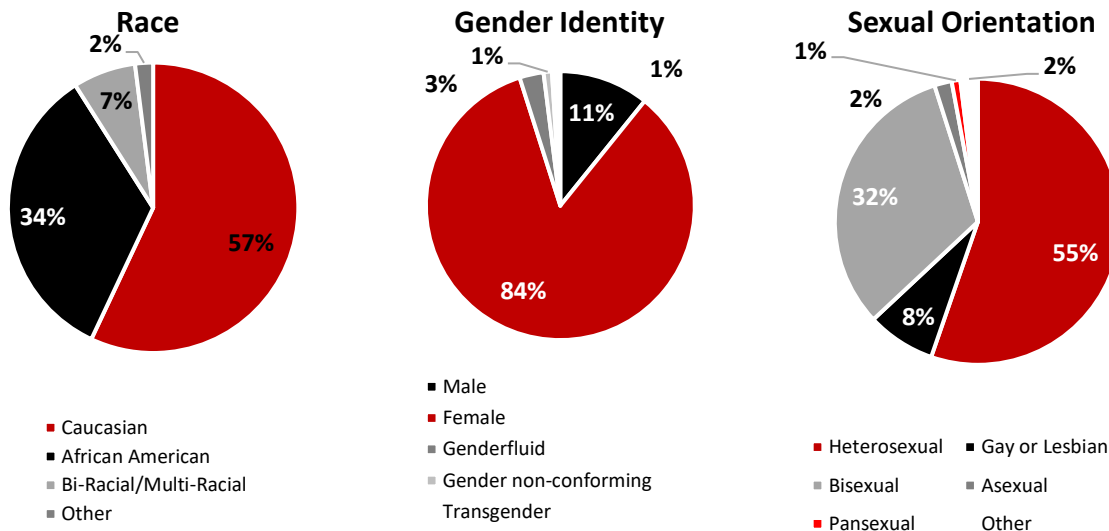
HUMAN SUBJECTS/IRB

Upon notification of funding, the PI immediately applied for IRB approval from the University of Louisville. All CFCWB staff and students are required to maintain their IRB training certification at all times. The study was approved, and all protocols and consent processes followed throughout the project.

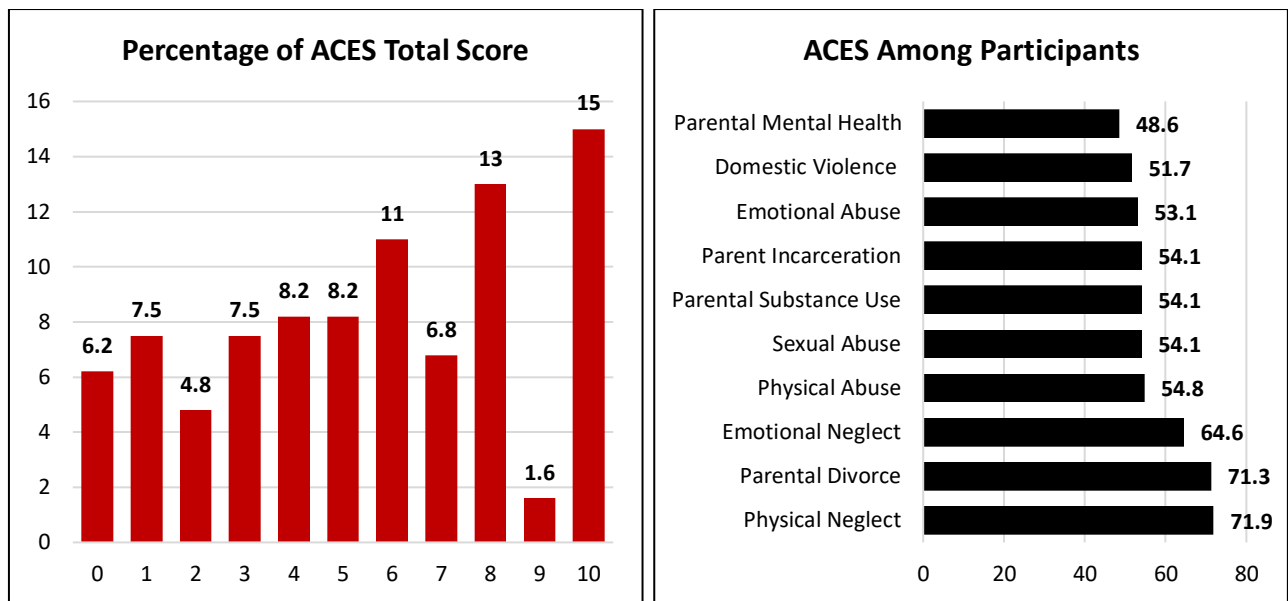
PROGRAM OUTCOMES

DEMOGRAPHICS OF PARTICIPANTS

143 participants have completed baseline surveys for Mind Matters. The following summarizes demographic and outcome data on participants. 89% of the participants received Mind Matters in a residential care treatment setting while 11% attended a community youth service center. The average age of participants was 15.81.



Participants reported an average of 5.56 Adverse Childhood Experiences (ACES). 73.9% of the participants reported an ACES score of 4 or more which indicates long term effects. 71% of the participants reported that their parents were divorced and reported being neglected physically.

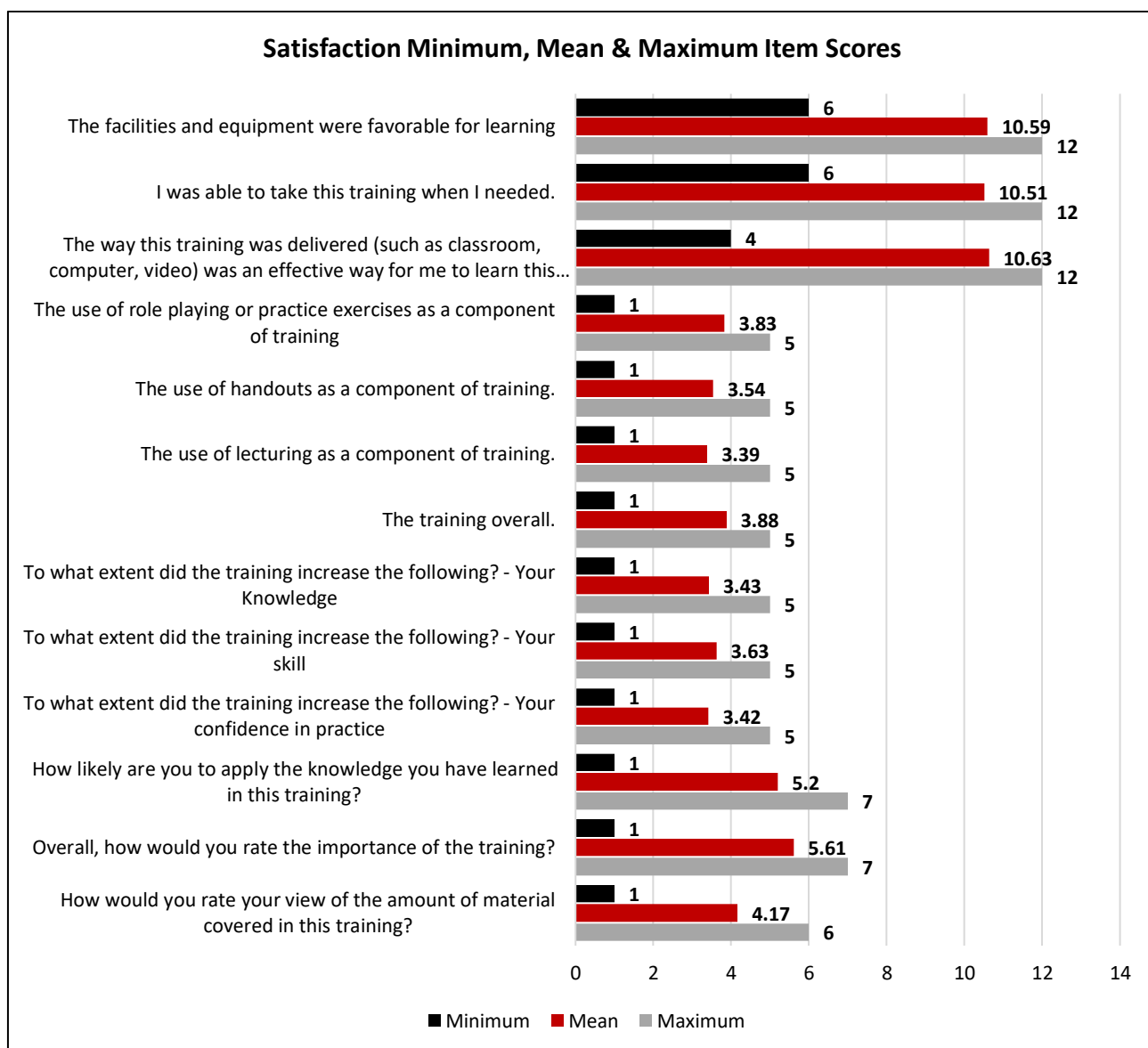


SATISFACTION WITH PROGRAM

ITEM SCORES

	N	Minimum	Maximum	Mean	Std. Deviation
The facilities and equipment were favorable for learning	41	6	12	10.59	1.245
I was able to take this training when I needed.	41	6	12	10.51	1.207
The way this training was delivered (such as classroom, computer, video) was an effective way for me to learn this subject matter.	41	4	12	10.63	1.496
The use of role playing or practice exercises as a component of training	41	1	5	3.83	1.046
The use of handouts as a component of training.	41	1	5	3.54	1.185
The use of lecturing as a component of training.	41	1	5	3.39	1.243
The training overall.	41	1	5	3.88	1.053
To what extent did the training increase the following? - Your Knowledge	40	1	5	3.43	1.259
To what extent did the training increase the following? - Your skill	41	1	5	3.63	1.043
To what extent did the training increase the following? - Your confidence in practice	40	1	5	3.42	1.217

How likely are you to apply the knowledge you have learned in this training?	41	1	7	5.20	1.487
Overall, how would you rate the importance of the training?	41	1	7	5.61	1.579
How would you rate your view of the amount of material covered in this training?	41	1	6	4.17	1.465
Valid N (listwise)	40				



Differences in Satisfaction by Race

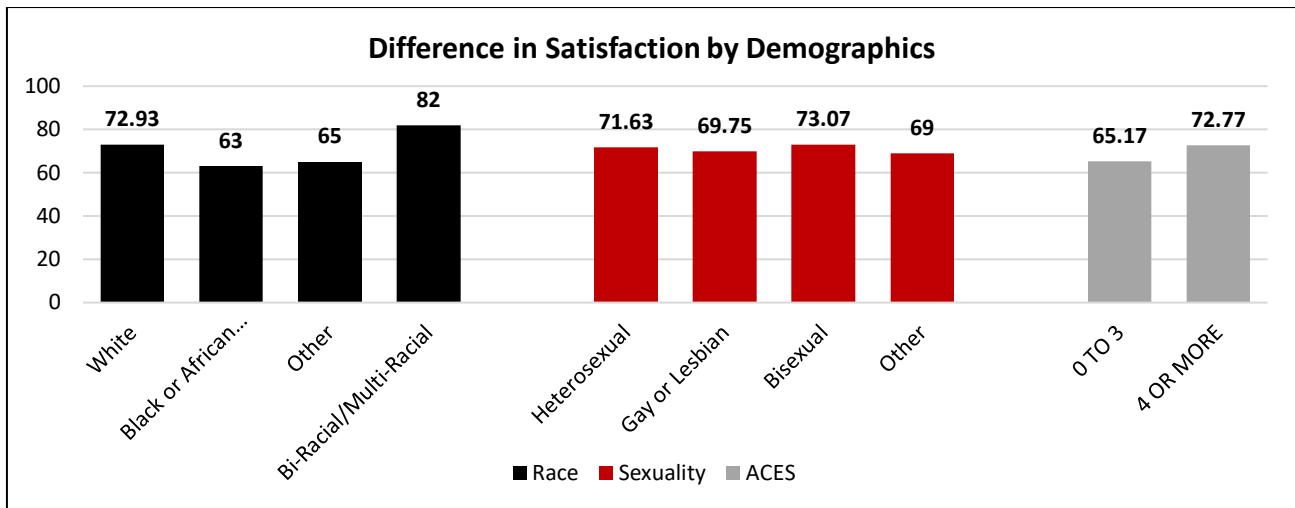
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
White	29	72.9310	10.03185	1.86287	69.1151	76.7469	56.00	91.00
Black or African American	7	63.0000	13.39154	5.06153	50.6149	75.3851	37.00	76.00
Other	1	65.0000	.	.	.	.	65.00	65.00
Bi Racial/Multi-Racial	3	82.0000	7.54983	4.35890	63.2452	100.7548	74.00	89.00
Total	40	71.6750	11.26007	1.78037	68.0739	75.2761	37.00	91.00

Differences in Satisfaction by Sexuality

					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Heterosexual	19	71.6316	12.67197	2.90715	65.5239	77.7393	37.00	87.00
Gay or Lesbian	4	69.7500	4.34933	2.17466	62.8292	76.6708	66.00	76.00
Bisexual	15	73.0667	11.50445	2.97044	66.6957	79.4376	56.00	91.00
Other	1	69.0000	.	.	.	.	69.00	69.00
Total	39	71.9231	11.29598	1.80880	68.2613	75.5848	37.00	91.00

Differences in Satisfaction by ACES Scores

					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
0 TO 3 ACES	6	65.1667	18.74478	7.65252	45.4952	84.8381	37.00	86.00
4 OR MORE ACES	35	72.7714	9.22301	1.55897	69.6032	75.9396	56.00	91.00
Total	41	71.6585	11.11892	1.73648	68.1490	75.1681	37.00	91.00

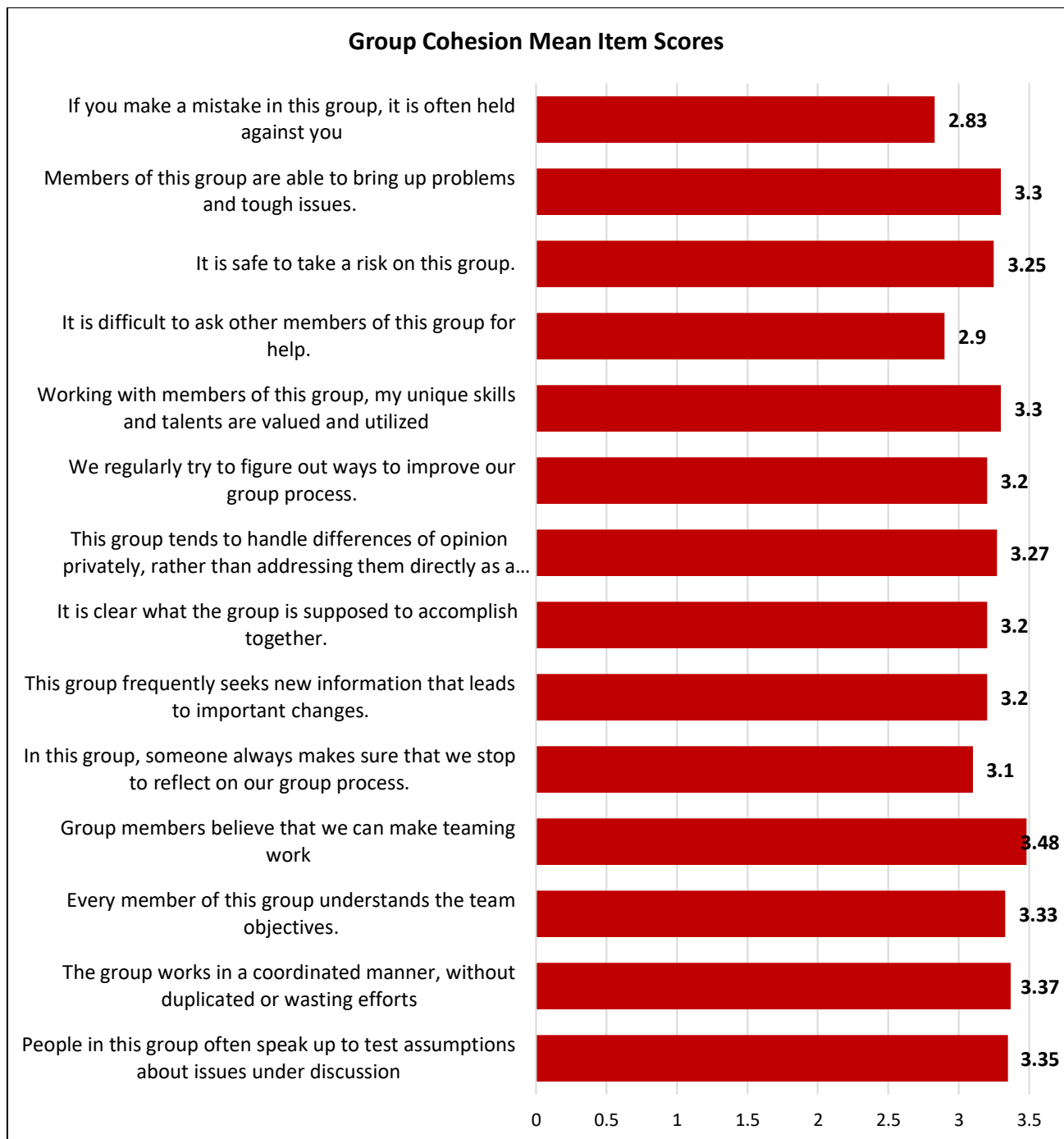


GROUP COHESION

ITEM SCORES

	N	Minimum	Maximum	Mean	Std. Deviation
If you make a mistake in this group, it is often held against you	40	1	5	2.83	1.483
Members of this group are able to bring up problems and tough issues.	40	1	5	3.30	1.159
It is safe to take a risk on this group.	40	1	5	3.25	1.256
It is difficult to ask other members of this group for help.	40	1	5	2.90	1.355
Working with members of this group, my unique skills and talents are valued and utilized	40	1	5	3.30	1.305
We regularly try to figure out ways to improve our group process.	40	1	5	3.20	1.285
This group tends to handle differences of opinion privately, rather than addressing them directly as a group	40	1	5	3.27	1.198

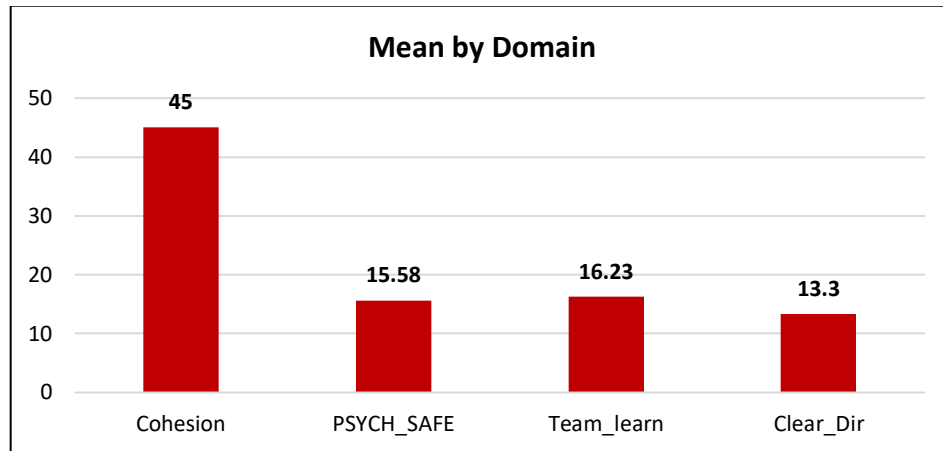
It is clear what the group is supposed to accomplish together.	40	1	5	3.20	1.305
This group frequently seeks new information that leads to important changes.	40	1	5	3.20	1.159
In this group, someone always makes sure that we stop to reflect on our group process.	40	1	5	3.10	1.355
Group members believe that we can make teaming work	40	1	5	3.48	1.219
Every member of this group understands the team objectives.	39	1	5	3.33	1.155
The group works in a coordinated manner, without duplicated or wasting efforts	40	1	5	3.37	1.213
People in this group often speak up to test assumptions about issues under discussion	40	1	5	3.35	1.231
Valid N (listwise)	39				



Differences in Group Cohesion by Domain

	N	Minimum	Maximum	Mean	Std. Deviation
Cohesion	40	14.00	70.00	45.0000	11.76479
PSYCH_SAFE	40	5.00	25.00	15.5750	4.56793
Team_learn	40	5.00	25.00	16.2250	4.85950

Clear_Dir	40	4.00	20.00	13.3000	3.65289
Valid N (listwise)	40				



Differences in Group Cohesion by Race

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
White	28	47.2857	11.74689	2.21995	42.7307	51.8407	24.00	70.00
Black or African American	7	40.7143	13.37553	5.05547	28.3440	53.0846	14.00	56.00
Other	1	30.0000	.	.	.	.	30.00	30.00
Bi Racial/Multi-Racial	3	41.0000	1.00000	.57735	38.5159	43.4841	40.00	42.00
Total	39	45.1795	11.86297	1.89960	41.3340	49.0250	14.00	70.00

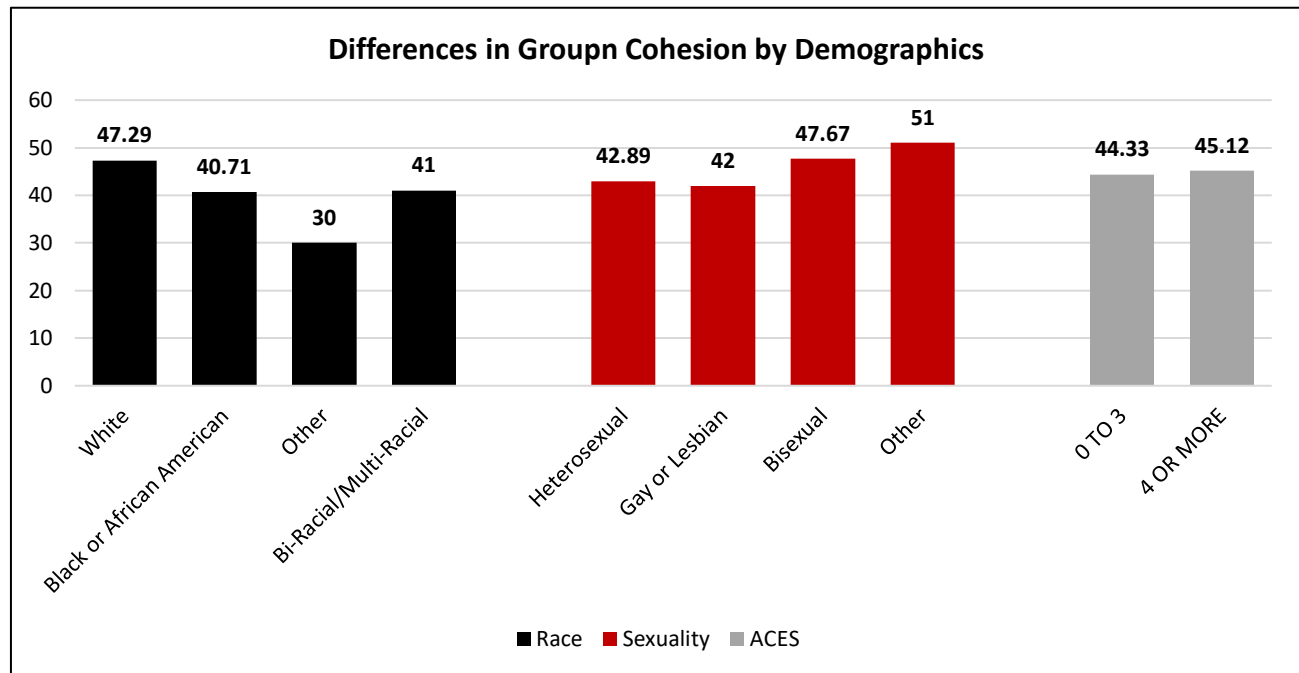
Differences in Group Cohesion by Sexuality

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Heterosexual	18	42.8889	14.67246	3.45833	35.5924	50.1853	14.00	70.00

Gay or Lesbian	4	42.0000	10.03328	5.01664	26.0348	57.9652	28.00	51.00
Bisexual	15	47.6667	8.48247	2.19017	42.9692	52.3641	39.00	64.00
Other	1	51.0000	.	.	.	.	51.00	51.00
Total	38	44.8947	11.88638	1.92822	40.9878	48.8017	14.00	70.00

Differences in Group Cohesion by ACES Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0 TO 3 ACES	6	44.3333	18.87503	7.70570	24.5252	64.1415	14.00	70.00
4 OR MORE ACES	34	45.1176	10.46427	1.79461	41.4665	48.7688	24.00	70.00
Total	40	45.0000	11.76479	1.86018	41.2374	48.7626	14.00	70.00



KNOWLEDGE GAIN

For those who completed the knowledge posttest, the following represent their responses.

Q1.2: In the focused breathing technique, how many seconds should each inhalation and exhalation last?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One	2	1.9	4.7	4.7
	Two	5	4.9	11.6	16.3
	Four	22	21.4	51.2	67.4
	Ten	14	13.6	32.6	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q2.2: When you gradually move your hands to each side while looking head, this is called

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Self-soothing	10	9.7	23.3	23.3
	Peripheral vision technique	14	13.6	32.6	55.8
	Body scan	14	13.6	32.6	88.4
	Focused breathing	5	4.9	11.6	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q3.2: In the 5-4-3-2-1 technique, you are asked to identify FIVE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Things you see	24	23.3	58.5	58.5
	Things you hear	6	5.8	14.6	73.2
	Things you touch	7	6.8	17.1	90.2
	Things you smell	4	3.9	9.8	100.0
	Total	41	39.8	100.0	
Missing	System	62	60.2		
Total		103	100.0		

Q4.2: A body scan is important because

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It helps us identify areas of pain	4	3.9	9.5	9.5
	It helps us relax	19	18.4	45.2	54.8

	Our body is the first way we experience an event	2	1.9	4.8	59.5
	Both B and C	17	16.5	40.5	100.0
	Total	42	40.8	100.0	
Missing	System	61	59.2		
Total		103	100.0		

Q5.2: Which of the following is NOT part of emotional intelligence?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Self confidence	4	3.9	9.3	9.3
	Empathy	13	12.6	30.2	39.5
	Social skills	17	16.5	39.5	79.1
	Self-regulation	9	8.7	20.9	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q6.2: Which of the following is a FEELING vs. a THOUGHT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I feel that you are mad at me	8	7.8	18.6	18.6
	I feel that my best friend doesn't want to spend time with me	10	9.7	23.3	41.9
	I feel sad that my mother passed away	18	17.5	41.9	83.7
	I feel that this will be a terrible year	7	6.8	16.3	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q7.2: Making space by observing enables us to create space between stimulus and response (what happens and how we think/feel/act in response)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	32	31.1	78.0	78.0
	False	9	8.7	22.0	100.0
	Total	41	39.8	100.0	
Missing	System	62	60.2		
Total		103	100.0		

Q8.2: In the speaker listener approach, the _____ selects an emotion and tells a story while the _____ retells the story and accepts corrections

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Leader, follower	16	15.5	38.1	38.1
	Follower, leader	3	2.9	7.1	45.2
	Speaker, listener	21	20.4	50.0	95.2
	Listener, speaker	2	1.9	4.8	100.0
	Total	42	40.8	100.0	
Missing	System	61	59.2		
Total		103	100.0		

Q9.2: Which of the following is NOT part of the loving kindness mantra?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	May I be safe and protected	9	8.7	22.0	22.0
	May I be rich and accomplished	24	23.3	58.5	80.5
	May I be healthy and strong	4	3.9	9.8	90.2
	May I be peaceful and happy	4	3.9	9.8	100.0
	Total	41	39.8	100.0	
Missing	System	62	60.2		
Total		103	100.0		

Q10.2: Which of the following are circles in the support map?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Common interests	4	3.9	9.8	9.8

	Role models	9	8.7	22.0	31.7
	School/work	3	2.9	7.3	39.0
	Referral agents	6	5.8	14.6	53.7
	All of the above	19	18.4	46.3	100.0
	Total	41	39.8	100.0	
Missing	System	62	60.2		
Total		103	100.0		

Q11.2: In the wheel of awareness, the eight sense is

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Five senses	9	8.7	22.5	22.5
	Interior of the body	9	8.7	22.5	45.0
	Mental activities	5	4.9	12.5	57.5
	Interconnectedness	17	16.5	42.5	100.0
	Total	40	38.8	100.0	
Missing	System	63	61.2		
Total		103	100.0		

Q12.2: Which of the following is NOT on the ACES (Adverse Childhood Experiences)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Learning disability	12	11.7	29.3	29.3
	Incarcerated relative	10	9.7	24.4	53.7
	Parental mental illness	11	10.7	26.8	80.5
	Physical/emotional/sexual abuse	8	7.8	19.5	100.0
	Total	41	39.8	100.0	
Missing	System	62	60.2		
Total		103	100.0		

Q13.2: The most common of the household challenges ACES is

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incarcerated relative	10	9.7	23.8	23.8

	Mother treated violently	5	4.9	11.9	35.7
	Mental illness	10	9.7	23.8	59.5
	Divorce	8	7.8	19.0	78.6
	Substance abuse	9	8.7	21.4	100.0
	Total	42	40.8	100.0	
Missing	System	61	59.2		
Total		103	100.0		

Q14.2: The most common type of abuse is

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Physical	14	13.6	34.1	34.1
	Sexual	14	13.6	34.1	68.3
	Emotional	13	12.6	31.7	100.0
	Total	41	39.8	100.0	
Missing	System	62	60.2		
Total		103	100.0		

Q15.2: Which of the following is another form of toxic stress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Natural disaster	1	1.0	2.4	2.4
	Historical trauma	11	10.7	26.2	28.6
	Community based trauma	3	2.9	7.1	35.7
	All of the Above	27	26.2	64.3	100.0
	Total	42	40.8	100.0	
Missing	System	61	59.2		
Total		103	100.0		

Q16.2: The is _____ our memory keeper and the _____ is the alarm system

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Amygdala, hippocampus	12	11.7	27.9	27.9
	Frontal lobe, hypothalamus	10	9.7	23.3	51.2

	Hippocampus, amygdala	12	11.7	27.9	79.1
	Hypothalamus, frontal lobe	9	8.7	20.9	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q17.2: Behavioral effects of trauma can be triggered

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sudden changes or transitions	3	2.9	7.0	7.0
	Too much responsibility	4	3.9	9.3	16.3
	A and B	20	19.4	46.5	62.8
	All of the above	16	15.5	37.2	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q18.2: ACES account for the majority of the risk of drug and alcohol abuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	25	24.3	65.8	65.8
	False	13	12.6	34.2	100.0
	Total	38	36.9	100.0	
Missing	System	65	63.1		
Total		103	100.0		

Q19.2: ACES do not account for a large percentage of suicide attempts and depression

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	14	13.6	33.3	33.3
	False	28	27.2	66.7	100.0

	Total	42	40.8	100.0	
Missing	System	61	59.2		
Total		103	100.0		

Q20.2: Which of the following is NOT an effect of trauma

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Intrusive Thoughts	5	4.9	11.6	11.6
	Changed Belief Systems	9	8.7	20.9	32.6
	Decreased stress	21	20.4	48.8	81.4
	Foreshortened view of the future	8	7.8	18.6	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q21.2: Neuroplasticity refers to

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The brain's ability to grow and develop new pathways	5	4.9	11.6	11.6
	The brain's damage from trauma	2	1.9	4.7	16.3
	The brain's natural connections	1	1.0	2.3	18.6
	The brain's characteristic that promotes resilience	4	3.9	9.3	27.9
	Both A and D	18	17.5	41.9	69.8
	All of the above	13	12.6	30.2	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q22.2: In the tapping technique, the set up statement includes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Denying the problem and working on not letting it affect you	9	8.7	21.4	21.4

	Denying the problem and accepting who you are	10	9.7	23.8	45.2
	Acknowledging the problem and accepting yourself in spite of it	10	9.7	23.8	69.0
	Acknowledging the problem and challenging yourself to overcome it	13	12.6	31.0	100.0
	Total	42	40.8	100.0	
Missing	System	61	59.2		
Total		103	100.0		

Q23.2: Which of the following is not a tapping spot on the body?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Top of head	3	2.9	7.1	7.1
	Abdomen	11	10.7	26.2	33.3
	Underarm	15	14.6	35.7	69.0
	Chin	13	12.6	31.0	100.0
	Total	42	40.8	100.0	
Missing	System	61	59.2		
Total		103	100.0		

Q24.2: Sleep is important for

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Memory, attention, problem solving	12	11.7	27.9	27.9
	Immune system	3	2.9	7.0	34.9

	Insulin function and metabolism	4	3.9	9.3	44.2
	All of the above	24	23.3	55.8	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q25.2: Lack of sleep is related to depression, anxiety, and emotional reactivity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	35	34.0	83.3	83.3
	False	7	6.8	16.7	100.0
	Total	42	40.8	100.0	
Missing	System	61	59.2		
Total		103	100.0		

Q26.2: Physical exercise diminishes your mood and creativity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	21	20.4	51.2	51.2
	False	20	19.4	48.8	100.0
	Total	41	39.8	100.0	
Missing	System	62	60.2		
Total		103	100.0		

Q27.2: SMART goals are

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Specific	4	3.9	9.3	9.3
	Measurable	3	2.9	7.0	16.3

	Achievement oriented	7	6.8	16.3	32.6
	Realistic	7	6.8	16.3	48.8
	Both A and B	22	21.4	51.2	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q28.2: Which of the following is NOT a challenge to asking for help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fear of being a burden	8	7.8	18.6	18.6
	Fear of succeeding	22	21.4	51.2	69.8
	Fear of appearing weak	10	9.7	23.3	93.0
	Fear of rejection	3	2.9	7.0	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

FREQUENCY TABLES

Q1A.2: know test question 1 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	21	20.4	48.8	48.8
	Correct	22	21.4	51.2	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q1A.2: know test question 2 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	29	28.2	67.4	67.4
	Correct	14	13.6	32.6	100.0
	Total	43	41.7	100.0	

Missing	System	60	58.3		
Total		103	100.0		

Q3A.2: know test question 3 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	19	18.4	44.2	44.2
	Correct	24	23.3	55.8	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q4A.2: know test question 4 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	41	39.8	95.3	95.3
	Correct	2	1.9	4.7	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q5A.2: know test question 5 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	39	37.9	90.7	90.7
	Correct	4	3.9	9.3	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q6A.2: know test question 6 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	25	24.3	58.1	58.1
	Correct	18	17.5	41.9	100.0
	Total	43	41.7	100.0	

Missing	System	60	58.3		
Total		103	100.0		

Q7A.2: know test question 7 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	11	10.7	25.6	25.6
	Correct	32	31.1	74.4	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q8A.2: know test question 8 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	22	21.4	51.2	51.2
	Correct	21	20.4	48.8	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q9A.2: know test question 9 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	19	18.4	44.2	44.2
	Correct	24	23.3	55.8	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q10A.2: know test question 10 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	24	23.3	55.8	55.8
	Correct	19	18.4	44.2	100.0
	Total	43	41.7	100.0	

Missing	System	60	58.3		
Total		103	100.0		

Q11A.2: know test question 11 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	26	25.2	60.5	60.5
	Correct	17	16.5	39.5	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q12A.2: know test question 12 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	31	30.1	72.1	72.1
	Correct	12	11.7	27.9	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q13A.2: know test question 13 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	34	33.0	79.1	79.1
	Correct	9	8.7	20.9	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q14A.2: know test question 14 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	29	28.2	67.4	67.4
	Correct	14	13.6	32.6	100.0
	Total	43	41.7	100.0	

Missing	System	60	58.3		
Total		103	100.0		

Q15A.2: know test question 15 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	16	15.5	37.2	37.2
	Correct	27	26.2	62.8	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q16A.2: know test question 16 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	31	30.1	72.1	72.1
	Correct	12	11.7	27.9	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q17A.2: know test question 17 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	27	26.2	62.8	62.8
	Correct	16	15.5	37.2	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q18A.2: know test question 18 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	18	17.5	41.9	41.9
	Correct	25	24.3	58.1	100.0
	Total	43	41.7	100.0	

Missing	System	60	58.3		
Total		103	100.0		

Q19A.2: know test question 19 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	15	14.6	34.9	34.9
	Correct	28	27.2	65.1	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q20A.2: know test question 20 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	22	21.4	51.2	51.2
	Correct	21	20.4	48.8	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q21A.2: know test question 21 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	38	36.9	88.4	88.4
	Correct	5	4.9	11.6	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q22A.2: know test question 22 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	33	32.0	76.7	76.7
	Correct	10	9.7	23.3	100.0
	Total	43	41.7	100.0	

Missing	System	60	58.3		
Total		103	100.0		

Q23A.2: know test question 23 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	32	31.1	74.4	74.4
	Correct	11	10.7	25.6	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q24A.2: know test question 24 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	19	18.4	44.2	44.2
	Correct	24	23.3	55.8	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q25A.2: know test question 25 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	8	7.8	18.6	18.6
	Correct	35	34.0	81.4	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q26A.2: know test question 26 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	23	22.3	53.5	53.5
	Correct	20	19.4	46.5	100.0
	Total	43	41.7	100.0	

Missing	System	60	58.3		
Total		103	100.0		

Q27A.2: know test question 27 SCORED

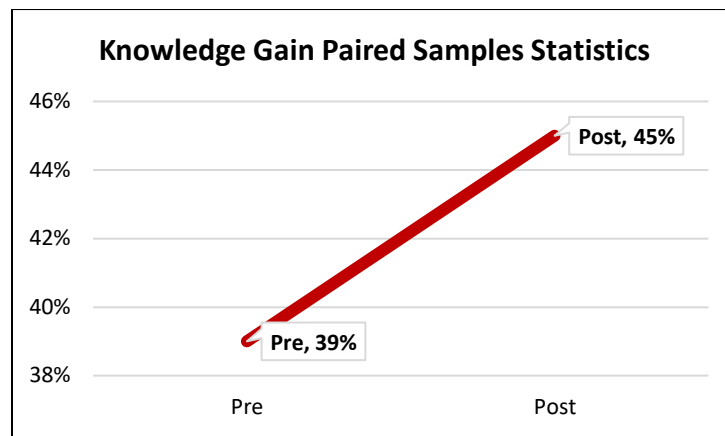
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	21	20.4	48.8	48.8
	Correct	22	21.4	51.2	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

Q28A.2: know test question 28 SCORED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	21	20.4	48.8	48.8
	Correct	22	21.4	51.2	100.0
	Total	43	41.7	100.0	
Missing	System	60	58.3		
Total		103	100.0		

PRE- TO POST- KNOWLEDGE GAIN

Overall, there was a statistically significant improvement in knowledge for the experimental group pre (39%) to post (45%).



PAIRED SAMPLES STATISTICS

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	MMKNOWPERCENT.1	.3900	25	.14208	.02842
	MMKNOWPERCENT.2	.4514	25	.16362	.03272

PAIRED SAMPLES TEST

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	MMKNOWPERCENT.1 - MMKNOWPERCENT.2	-.06143	.14708	.02942	-.12214	-.00072	-2.088	24	.048

Differences in Post Knowledge by Experimental/Control

The experimental group reported a higher post knowledge score than control (45% vs 38%).

N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
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					Lower Bound	Upper Bound		
Experimental	25	.4514	.16362	.03272	.3839	.5190	.11	.71
Control	18	.3849	.12704	.02994	.3217	.4481	.14	.54
Total	43	.4236	.15144	.02309	.3770	.4702	.11	.71

Differences in Post Knowledge by Race

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
White	30	.4048	.14869	.02715	.3492	.4603	.11	.68
Black or African American	9	.5000	.14174	.04725	.3911	.6089	.32	.71
Other	1	.1429	.	.	.	.	.14	.14
Bi Racial/Multi-Racial	3	.4762	.07435	.04292	.2915	.6609	.39	.54
Total	43	.4236	.15144	.02309	.3770	.4702	.11	.71

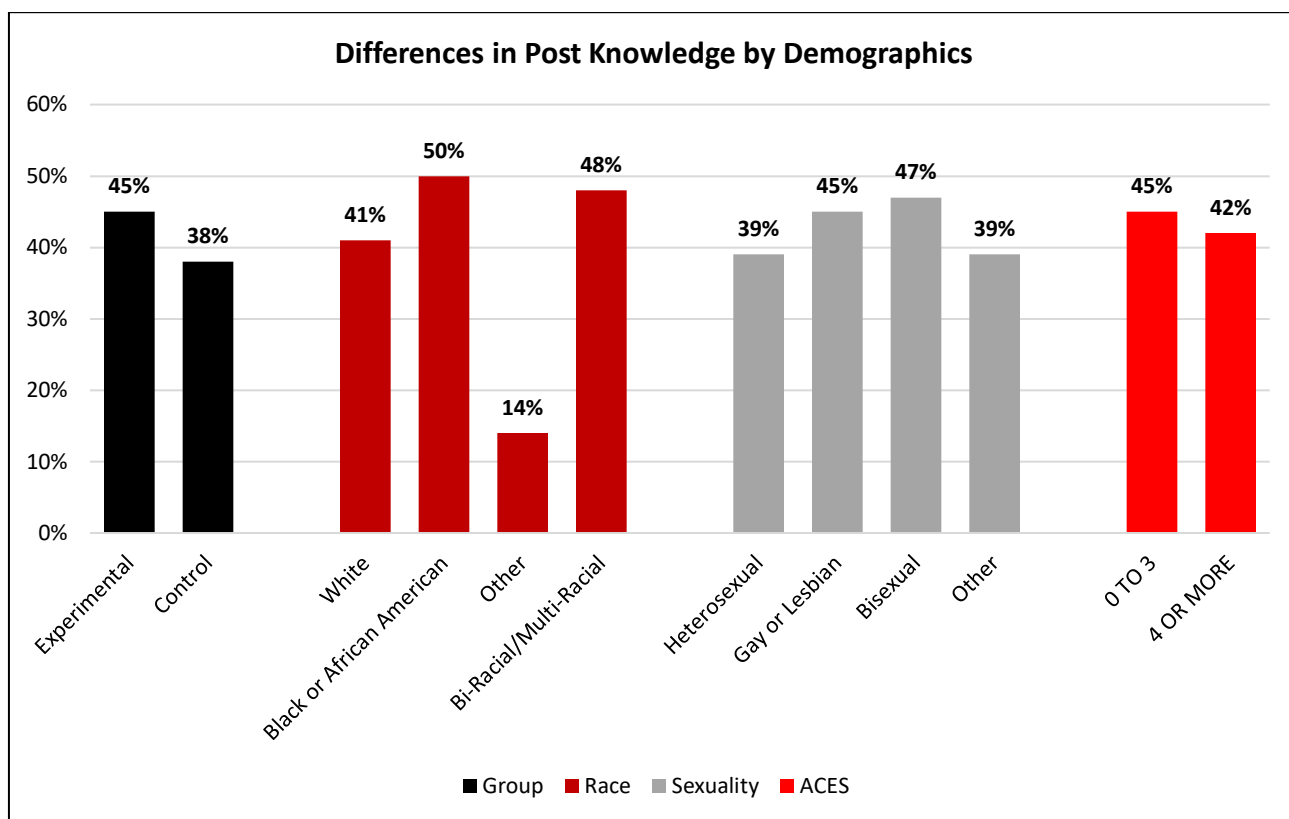
Differences in Post Knowledge by Sexuality

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Heterosexual	21	.3878	.14781	.03225	.3205	.4550	.14	.71
Gay or Lesbian	5	.4500	.17605	.07873	.2314	.6686	.21	.64
Bisexual	15	.4690	.15560	.04017	.3829	.5552	.11	.68
Other	1	.3929	.	.	.	.	.39	.39
Total	42	.4243	.15320	.02364	.3766	.4721	.11	.71

Differences in Knowledge by ACES

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0 TO 3 ACES	7	.4541	.18294	.06914	.2849	.6233	.21	.68

4 OR MORE ACES	36	.4177	.14684	.02447	.3680	.4673	.11	.71
Total	43	.4236	.15144	.02309	.3770	.4702	.11	.71



SKILL GAIN

Mind Matters Coping Skills: Pre- to Post-Training

There was a significant improvement (marked in red) in the trauma coping skills of those in the experimental group from pre- to post-training, including 1) three part breath; 2) focus time; 3) ACE; 4) efficient sleep; 5) yoga. There was a significant trend (marked in blue) for the following coping skills: 1) focused breathing; 2) empathic listening; 3) downtime. See below for means and significance levels.

PAIRED SAMPLES STATISTICS

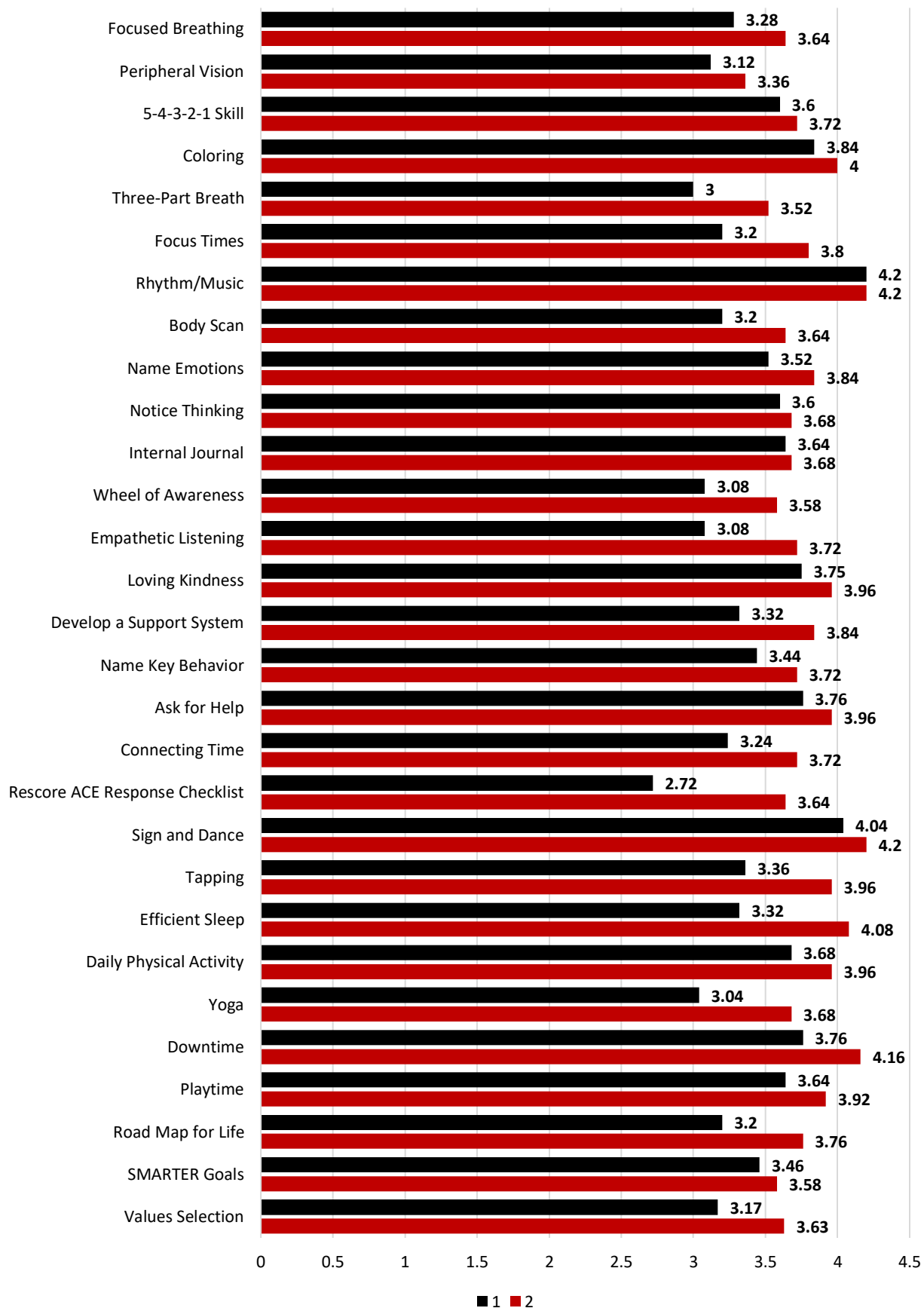
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Behavior_1.1: Focused Breathing	3.28	25	1.100	.220
	Behavior_1.2: Focused Breathing	3.64	25	.860	.172

Pair 2	Behavior_2.1: Peripheral Vision	3.12	25	1.201	.240
	Behavior_2.2: Peripheral Vision	3.36	25	1.114	.223
Pair 3	Behavior_3.1: 5-4-3-2-1 Skill	3.60	25	1.041	.208
	Behavior_3.2: 5-4-3-2-1 Skill	3.72	25	1.100	.220
Pair 4	Behavior_4.1: Coloring	3.84	25	1.214	.243
	Behavior_4.2: Coloring	4.00	25	1.118	.224
Pair 5	Behavior_5.1: Three-Part Breath	3.00	25	1.291	.258
	Behavior_5.2: Three-Part Breath	3.52	25	1.122	.224
Pair 6	Behavior_6.1: Focus Time	3.20	25	1.258	.252
	Behavior_6.2: Focus Time	3.80	25	.913	.183
Pair 7	Behavior_7.1: Rhythm/Music	4.20	25	.957	.191
	Behavior_7.2: Rhythm/Music	4.20	25	.866	.173
Pair 8	Behavior_8.1: Body Scan	3.20	25	1.225	.245
	Behavior_8.2: Body Scan	3.64	25	.952	.190
Pair 9	Behavior_9.1: Name Emotions	3.52	25	1.046	.209
	Behavior_9.2: Name Emotions	3.84	25	.898	.180
Pair 10	Behavior_10.1: Notice Thinking	3.60	25	1.323	.265
	Behavior_10.2: Notice Thinking	3.68	25	1.249	.250
Pair 11	Behavior_11.1: Internal Journal	3.64	25	1.075	.215
	Behavior_11.2: Internal Journal	3.68	25	1.215	.243
Pair 12	Behavior_12.1: Wheel of Awareness	3.08	24	1.283	.262
	Behavior_12.2: Wheel of Awareness	3.58	24	1.248	.255
Pair 13	Behavior_13.1: Empathetic Listening	3.08	25	1.256	.251

	Behavior_13.2: Empathetic Listening	3.72	25	1.208	.242
Pair 14	Behavior_14.1: Loving Kindness Exercise	3.75	24	1.225	.250
	Behavior_14.2: Loving Kindness Exercise	3.96	24	1.083	.221
Pair 15	Behavior_15.1: Develop a Support System	3.32	25	1.282	.256
	Behavior_15.2: Develop a Support System	3.84	25	1.028	.206
Pair 16	Behavior_16.1: Name Key Supporter	3.44	25	1.083	.217
	Behavior_16.2: Name Key Supporter	3.72	25	1.137	.227
Pair 17	Behavior_17.1: Ask for Help	3.76	25	1.200	.240
	Behavior_17.2: Ask for Help	3.96	25	.841	.168
Pair 18	Behavior_18.1: Connecting Time	3.24	25	1.234	.247
	Behavior_18.2: Connecting Time	3.72	25	1.173	.235
Pair 19	Behavior_19.1: Rescore ACE Response Checklist	2.72	25	1.308	.262
	Behavior_19.2: Rescore ACE Response Checklist	3.64	25	.995	.199
Pair 20	Behavior_20.1: Sing and Dance	4.04	25	1.098	.220
	Behavior_20.2: Sing and Dance	4.20	25	.957	.191
Pair 21	Behavior_21.1: Tapping	3.36	25	1.114	.223
	Behavior_21.2: Tapping	3.96	25	1.207	.241
Pair 22	Behavior_22.1: Efficient Sleep	3.32	25	1.345	.269
	Behavior_22.2: Efficient Sleep	4.08	25	.954	.191
Pair 23	Behavior_23.1: Daily Physical Activity	3.68	25	1.145	.229
	Behavior_23.2: Daily Physical Activity	3.96	25	1.136	.227
Pair 24	Behavior_24.1: Yoga	3.04	25	1.399	.280
	Behavior_24.2: Yoga	3.68	25	1.345	.269

Pair 25	Behavior_25.1: Downtime	3.76	25	1.052	.210
	Behavior_25.2: Downtime	4.16	25	.943	.189
Pair 26	Behavior_26.1: Playtime	3.64	25	1.254	.251
	Behavior_26.2: Playtime	3.92	25	1.038	.208
Pair 27	Behavior_27.1: Road Map for Life	3.20	25	1.080	.216
	Behavior_27.2: Road Map for Life	3.76	25	1.200	.240
Pair 28	Behavior_28.1: SMARTER Goals	3.46	24	1.215	.248
	Behavior_28.2: SMARTER Goals	3.58	24	1.213	.248
Pair 29	Behavior_29.1: Values Selection	3.17	24	1.274	.260
	Behavior_29.2: Values Selection	3.63	24	1.209	.247

Skills Gain Paired Sample Statistics



PAIRED SAMPLES TEST

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Behavior_1.1: Focused Breathing - Behavior_1.2: Focused Breathing	-.360	1.036	.207	-.788	.068	-1.737	24	.095
Pair 2	Behavior_2.1: Peripheral Vision - Behavior_2.2: Peripheral Vision	-.240	1.268	.254	-.763	.283	-.947	24	.353
Pair 3	Behavior_3.1: 5-4-3-2-1 Skill - Behavior_3.2: 5-4-3-2-1 Skill	-.120	1.481	.296	-.731	.491	-.405	24	.689
Pair 4	Behavior_4.1: Coloring - Behavior_4.2: Coloring	-.160	1.248	.250	-.675	.355	-.641	24	.527
Pair 5	Behavior_5.1: Three-Part Breath - Behavior_5.2: Three-Part Breath	-.520	1.262	.252	-1.041	.001	-2.060	24	.050
Pair 6	Behavior_6.1: Focus Time - Behavior_6.2: Focus Time	-.600	1.323	.265	-1.146	-.054	-2.268	24	.033
Pair 7	Behavior_7.1: Rhythm/Music - Behavior_7.2: Rhythm/Music	.000	1.118	.224	-.462	.462	.000	24	1.000
Pair 8	Behavior_8.1: Body Scan - Behavior_8.2: Body Scan	-.440	1.387	.277	-1.012	.132	-1.586	24	.126
Pair 9	Behavior_9.1: Name Emotions - Behavior_9.2: Name Emotions	-.320	1.314	.263	-.862	.222	-1.218	24	.235

Pair 10	Behavior_10.1: Notice Thinking - Behavior_10.2: Notice Thinking	-.080	1.706	.341	-.784	.624	-.234	24	.817
Pair 11	Behavior_11.1: Internal Journal - Behavior_11.2: Internal Journal	-.040	1.241	.248	-.552	.472	-.161	24	.873
Pair 12	Behavior_12.1: Wheel of Awareness - Behavior_12.2: Wheel of Awareness	-.500	1.560	.319	-1.159	.159	-1.570	23	.130
Pair 13	Behavior_13.1: Empathetic Listening - Behavior_13.2: Empathetic Listening	-.640	1.680	.336	-1.334	.054	-1.904	24	.069
Pair 14	Behavior_14.1: Loving Kindness Exercise - Behavior_14.2: Loving Kindness Exercise	-.208	1.414	.289	-.805	.389	-.722	23	.478
Pair 15	Behavior_15.1: Develop a Support System - Behavior_15.2: Develop a Support System	-.520	1.806	.361	-1.265	.225	-1.440	24	.163
Pair 16	Behavior_16.1: Name Key Supporter - Behavior_16.2: Name Key Supporter	-.280	1.671	.334	-.970	.410	-.838	24	.410
Pair 17	Behavior_17.1: Ask for Help - Behavior_17.2: Ask for Help	-.200	1.354	.271	-.759	.359	-.739	24	.467
Pair 18	Behavior_18.1: Connecting Time - Behavior_18.2: Connecting Time	-.480	1.636	.327	-1.155	.195	-1.467	24	.155

Pair 19	Behavior_19.1: Rescore ACE Response Checklist - Behavior_19.2: Rescore ACE Response Checklist	-.920	1.412	.282	-1.503	-.337	-3.258	24	.003
Pair 20	Behavior_20.1: Sing and Dance - Behavior_20.2: Sing and Dance	-.160	1.344	.269	-.715	.395	-.595	24	.557
Pair 21	Behavior_21.1: Tapping - Behavior_21.2: Tapping	-.600	1.826	.365	-1.354	.154	-1.643	24	.113
Pair 22	Behavior_22.1: Efficient Sleep - Behavior_22.2: Efficient Sleep	-.760	1.451	.290	-1.359	-.161	-2.618	24	.015
Pair 23	Behavior_23.1: Daily Physical Activity - Behavior_23.2: Daily Physical Activity	-.280	1.621	.324	-.949	.389	-.864	24	.396
Pair 24	Behavior_24.1: Yoga - Behavior_24.2: Yoga	-.640	1.440	.288	-1.234	-.046	-2.222	24	.036
Pair 25	Behavior_25.1: Downtime - Behavior_25.2: Downtime	-.400	1.155	.231	-.877	.077	-1.732	24	.096
Pair 26	Behavior_26.1: Playtime - Behavior_26.2: Playtime	-.280	1.370	.274	-.845	.285	-1.022	24	.317
Pair 27	Behavior_27.1: Road Map for Life - Behavior_27.2: Road Map for Life	-.560	1.710	.342	-1.266	.146	-1.638	24	.115
Pair 28	Behavior_28.1: SMARTER Goals - Behavior_28.2: SMARTER Goals	-.125	1.454	.297	-.739	.489	-.421	23	.678

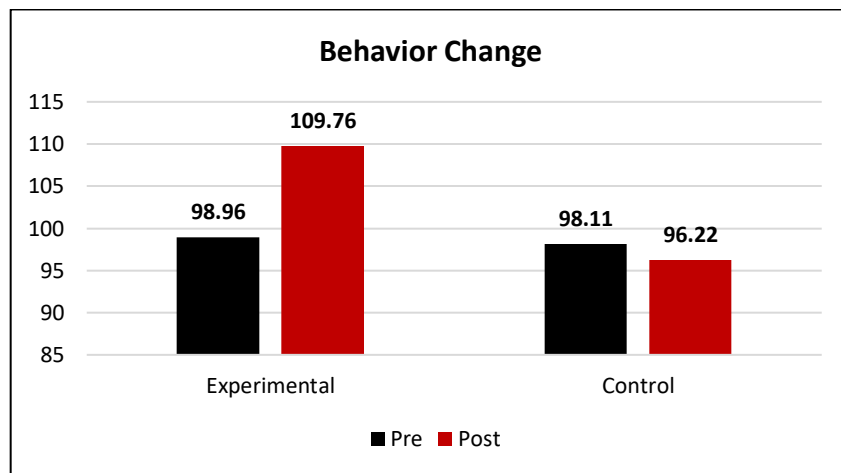
Pair 29	Behavior_29.1: Values Selection - Behavior_29.2: Values Selection	-.458	1.560	.318	-1.117	.200	-1.440	23	.163
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DIFFERENCES IN BEHAVIOR CHANGE TOTAL SCORE

Differences in Behavior Change by Experimental/Control

There is a marked increase in coping behaviors for the experimental group (mean of 98.96 at pre and mean of 109.76 at post) while there is actually a decrease in coping behaviors the control group (mean of 98.11 at pre and mean of 96.22 at post). The difference was not statistically significant due to the small sample size.

	Group	Mean	Std. Deviation	N
BEHAVTOT.1	Experimental	98.9600	21.70346	25
	Control	98.1111	24.18529	18
	Total	98.6047	22.49671	43
BEHAVTOT.2	Experimental	109.7600	21.66656	25
	Control	96.2222	25.11047	18
	Total	104.0930	23.85653	43



Differences in Behavior Change by Race

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
White	16	111.8750	21.32252	5.33063	100.5130	123.2370	79.00	145.00
Black or African American	8	109.0000	22.67787	8.01784	90.0408	127.9592	58.00	137.00
Bi Racial/Multi-Racial	1	82.0000	.	.	.	.	82.00	82.00
Total	25	109.7600	21.66656	4.33331	100.8165	118.7035	58.00	145.00

Differences in Behavior Change by Sexuality

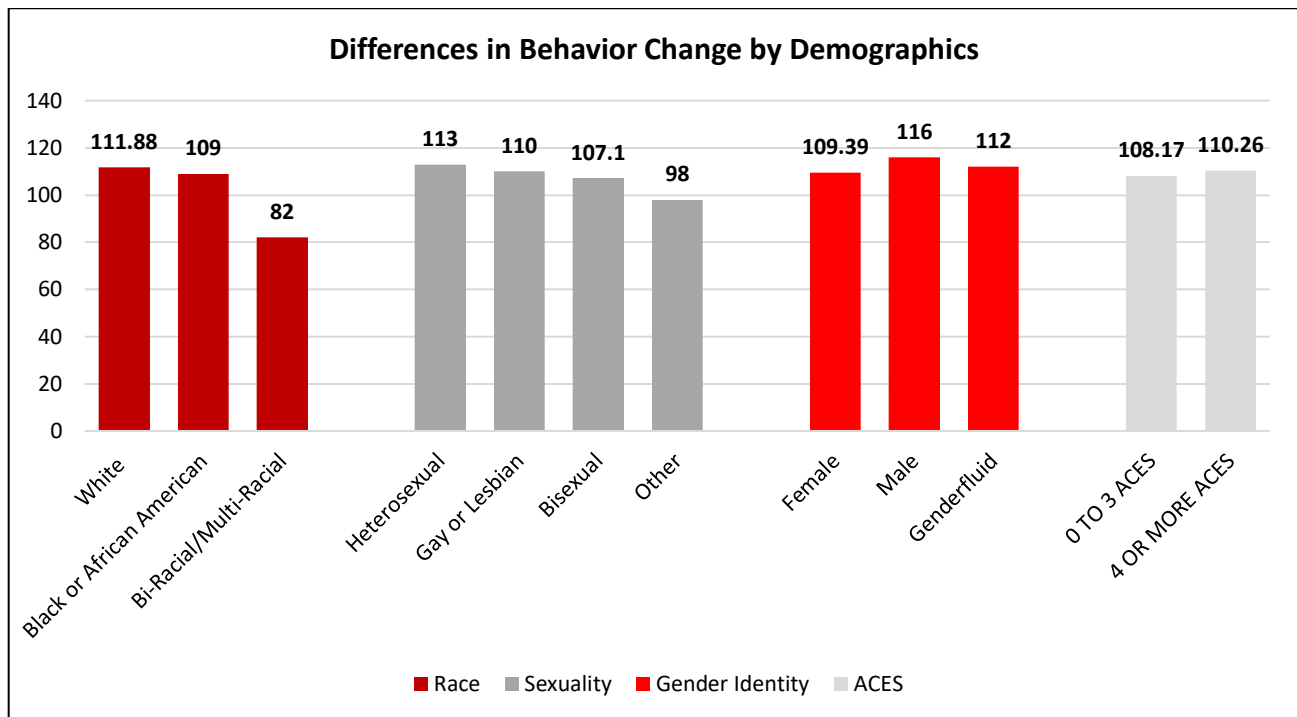
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Heterosexual	10	113.0000	27.56407	8.71652	93.2819	132.7181	58.00	145.00
Gay or Lesbian	3	110.0000	10.39230	6.00000	84.1841	135.8159	98.00	116.00
Bisexual	10	107.1000	20.73885	6.55820	92.2643	121.9357	79.00	145.00
Other	1	98.0000	.	.	.	.	98.00	98.00
Total	24	109.5417	22.10445	4.51205	100.2078	118.8756	58.00	145.00

Differences in Behavior Change by Gender

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Female	23	109.3913	22.58265	4.70881	99.6258	119.1568	58.00	145.00
Male	1	116.0000	.	.	.	.	116.00	116.00
Genderfluid	1	112.0000	.	.	.	.	112.00	112.00
Total	25	109.7600	21.66656	4.33331	100.8165	118.7035	58.00	145.00

Differences in Behavior Change by ACES Groups

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0 TO 3 ACES	6	108.1667	32.25161	13.16667	74.3207	142.0127	58.00	145.00
4 OR MORE ACES	19	110.2632	18.32679	4.20445	101.4299	119.0964	79.00	145.00
Total	25	109.7600	21.66656	4.33331	100.8165	118.7035	58.00	145.00



PTSD SYMPTOMS

Pre- to Post- Differences in PTSD Symptoms for Experimental Group

There was a significant improvement (marked in red) in the following PTSD symptoms from pre- to post- for the experimental group: 1) I am on the lookout for danger or things I am afraid of (like looking over my shoulder even when nothing is there); 2) I try not to think about or have feelings about what happened; 3) I have thoughts like "I will never be able to trust other people;" 4) I feel alone even when I am around other people. There was a significant trend (marked in blue) in the following PTSD symptom from pre- to post: I have trouble going to sleep, wake up often, or have trouble getting back to sleep.

PAIRED SAMPLES STATISTICS

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PTSD_1.1: I am on the lookout for danger or things I am afraid of (like looking over my shoulder even when nothing is there).	3.58	24	1.472	.300
	PTSD_1.2: I am on the lookout for danger or things I am afraid of (like looking over my shoulder even when nothing is there).	2.63	24	1.245	.254
Pair 2	PTSD_2.1: I have thoughts like "I am bad."	3.00	25	1.633	.327
	PTSD_2.2: I have thoughts like "I am bad."	2.80	25	1.633	.327
Pair 3	PTSD_3.1: I try to stay away from people, places, or things that remind me about what happened.	3.60	25	1.500	.300
	PTSD_3.2: I try to stay away from people, places, or things that remind me about what happened.	3.08	25	1.256	.251
Pair 4	PTSD_4.1: I get upset easily or get into arguments or physical fights.	3.17	24	1.633	.333
	PTSD_4.2: I get upset easily or get into arguments or physical fights.	2.88	24	1.361	.278
Pair 5	PTSD_5.1: I feel like I am back at the time when the bad thing happened, like it's happening all over again.	3.42	24	1.558	.318
	PTSD_5.2: I feel like I am back at the time when the bad thing happened, like it's happening all over again.	3.08	24	1.501	.306
Pair 6	PTSD_6.1: I feel like what happened was sickening or gross.	3.44	25	1.609	.322
	PTSD_6.2: I feel like what happened was sickening or gross.	3.00	25	1.472	.294
Pair 7	PTSD_7.1: I don't feel like doing things with my family or friends or other things that I liked to do.	2.96	25	1.567	.313

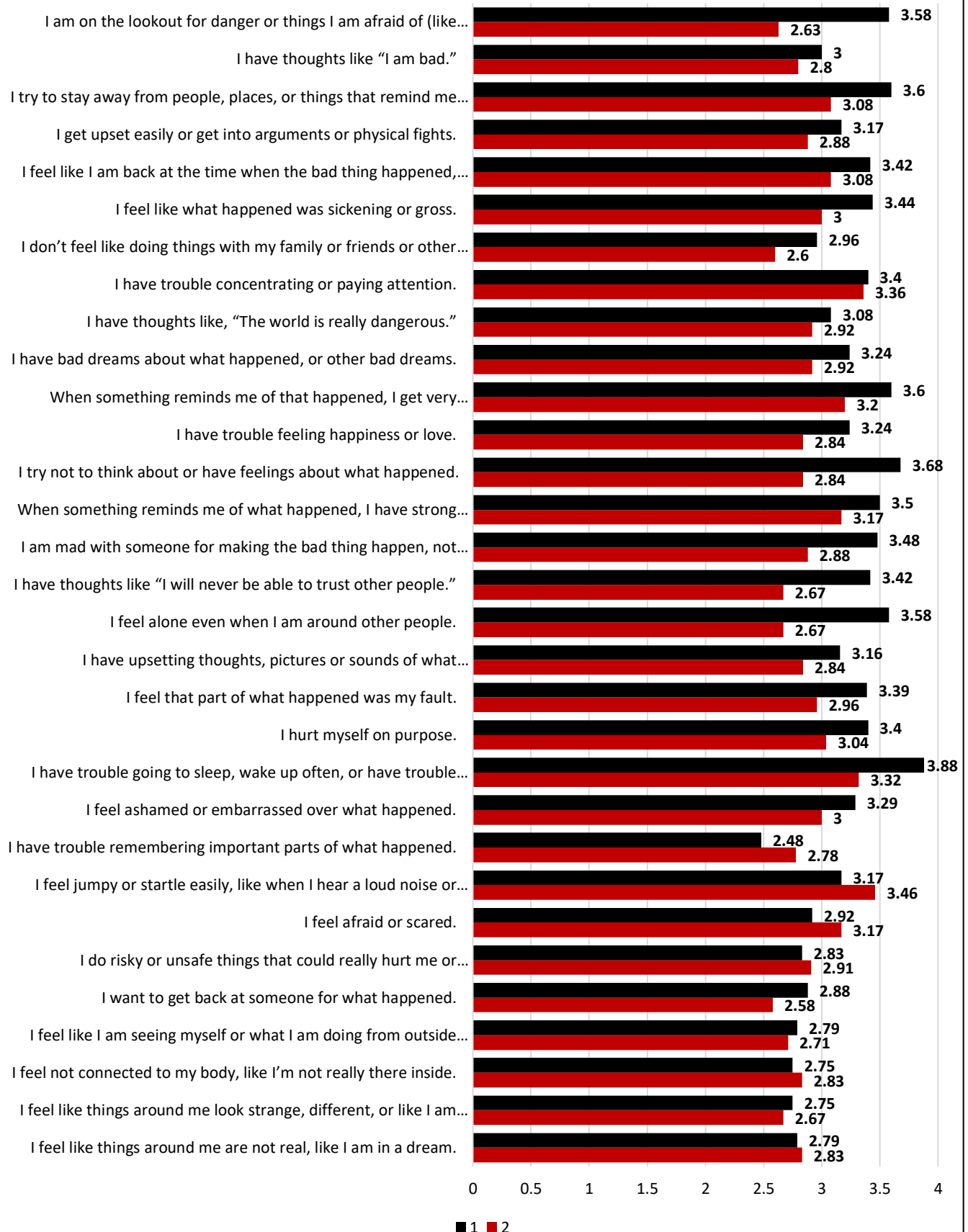
	PTSD_7.2: I don't feel like doing things with my family or friends or other things that I liked to do.	2.60	25	1.443	.289
Pair 8	PTSD_8.1: I have trouble concentrating or paying attention.	3.40	25	1.607	.321
	PTSD_8.2: I have trouble concentrating or paying attention.	3.36	25	1.655	.331
Pair 9	PTSD_9.1: I have thoughts like, "The world is really dangerous."	3.08	25	1.525	.305
	PTSD_9.2: I have thoughts like, "The world is really dangerous."	2.92	25	1.498	.300
Pair 10	PTSD_10.1: I have bad dreams about what happened, or other bad dreams.	3.24	25	1.589	.318
	PTSD_10.2: I have bad dreams about what happened, or other bad dreams.	2.92	25	1.778	.356
Pair 11	PTSD_11.1: When something reminds me of that happened, I get very upset, afraid, or sad.	3.60	25	1.472	.294
	PTSD_11.2: When something reminds me of that happened, I get very upset, afraid, or sad.	3.20	25	1.528	.306
Pair 12	PTSD_12.1: I have trouble feeling happiness or love.	3.24	25	1.589	.318
	PTSD_12.2: I have trouble feeling happiness or love.	2.84	25	1.573	.315
Pair 13	PTSD_13.1: I try not to think about or have feelings about what happened.	3.68	25	1.464	.293
	PTSD_13.2: I try not to think about or have feelings about what happened.	2.84	25	1.573	.315
Pair 14	PTSD_14.1: When something reminds me of what happened, I have strong feelings in my body like my heart beats fast, my head aches or my stomach aches.	3.50	24	1.560	.319
	PTSD_14.2: When something reminds me of what happened, I have strong feelings in my body like my heart beats fast, my head aches or my stomach aches.	3.17	24	1.551	.317

Pair 15	PTSD_15.1: I am mad with someone for making the bad thing happen, not doing more to stop it, or to help after.	3.48	25	1.686	.337
	PTSD_15.2: I am mad with someone for making the bad thing happen, not doing more to stop it, or to help after.	2.88	25	1.394	.279
Pair 16	PTSD_16.1: I have thoughts like "I will never be able to trust other people."	3.42	24	1.501	.306
	PTSD_16.2: I have thoughts like "I will never be able to trust other people."	2.67	24	1.465	.299
Pair 17	PTSD_17.1: I feel alone even when I am around other people.	3.58	24	1.640	.335
	PTSD_17.2: I feel alone even when I am around other people.	2.67	24	1.494	.305
Pair 18	PTSD_18.1: I have upsetting thoughts, pictures or sounds of what happened come into my mind when I don't want them to.	3.16	25	1.519	.304
	PTSD_18.2: I have upsetting thoughts, pictures or sounds of what happened come into my mind when I don't want them to.	2.84	25	1.546	.309
Pair 19	PTSD_19.1: I feel that part of what happened was my fault.	3.39	23	1.751	.365
	PTSD_19.2: I feel that part of what happened was my fault.	2.96	23	1.665	.347
Pair 20	PTSD_20.1: I hurt myself on purpose.	3.40	25	1.607	.321
	PTSD_20.2: I hurt myself on purpose.	3.04	25	1.695	.339
Pair 21	PTSD_21.1: I have trouble going to sleep, wake up often, or have trouble getting back to sleep.	3.88	25	1.394	.279
	PTSD_21.2: I have trouble going to sleep, wake up often, or have trouble getting back to sleep.	3.32	25	1.676	.335
Pair 22	PTSD_22.1: I feel ashamed or embarrassed over what happened.	3.29	24	1.628	.332
	PTSD_22.2: I feel ashamed or embarrassed over what happened.	3.00	24	1.615	.330

Pair 23	PTSD_23.1: I have trouble remembering important parts of what happened.	2.48	23	1.504	.314
	PTSD_23.2: I have trouble remembering important parts of what happened.	2.78	23	1.622	.338
Pair 24	PTSD_24.1: I feel jumpy or startle easily, like when I hear a loud noise or when something surprises me.	3.17	24	1.579	.322
	PTSD_24.2: I feel jumpy or startle easily, like when I hear a loud noise or when something surprises me.	3.46	24	1.503	.307
Pair 25	PTSD_25.1: I feel afraid or scared.	2.92	24	1.717	.351
	PTSD_25.2: I feel afraid or scared.	3.17	24	1.579	.322
Pair 26	PTSD_26.1: I do risky or unsafe things that could really hurt me or something else.	2.83	23	1.614	.337
	PTSD_26.2: I do risky or unsafe things that could really hurt me or something else.	2.91	23	1.756	.366
Pair 27	PTSD_27.1: I want to get back at someone for what happened.	2.88	24	1.825	.373
	PTSD_27.2: I want to get back at someone for what happened.	2.58	24	1.640	.335
Pair 28	PTSD_28.1: I feel like I am seeing myself or what I am doing from outside my body (like watching myself in a movie).	2.79	24	1.769	.361
	PTSD_28.2: I feel like I am seeing myself or what I am doing from outside my body (like watching myself in a movie).	2.71	24	1.781	.364
Pair 29	PTSD_29.1: I feel not connected to my body, like I'm not really there inside.	2.75	24	1.800	.367
	PTSD_29.2: I feel not connected to my body, like I'm not really there inside.	2.83	24	1.786	.364
Pair 30	PTSD_30.1: I feel like things around me look strange, different, or like I am in a fog.	2.75	24	1.751	.357

	PTSD_30.2: I feel like things around me look strange, different, or like I am in a fog.	2.67	24	1.711	.349
Pair 31	PTSD_31.1: I feel like things around me are not real, like I am in a dream.	2.79	24	1.793	.366
	PTSD_31.2: I feel like things around me are not real, like I am in a dream.	2.83	24	1.736	.354

PTSD Symptoms Paired Samples Statistics



PAIRED SAMPLES TEST

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	PTSD_1.1: I am on the lookout for danger or things I am afraid of (like looking over my shoulder even when nothing is there). - PTSD_1.2: I am on the lookout for danger or things I am afraid of (like looking over my shoulder even when nothing is there).	.958	1.429	.292	.355 1.562	3.286	23	.003
Pair 2	PTSD_2.1: I have thoughts like "I am bad." - PTSD_2.2: I have thoughts like "I am bad."	.200	2.021	.404	-.634 1.034	.495	24	.625
Pair 3	PTSD_3.1: I try to stay away from people, places, or things that remind me about what happened. - PTSD_3.2: I try to stay away from people, places, or things that remind me about what happened.	.520	1.584	.317	-.134 1.174	1.641	24	.114
Pair 4	PTSD_4.1: I get upset easily or get into arguments or physical fights. - PTSD_4.2: I get upset easily or get into arguments or physical fights.	.292	1.517	.310	-.349 .932	.942	23	.356

Pair 5	PTSD_5.1: I feel like I am back at the time when the bad thing happened, like it's happening all over again. - PTSD_5.2: I feel like I am back at the time when the bad thing happened, like it's happening all over again.	.333	1.404	.287	-.259	.926	1.163	23	.257
Pair 6	PTSD_6.1: I feel like what happened was sickening or gross. - PTSD_6.2: I feel like what happened was sickening or gross.	.440	1.710	.342	-.266	1.146	1.287	24	.210
Pair 7	PTSD_7.1: I don't feel like doing things with my family or friends or other things that I liked to do. - PTSD_7.2: I don't feel like doing things with my family or friends or other things that I liked to do.	.360	1.655	.331	-.323	1.043	1.087	24	.288
Pair 8	PTSD_8.1: I have trouble concentrating or paying attention. - PTSD_8.2: I have trouble concentrating or paying attention.	.040	1.513	.303	-.585	.665	.132	24	.896
Pair 9	PTSD_9.1: I have thoughts like, "The world is really dangerous." - PTSD_9.2: I have thoughts like, "The world is really dangerous."	.160	1.795	.359	-.581	.901	.446	24	.660
Pair 10	PTSD_10.1: I have bad dreams about what happened, or other bad dreams. - PTSD_10.2: I have bad dreams about what happened, or other bad dreams.	.320	1.676	.335	-.372	1.012	.954	24	.349

Pair 11	PTSD_11.1: When something reminds me of that happened, I get very upset, afraid, or sad. - PTSD_11.2: When something reminds me of that happened, I get very upset, afraid, or sad.	.400	1.384	.277	-.171	.971	1.445	24	.161
Pair 12	PTSD_12.1: I have trouble feeling happiness or love. - PTSD_12.2: I have trouble feeling happiness or love.	.400	1.607	.321	-.263	1.063	1.244	24	.225
Pair 13	PTSD_13.1: I try not to think about or have feelings about what happened. - PTSD_13.2: I try not to think about or have feelings about what happened.	.840	1.599	.320	.180	1.500	2.627	24	.015
Pair 14	PTSD_14.1: When something reminds me of what happened, I have strong feelings in my body like my heart beats fast, my head aches or my stomach aches. - PTSD_14.2: When something reminds me of what happened, I have strong feelings in my body like my heart beats fast, my head aches or my stomach aches.	.333	1.711	.349	-.389	1.056	.954	23	.350
Pair 15	PTSD_15.1: I am mad with someone for making the bad thing happen, not doing more to stop it, or to help after. - PTSD_15.2: I am mad with someone for making the bad thing happen, not doing more to stop it, or to help after.	.600	1.936	.387	-.199	1.399	1.549	24	.134

Pair 16	PTSD_16.1: I have thoughts like "I will never be able to trust other people." - PTSD_16.2: I have thoughts like "I will never be able to trust other people."	.750	1.482	.302	.124	1.376	2.480	23	.021
Pair 17	PTSD_17.1: I feel alone even when I am around other people. - PTSD_17.2: I feel alone even when I am around other people.	.917	1.472	.300	.295	1.538	3.051	23	.006
Pair 18	PTSD_18.1: I have upsetting thoughts, pictures or sounds of what happened come into my mind when I don't want them to. - PTSD_18.2: I have upsetting thoughts, pictures or sounds of what happened come into my mind when I don't want them to.	.320	1.464	.293	-.284	.924	1.093	24	.285
Pair 19	PTSD_19.1: I feel that part of what happened was my fault. - PTSD_19.2: I feel that part of what happened was my fault.	.435	1.409	.294	-.174	1.044	1.480	22	.153
Pair 20	PTSD_20.1: I hurt myself on purpose. - PTSD_20.2: I hurt myself on purpose.	.360	1.753	.351	-.364	1.084	1.027	24	.315
Pair 21	PTSD_21.1: I have trouble going to sleep, wake up often, or have trouble getting back to sleep. - PTSD_21.2: I have trouble going to sleep, wake up often, or have trouble getting back to sleep.	.560	1.557	.311	-.083	1.203	1.799	24	.085

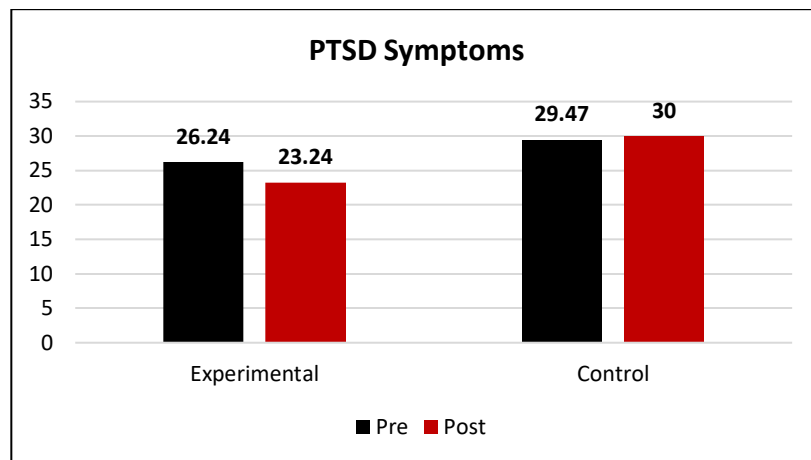
Pair 22	PTSD_22.1: I feel ashamed or embarrassed over what happened. - PTSD_22.2: I feel ashamed or embarrassed over what happened.	.292	1.681	.343	-.418	1.001	.850	23	.404
Pair 23	PTSD_23.1: I have trouble remembering important parts of what happened. - PTSD_23.2: I have trouble remembering important parts of what happened.	-.304	1.550	.323	-.975	.366	-.942	22	.357
Pair 24	PTSD_24.1: I feel jumpy or startle easily, like when I hear a loud noise or when something surprises me. - PTSD_24.2: I feel jumpy or startle easily, like when I hear a loud noise or when something surprises me.	-.292	1.517	.310	-.932	.349	-.942	23	.356
Pair 25	PTSD_25.1: I feel afraid or scared. - PTSD_25.2: I feel afraid or scared.	-.250	1.775	.362	-1.000	.500	-.690	23	.497
Pair 26	PTSD_26.1: I do risky or unsafe things that could really hurt me or something else. - PTSD_26.2: I do risky or unsafe things that could really hurt me or something else.	-.087	1.411	.294	-.697	.523	-.295	22	.770
Pair 27	PTSD_27.1: I want to get back at someone for what happened. - PTSD_27.2: I want to get back at someone for what happened.	.292	1.876	.383	-.501	1.084	.762	23	.454

Pair 28	PTSD_28.1: I feel like I am seeing myself or what I am doing from outside my body (like watching myself in a movie). - PTSD_28.2: I feel like I am seeing myself or what I am doing from outside my body (like watching myself in a movie).	.083	1.717	.351	-.642	.809	.238	23	.814
Pair 29	PTSD_29.1: I feel not connected to my body, like I'm not really there inside. - PTSD_29.2: I feel not connected to my body, like I'm not really there inside.	-.083	1.976	.403	-.918	.751	-.207	23	.838
Pair 30	PTSD_30.1: I feel like things around me look strange, different, or like I am in a fog. - PTSD_30.2: I feel like things around me look strange, different, or like I am in a fog.	.083	1.692	.345	-.631	.798	.241	23	.811
Pair 31	PTSD_31.1: I feel like things around me are not real, like I am in a dream. - PTSD_31.2: I feel like things around me are not real, like I am in a dream.	-.042	1.042	.213	-.482	.398	-.196	23	.846

Differences in PTSD Total Score: Experimental vs Control

There was a significant difference in PTSD symptoms between the experimental and control group. There was a significant main effect by group but not a significant difference in change over time due to the small sample size. However, the changes were in the predicted direction, with the mean pre-score for the experimental group of 26.24 and mean post-score of 23.24; the mean pre-score for the control group was 29.47 and the mean post-score was 30.00, suggesting that the PTSD symptoms for the experimental group decreased while the scores for the control group actually increased slightly.

	Group	Mean	Std. Deviation	N
PTSD_Total.1	Experimental	26.2400	10.33312	25
	Control	29.4706	5.98036	17
	Total	27.5476	8.89012	42
PTSD_Total.2	Experimental	23.2400	9.29283	25
	Control	30.0000	7.54983	17
	Total	25.9762	9.16911	42



TESTS OF BETWEEN-SUBJECTS EFFECTS

Measure: MEASURE_1

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	60057.715	1	60057.715	552.479	.000
Group	505.000	1	505.000	4.646	.037
Error	4348.238	40	108.706		

Differences in PTSD Post-Mind Matters by Race

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
White	16	26.4375	8.70225	2.17556	21.8004	31.0746	8.00	38.00
Black or African American	8	16.3750	7.38604	2.61136	10.2001	22.5499	8.00	26.00
Bi Racial/Multi-Racial	1	27.0000	.	.	.	.	27.00	27.00
Total	25	23.2400	9.29283	1.85857	19.4041	27.0759	8.00	38.00

Differences in PTSD Post-Mind Matters by Sexuality

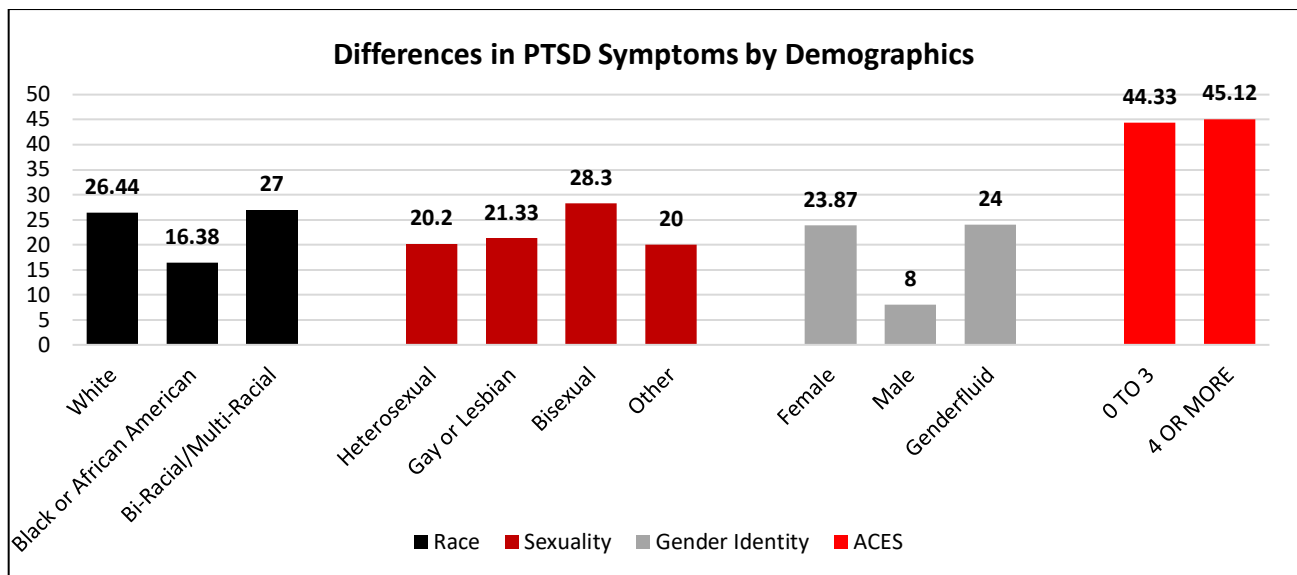
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Heterosexual	10	20.2000	10.58091	3.34598	12.6309	27.7691	8.00	36.00
Gay or Lesbian	3	21.3333	12.22020	7.05534	-9.0233	51.6900	8.00	32.00
Bisexual	10	28.3000	5.47824	1.73237	24.3811	32.2189	23.00	38.00
Other	1	20.0000	.	.	.	.	20.00	20.00
Total	24	23.7083	9.18638	1.87516	19.8293	27.5874	8.00	38.00

Differences in PTSD Post-Mind Matters by Gender

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Female	23	23.8696	9.12192	1.90205	19.9249	27.8142	8.00	38.00
Male	1	8.0000	.	.	.	.	8.00	8.00
Genderfluid	1	24.0000	.	.	.	.	24.00	24.00
Total	25	23.2400	9.29283	1.85857	19.4041	27.0759	8.00	38.00

Differences in PTSD Post-Mind Matters by ACES Groups

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0 TO 3 ACES	6	18.3333	10.78270	4.40202	7.0176	29.6491	8.00	34.00
4 OR MORE ACES	19	24.7895	8.50215	1.95053	20.6916	28.8874	8.00	38.00
Total	25	23.2400	9.29283	1.85857	19.4041	27.0759	8.00	38.00



RESILIENCY

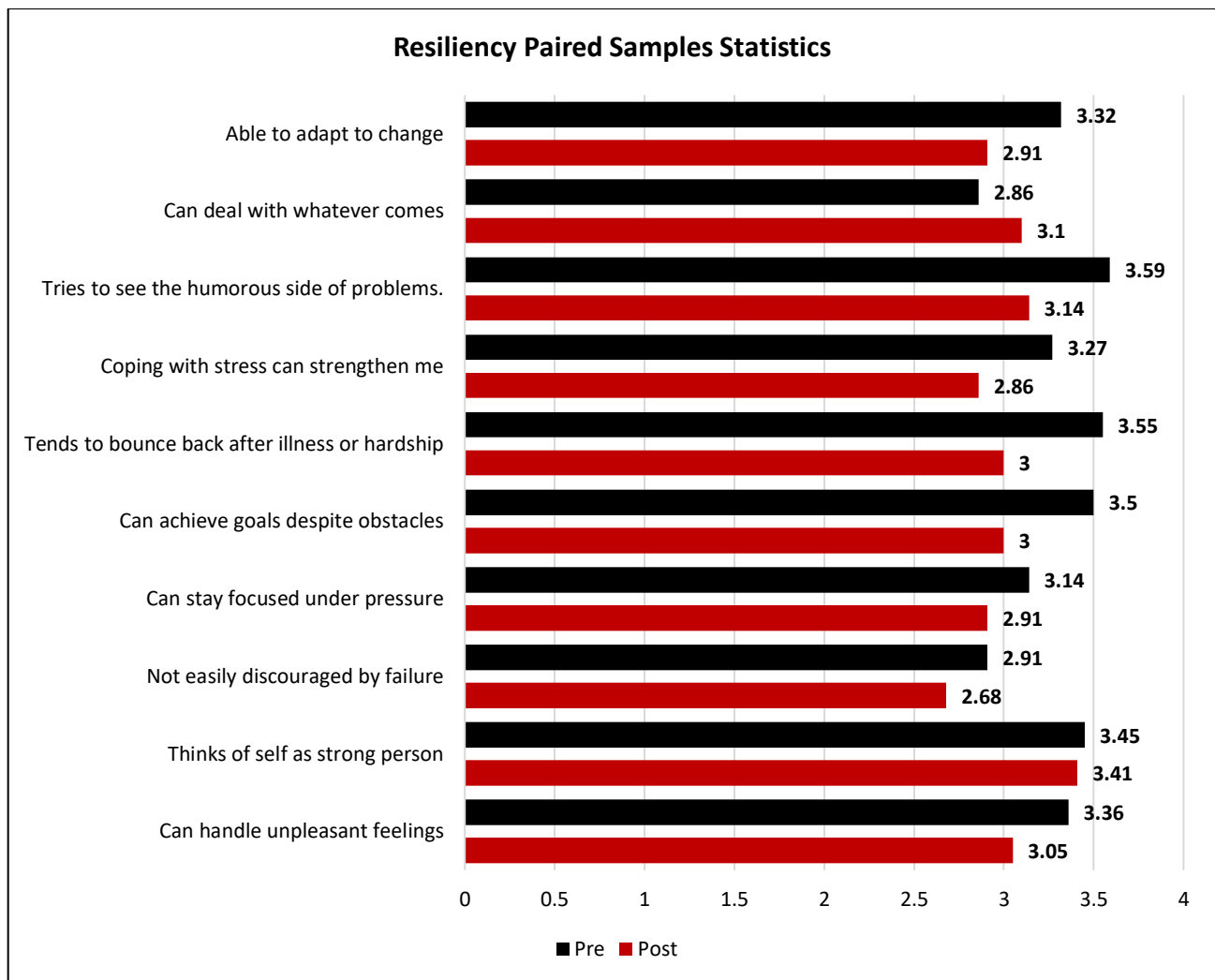
Changes in Resiliency Over Time for Experimental Group

Although not statistically significant, there was an increase in mean scores for each item on the Connor-Davidson Resiliency Scale as illustrated below for those in the Mind Matters group (with the exception of one item: “I can deal with whatever comes.”) All other items showed change in the positive direction.

PAIRED SAMPLES STATISTICS

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Connor_Davidson_1.1: Able to adapt to change	2.91	22	1.411	.301
	Connor_Davidson_1.2: Able to adapt to change	3.32	22	1.287	.274
Pair 2	Connor_Davidson_2.1: Can deal with whatever comes	3.10	21	1.044	.228
	Connor_Davidson_2.2: Can deal with whatever comes	2.86	21	1.153	.252
Pair 3	Connor_Davidson_3.1: Tries to see the humorous side of problems.	3.14	22	1.125	.240
	Connor_Davidson_3.2: Tries to see the humorous side of problems.	3.59	22	1.008	.215

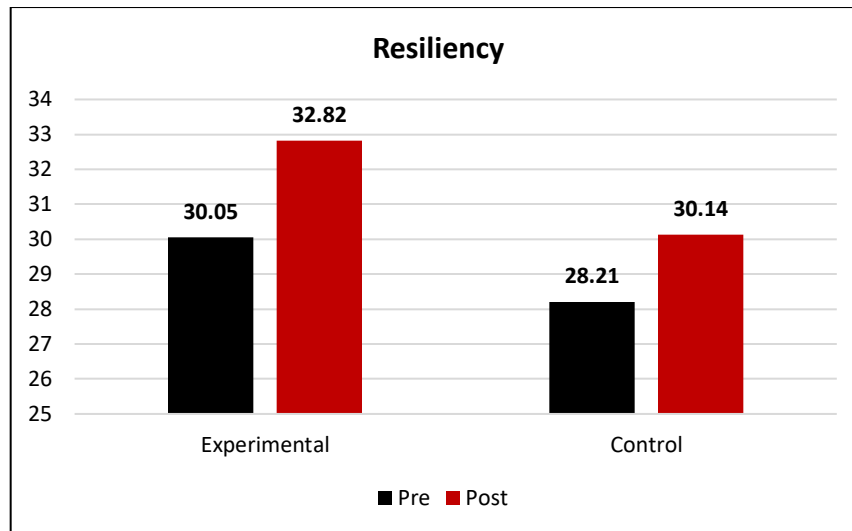
Pair 4	Connor_Davidson_4.1: Coping with stress can strengthen me	2.86	22	1.320	.281
	Connor_Davidson_4.2: Coping with stress can strengthen me	3.27	22	1.279	.273
Pair 5	Connor_Davidson_5.1: Tends to bounce back after illness or hardship	3.00	22	1.543	.329
	Connor_Davidson_5.2: Tends to bounce back after illness or hardship	3.55	22	1.299	.277
Pair 6	Connor_Davidson_6.1: Can achieve goals despite obstacles	3.00	22	1.234	.263
	Connor_Davidson_6.2: Can achieve goals despite obstacles	3.50	22	1.185	.253
Pair 7	Connor_Davidson_7.1: Can stay focused under pressure	2.91	22	1.342	.286
	Connor_Davidson_7.2: Can stay focused under pressure	3.14	22	1.390	.296
Pair 8	Connor_Davidson_8.1: Not easily discouraged by failure	2.68	22	1.249	.266
	Connor_Davidson_8.2: Not easily discouraged by failure	2.91	22	1.411	.301
Pair 9	Connor_Davidson_9.1: Thinks of self as strong person	3.41	22	1.469	.313
	Connor_Davidson_9.2: Thinks of self as strong person	3.45	22	1.299	.277
Pair 10	Connor_Davidson_10.1: Can handle unpleasant feelings	3.05	22	1.397	.298
	Connor_Davidson_10.2: Can handle unpleasant feelings	3.36	22	1.432	.305



Differences in Resiliency Total Score: Experimental vs Control

There was an improvement in resiliency scores for both the experimental and control groups as illustrated below. Differences were not statistically significant. This improvement in resiliency scores for both groups may reflect the impact of treatment as usual outside of Mind Matters involvement given that both groups experienced similar improvements.

	Group	Mean	Std. Deviation	N
Connor_Res.1	Experimental	30.0455	8.80193	22
	Control	28.2143	8.91997	14
	Total	29.3333	8.76682	36
Connor_Res.2	Experimental	32.8182	10.53175	22
	Control	30.1429	11.26504	14
	Total	31.7778	10.74406	36



Differences in Resiliency Post Mind Matters by Race

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
White	16	31.6250	10.94151	2.73538	25.7947	37.4553	10.00	50.00
Black or African American	8	31.3750	12.60315	4.45588	20.8385	41.9115	10.00	46.00
Bi Racial/Multi-Racial	1	32.0000	.	.	.	.	32.00	32.00
Total	25	31.5600	11.00788	2.20158	27.0162	36.1038	10.00	50.00

Differences in Resiliency Post Mind Matters by Sexuality

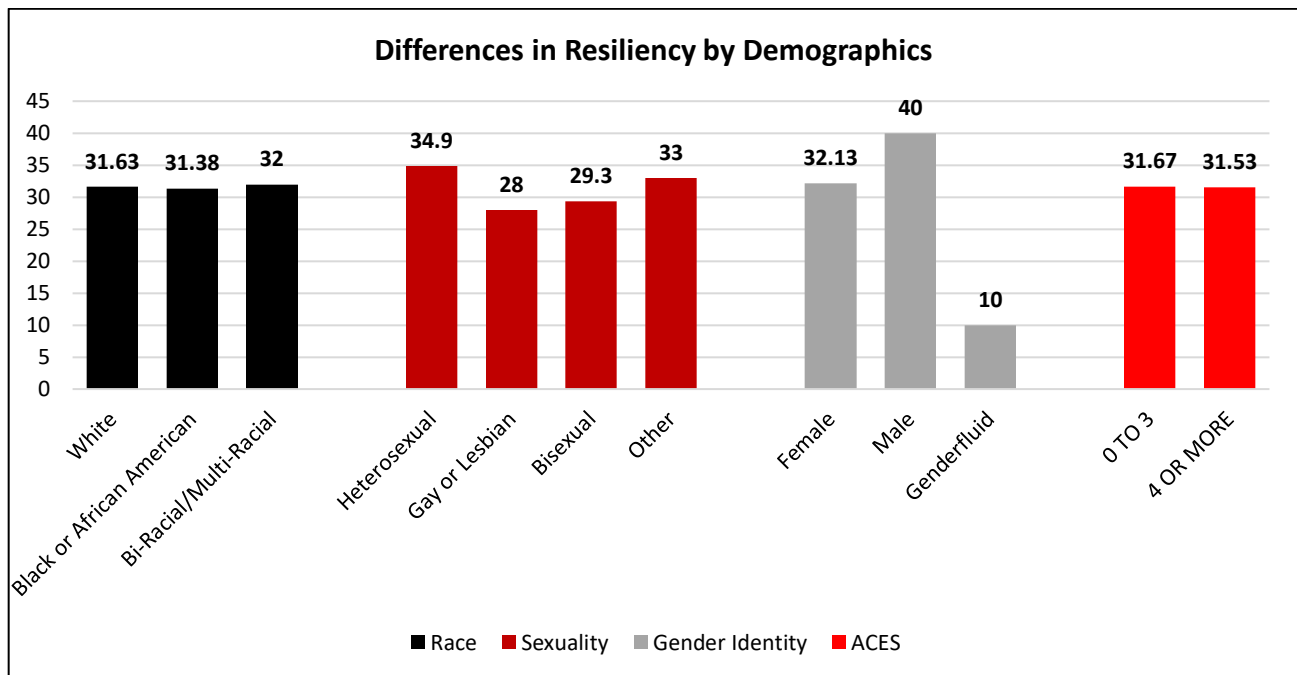
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Heterosexual	10	34.9000	12.58262	3.97897	25.8989	43.9011	10.00	50.00
Gay or Lesbian	3	28.0000	13.11488	7.57188	-4.5792	60.5792	14.00	40.00
Bisexual	10	29.3000	10.18768	3.22163	22.0122	36.5878	10.00	40.00
Other	1	33.0000	.	.	.	.	33.00	33.00
Total	24	31.6250	11.23973	2.29430	26.8789	36.3711	10.00	50.00

Differences in Resiliency Post Mind Matters by Gender

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Female	23	32.1304	10.36736	2.16174	27.6473	36.6136	10.00	50.00
Male	1	40.0000	.	.	.	.	40.00	40.00
Genderfluid	1	10.0000	.	.	.	.	10.00	10.00
Total	25	31.5600	11.00788	2.20158	27.0162	36.1038	10.00	50.00

Differences In Resiliency Post Mind Matters By Aces Groups

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0 TO 3 ACES	6	31.6667	14.12327	5.76580	16.8452	46.4881	10.00	50.00
4 OR MORE ACES	19	31.5263	10.30301	2.36367	26.5604	36.4922	10.00	49.00
Total	25	31.5600	11.00788	2.20158	27.0162	36.1038	10.00	50.00



GENERAL WELL-BEING (PEDIATRIC SYMPTOM CHECKLIST 17)

Changes in General Well-Being for Experimental Group

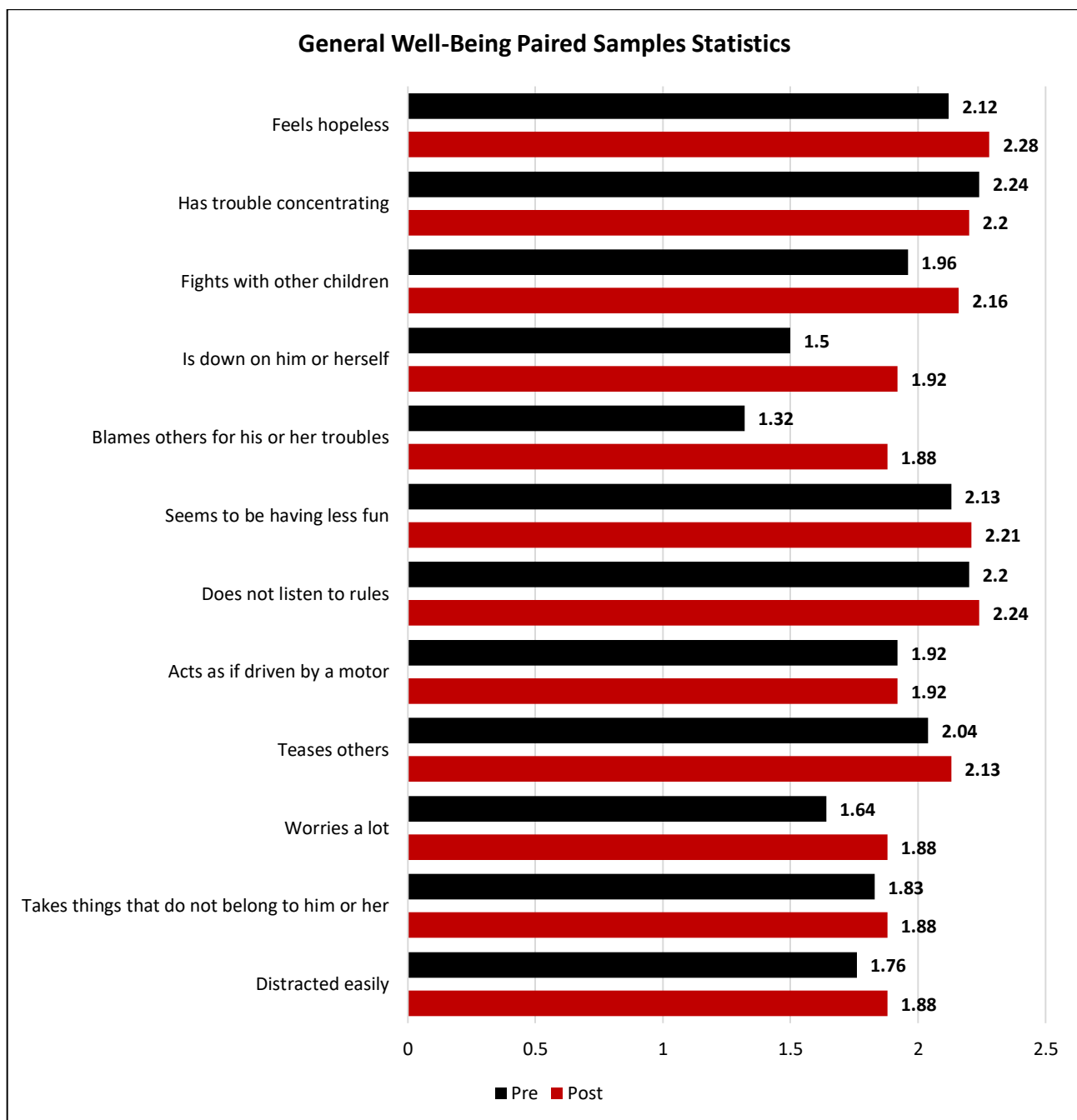
Many of the symptoms on the PSC 17 showed an increase from pre- to post-Mind Matters for the experimental group, particularly issues with sharing and understanding others' feelings (statistically significant increases). These increases are not necessarily attributable to participation in the program but may instead reflect an escalation of symptoms/behaviors associated with placement in residential care.

PAIRED SAMPLES STATISTICS

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pediatric_Symptom_Ch_1.1: Fidgety, unable to sit still	2.12	25	.781	.156
	Pediatric_Symptom_Ch_1.2: Fidgety, unable to sit still	2.28	25	.843	.169
Pair 2	Pediatric_Symptom_Ch_2.1: Feels sad, unhappy	2.24	25	.597	.119
	Pediatric_Symptom_Ch_2.2: Feels sad, unhappy	2.20	25	.707	.141
Pair 3	Pediatric_Symptom_Ch_3.1: Daydreams too much	1.96	25	.735	.147
	Pediatric_Symptom_Ch_3.2: Daydreams too much	2.16	25	.746	.149
Pair 4	Pediatric_Symptom_Ch_4.1: Refuses to share	1.50	24	.722	.147
	Pediatric_Symptom_Ch_4.2: Refuses to share	1.92	24	.830	.169
Pair 5	Pediatric_Symptom_Ch_5.1: Does not understand other people's feelings	1.32	25	.476	.095
	Pediatric_Symptom_Ch_5.2: Does not understand other people's feelings	1.88	25	.781	.156
Pair 6	Pediatric_Symptom_Ch_6.1: Feels hopeless	2.13	24	.741	.151
	Pediatric_Symptom_Ch_6.2: Feels hopeless	2.21	24	.509	.104
Pair 7	Pediatric_Symptom_Ch_7.1: Has trouble concentrating	2.20	25	.764	.153
	Pediatric_Symptom_Ch_7.2: Has trouble concentrating	2.24	25	.723	.145

Pair 8	Pediatric_Symptom_Ch_8.1: Fights with other children	1.92	25	.759	.152
	Pediatric_Symptom_Ch_8.2: Fights with other children	1.92	25	.702	.140
Pair 9	Pediatric_Symptom_Ch_9.1: Is down on him or herself	2.04	24	.859	.175
	Pediatric_Symptom_Ch_9.2: Is down on him or herself	2.13	24	.797	.163
Pair 10	Pediatric_Symptom_Ch_10.1: Blames others for his or her troubles	1.64	25	.757	.151
	Pediatric_Symptom_Ch_10.2: Blames others for his or her troubles	1.88	25	.927	.185
Pair 11	Pediatric_Symptom_Ch_11.1: Seems to be having less fun	1.83	24	.702	.143
	Pediatric_Symptom_Ch_11.2: Seems to be having less fun	1.88	24	.900	.184
Pair 12	Pediatric_Symptom_Ch_12.1: Does not listen to rules	1.76	25	.663	.133
	Pediatric_Symptom_Ch_12.2: Does not listen to rules	1.88	25	.781	.156
Pair 13	Pediatric_Symptom_Ch_13.1: Acts as if driven by a motor	1.60	25	.707	.141
	Pediatric_Symptom_Ch_13.2: Acts as if driven by a motor	1.80	25	.816	.163
Pair 14	Pediatric_Symptom_Ch_14.1: Teases others	1.76	25	.779	.156
	Pediatric_Symptom_Ch_14.2: Teases others	1.80	25	.816	.163
Pair 15	Pediatric_Symptom_Ch_15.1: Worries a lot	2.38	24	.770	.157
	Pediatric_Symptom_Ch_15.2: Worries a lot	2.54	24	.721	.147
Pair 16	Pediatric_Symptom_Ch_16.1: Takes things that do not belong to him or her	1.44	25	.712	.142

	Pediatric_Symptom_Ch_16.2: Takes things that do not belong to him or her	1.72	25	.792	.158
Pair 17	Pediatric_Symptom_Ch_17.1: Distracted easily	2.16	25	.746	.149
	Pediatric_Symptom_Ch_17.2: Distracted easily	2.44	25	.768	.154



PAIRED SAMPLES TEST

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	Pediatric_Symptom_Ch_1.1: Fidgety, unable to sit still - Pediatric_Symptom_Ch_1.2: Fidgety, unable to sit still	-.160	1.068	.214	-.601 .281	-.749	24	.461
Pair 2	Pediatric_Symptom_Ch_2.1: Feels sad, unhappy - Pediatric_Symptom_Ch_2.2: Feels sad, unhappy	.040	.735	.147	-.263 .343	.272	24	.788
Pair 3	Pediatric_Symptom_Ch_3.1: Daydreams too much - Pediatric_Symptom_Ch_3.2: Daydreams too much	-.200	.764	.153	-.515 .115	-1.309	24	.203
Pair 4	Pediatric_Symptom_Ch_4.1: Refuses to share - Pediatric_Symptom_Ch_4.2: Refuses to share	-.417	.974	.199	-.828 -.005	-2.095	23	.047
Pair 5	Pediatric_Symptom_Ch_5.1: Does not understand other people's feelings - Pediatric_Symptom_Ch_5.2: Does not understand other people's feelings	-.560	.712	.142	-.854 -.266	-3.934	24	.001

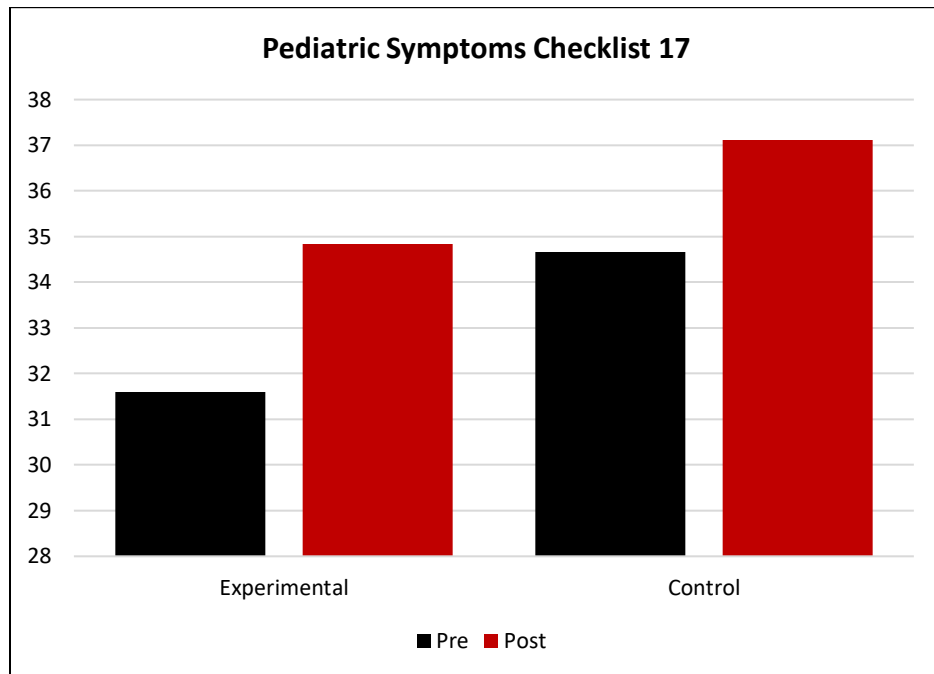
Pair 6	Pediatric_Symptom_ Ch_6.1: Feels hopeless - Pediatric_Symptom_ Ch_6.2: Feels hopeless	-.083	.654	.133	-.359	.193	-.624	23	.539
Pair 7	Pediatric_Symptom_ Ch_7.1: Has trouble concentrating - Pediatric_Symptom_ Ch_7.2: Has trouble concentrating	-.040	.735	.147	-.343	.263	-.272	24	.788
Pair 8	Pediatric_Symptom_ Ch_8.1: Fights with other children - Pediatric_Symptom_ Ch_8.2: Fights with other children	.000	.816	.163	-.337	.337	.000	24	1.000
Pair 9	Pediatric_Symptom_ Ch_9.1: Is down on him or herself - Pediatric_Symptom_ Ch_9.2: Is down on him or herself	-.083	.929	.190	-.475	.309	-.440	23	.664
Pair 10	Pediatric_Symptom_ Ch_10.1: Blames others for his or her troubles - Pediatric_Symptom_ Ch_10.2: Blames others for his or her troubles	-.240	.926	.185	-.622	.142	-1.297	24	.207
Pair 11	Pediatric_Symptom_ Ch_11.1: Seems to be having less fun - Pediatric_Symptom_ Ch_11.2: Seems to be having less fun	-.042	.751	.153	-.359	.275	-.272	23	.788

Pair 12	Pediatric_Symptom_ Ch_12.1: Does not listen to rules - Pediatric_Symptom_ Ch_12.2: Does not listen to rules	-.120	.666	.133	-.395	.155	-.901	24	.376
Pair 13	Pediatric_Symptom_ Ch_13.1: Acts as if driven by a motor - Pediatric_Symptom_ Ch_13.2: Acts as if driven by a motor	-.200	.707	.141	-.492	.092	-1.414	24	.170
Pair 14	Pediatric_Symptom_ Ch_14.1: Teases others - Pediatric_Symptom_ Ch_14.2: Teases others	-.040	.735	.147	-.343	.263	-.272	24	.788
Pair 15	Pediatric_Symptom_ Ch_15.1: Worries a lot - Pediatric_Symptom_ Ch_15.2: Worries a lot	-.167	.637	.130	-.436	.102	-1.282	23	.213
Pair 16	Pediatric_Symptom_ Ch_16.1: Takes things that do not belong to him or her - Pediatric_Symptom_ Ch_16.2: Takes things that do not belong to him or her	-.280	1.021	.204	-.702	.142	-1.371	24	.183
Pair 17	Pediatric_Symptom_ Ch_17.1: Distracted easily - Pediatric_Symptom_ Ch_17.2: Distracted easily	-.280	.843	.169	-.628	.068	-1.661	24	.110

Differences in PSC 17 Total Score: Experimental vs Control

There is an increase in PSC 17 scores for both the experimental and control group, indicating an increase in general symptoms associated with internalizing, externalizing, and attention behaviors. This increase in symptoms may be related to the residential treatment milieu for many of the youth or the impact of placement in out of home care.

	Group	Mean	Std. Deviation	N
PSC17_TotalScore.1	Experimental	31.6000	8.02600	25
	Control	34.6667	4.86282	18
	Total	32.8837	6.98028	43
PSC17_TotalScore.2	Experimental	34.8400	9.08607	25
	Control	37.1111	7.24276	18
	Total	35.7907	8.34825	43



TESTS OF WITHIN-SUBJECTS CONTRASTS

Measure: MEASURE_1

Source	factor1	Type III Sum of Squares	df	Mean Square	F	Sig.
factor1	Linear	169.079	1	169.079	4.870	.033
factor1 * Group	Linear	3.312	1	3.312	.095	.759
Error(factor1)	Linear	1423.502	41	34.720		

Attention Sub-Scale

Attention sub-scale scores remain approximately the same for both groups.

	Group	Mean	Std. Deviation	N
Attention.1	Experimental	10.0400	2.79106	25
	Control	11.2778	2.32140	18
	Total	10.5581	2.64847	43
Attention.2	Experimental	10.9200	2.98496	25
	Control	11.7222	2.60781	18
	Total	11.2558	2.82921	43

Internalizing

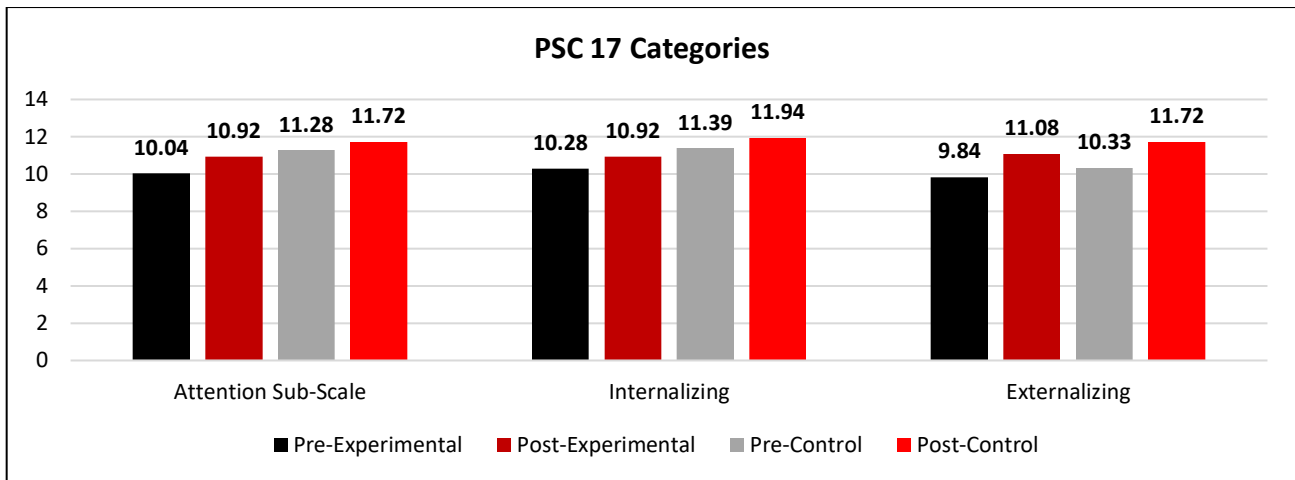
Internalizing scores remained approximately the same for both groups.

	Group	Mean	Std. Deviation	N
Internalizing.1	Experimental	10.2800	3.03480	25
	Control	11.3889	2.22655	18
	Total	10.7442	2.75243	43
Internalizing.2	Experimental	10.9200	2.75257	25
	Control	11.9444	2.62280	18
	Total	11.3488	2.71577	43

Externalizing

Externalizing behaviors increased for both the experimental and control groups.

	Group	Mean	Std. Deviation	N
Externalizing.1	Experimental	9.8400	2.73374	25
	Control	10.3333	2.40098	18
	Total	10.0465	2.58156	43
Externalizing.2	Experimental	11.0800	3.89358	25
	Control	11.7222	3.19569	18
	Total	11.3488	3.59155	43



Differences in PSC 17 Post-Mind Matters Change by Race

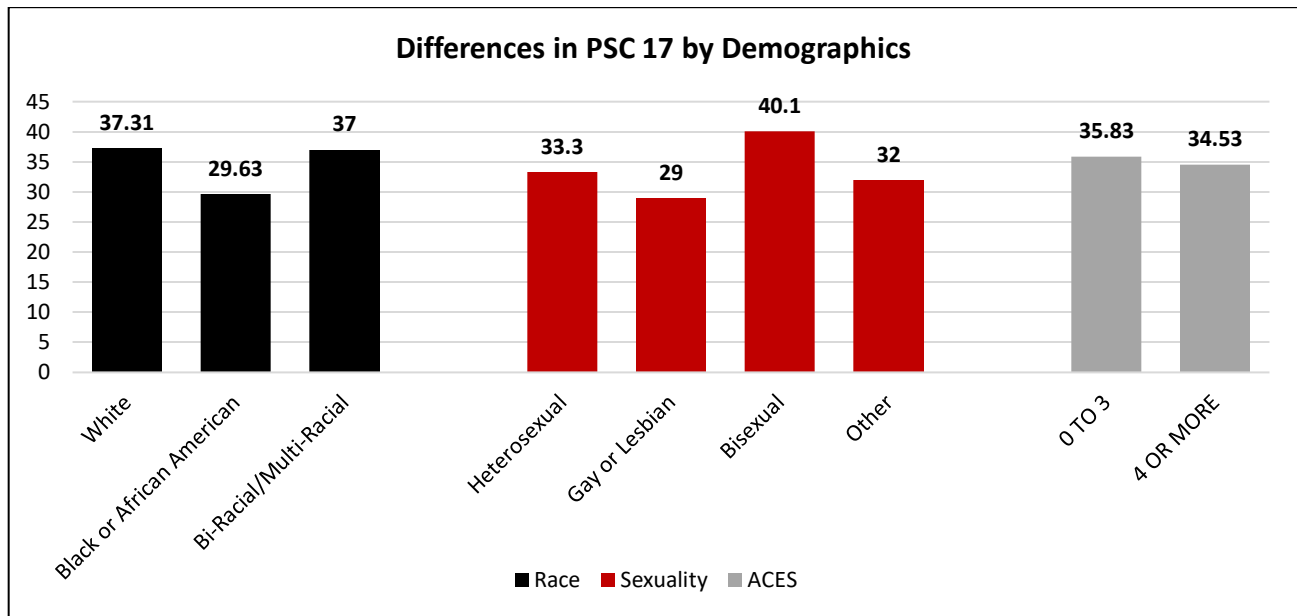
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
White	16	37.3125	6.50865	1.62716	33.8443	40.7807	26.00	47.00
Black or African American	8	29.6250	12.10593	4.28009	19.5042	39.7458	18.00	51.00
Bi Racial/Multi-Racial	1	37.0000	.	.	.	.	37.00	37.00
Total	25	34.8400	9.08607	1.81721	31.0895	38.5905	18.00	51.00

Differences in PSC 17 Post-Mind Matters by Sexuality

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Heterosexual	10	33.3000	9.88883	3.12712	26.2260	40.3740	19.00	51.00
Gay or Lesbian	3	29.0000	6.08276	3.51188	13.8896	44.1104	22.00	33.00
Bisexual	10	40.1000	6.08185	1.92325	35.7493	44.4507	29.00	47.00
Other	1	32.0000	.	.	.	.	32.00	32.00
Total	24	35.5417	8.56169	1.74765	31.9264	39.1570	19.00	51.00

Differences in PSC 17 Post-Mind Matters by ACES Groups

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0 TO 3 ACES	6	35.8333	13.81907	5.64161	21.3311	50.3356	18.00	51.00
4 OR MORE ACES	19	34.5263	7.52306	1.72591	30.9003	38.1523	19.00	47.00
Total	25	34.8400	9.08607	1.81721	31.0895	38.5905	18.00	51.00



EMOTIONAL REGULATION

Changes in Emotional Regulation for Experimental Group

There was a significant change in the rating of “I pay attention to how I feel” (indicated in red). There was a significant trend in items: “When upset take time to figure out how I feel” and “When upset I lose control over my behavior” (indicated in blue). Based on reverse scoring of items and lower scores being indicative of better emotional regulation, changes were in the desired direction for those receiving Mind Matters on these specific items.

PAIRED SAMPLES STATISTICS

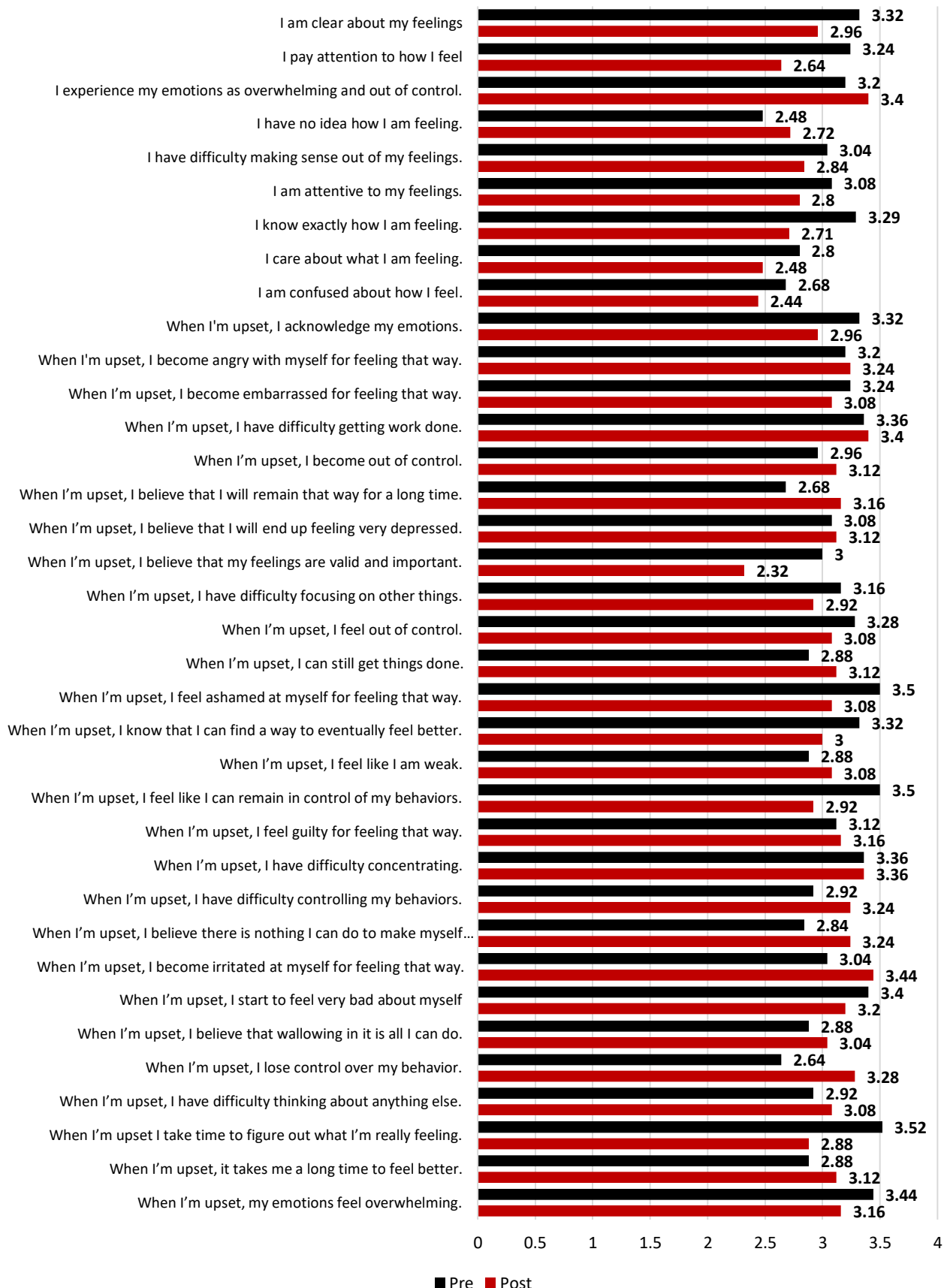
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	DERS_1.1: I am clear about my feelings	3.32	25	1.215	.243
	DERS_1.2: I am clear about my feelings	2.96	25	1.060	.212
Pair 2	DERS_2.1: I pay attention to how I feel	3.24	25	1.165	.233
	DERS_2.2: I pay attention to how I feel	2.64	25	1.114	.223
Pair 3	DERS_3.1: I experience my emotions as overwhelming and out of control.	3.20	25	1.384	.277
	DERS_3.2: I experience my emotions as overwhelming and out of control.	3.40	25	1.354	.271
Pair 4	DERS_4.1: I have no idea how I am feeling.	2.48	25	1.358	.272
	DERS_4.2: I have no idea how I am feeling.	2.72	25	1.487	.297
Pair 5	DERS_5.1: I have difficulty making sense out of my feelings.	3.04	25	1.274	.255
	DERS_5.2: I have difficulty making sense out of my feelings.	2.84	25	1.491	.298
Pair 6	DERS_6.1: I am attentive to my feelings.	3.08	25	1.222	.244
	DERS_6.2: I am attentive to my feelings.	2.80	25	1.354	.271
Pair 7	DERS_7.1: I know exactly how I am feeling.	3.29	24	1.398	.285
	DERS_7.2: I know exactly how I am feeling.	2.71	24	1.334	.272
Pair 8	DERS_8.1: I care about what I am feeling.	2.80	25	1.414	.283
	DERS_8.2: I care about what I am feeling.	2.48	25	1.358	.272
Pair 9	DERS_9.1: I am confused about how I feel.	2.68	25	1.282	.256
	DERS_9.2: I am confused about how I feel.	2.44	25	1.294	.259
Pair 10	DERS_10.1: When I'm upset, I acknowledge my emotions.	3.32	25	1.406	.281
	DERS_10.2: When I'm upset, I acknowledge my emotions.	2.96	25	1.306	.261
Pair 11	DERS_11.1: When I'm upset, I become angry with myself for feeling that way.	3.20	25	1.607	.321
	DERS_11.2: When I'm upset, I become angry with myself for feeling that way.	3.24	25	1.393	.279
Pair 12	DERS_12.1: When I'm upset, I become embarrassed for feeling that way.	3.24	25	1.615	.323
	DERS_12.2: When I'm upset, I become embarrassed for feeling that way.	3.08	25	1.605	.321
Pair 13	DERS_13.1: When I'm upset, I have difficulty getting work done.	3.36	25	1.578	.316

	DERS_13.2: When I'm upset, I have difficulty getting work done.	3.40	25	1.528	.306
Pair 14	DERS_14.1: When I'm upset, I become out of control.	2.96	25	1.485	.297
	DERS_14.2: When I'm upset, I become out of control.	3.12	25	1.641	.328
Pair 15	DERS_15.1: When I'm upset, I believe that I will remain that way for a long time.	2.68	25	1.492	.298
	DERS_15.2: When I'm upset, I believe that I will remain that way for a long time.	3.16	25	1.405	.281
Pair 16	DERS_16.1: When I'm upset, I believe that I will end up feeling very depressed.	3.08	25	1.778	.356
	DERS_16.2: When I'm upset, I believe that I will end up feeling very depressed.	3.12	25	1.590	.318
Pair 17	DERS_17.1: When I'm upset, I believe that my feelings are valid and important.	3.00	25	1.633	.327
	DERS_17.2: When I'm upset, I believe that my feelings are valid and important.	2.32	25	1.345	.269
Pair 18	DERS_18.1: When I'm upset, I have difficulty focusing on other things.	3.16	25	1.599	.320
	DERS_18.2: When I'm upset, I have difficulty focusing on other things.	2.92	25	1.631	.326
Pair 19	DERS_19.1: When I'm upset, I feel out of control.	3.28	25	1.671	.334
	DERS_19.2: When I'm upset, I feel out of control.	3.08	25	1.706	.341
Pair 20	DERS_20.1: When I'm upset, I can still get things done.	2.88	25	1.453	.291
	DERS_20.2: When I'm upset, I can still get things done.	3.12	25	1.481	.296
Pair 21	DERS_21.1: When I'm upset, I feel ashamed at myself for feeling that way.	3.50	24	1.615	.330
	DERS_21.2: When I'm upset, I feel ashamed at myself for feeling that way.	3.08	24	1.586	.324
Pair 22	DERS_22.1: When I'm upset, I know that I can find a way to eventually feel better.	3.32	25	1.282	.256
	DERS_22.2: When I'm upset, I know that I can find a way to eventually feel better.	3.00	25	1.384	.277
Pair 23	DERS_23.1: When I'm upset, I feel like I am weak.	2.88	25	1.563	.313
	DERS_23.2: When I'm upset, I feel like I am weak.	3.08	25	1.605	.321
Pair 24	DERS_24.1: When I'm upset, I feel like I can remain in control of my behaviors.	3.50	24	1.445	.295

	DERS_24.2: When I'm upset, I feel like I can remain in control of my behaviors.	2.92	24	1.501	.306
Pair 25	DERS_25.1: When I'm upset, I feel guilty for feeling that way.	3.12	25	1.536	.307
	DERS_25.2: When I'm upset, I feel guilty for feeling that way.	3.16	25	1.573	.315
Pair 26	DERS_26.1: When I'm upset, I have difficulty concentrating.	3.36	25	1.524	.305
	DERS_26.2: When I'm upset, I have difficulty concentrating.	3.36	25	1.655	.331
Pair 27	DERS_27.1: When I'm upset, I have difficulty controlling my behaviors.	2.92	25	1.681	.336
	DERS_27.2: When I'm upset, I have difficulty controlling my behaviors.	3.24	25	1.589	.318
Pair 28	DERS_28.1: When I'm upset, I believe there is nothing I can do to make myself feel better.	2.84	25	1.405	.281
	DERS_28.2: When I'm upset, I believe there is nothing I can do to make myself feel better.	3.24	25	1.589	.318
Pair 29	DERS_29.1: When I'm upset, I become irritated at myself for feeling that way.	3.04	25	1.457	.291
	DERS_29.2: When I'm upset, I become irritated at myself for feeling that way.	3.44	25	1.635	.327
Pair 30	DERS_30.1: When I'm upset, I start to feel very bad about myself	3.40	25	1.607	.321
	DERS_30.2: When I'm upset, I start to feel very bad about myself	3.20	25	1.683	.337
Pair 31	DERS_31.1: When I'm upset, I believe that wallowing in it is all I can do.	2.88	25	1.641	.328
	DERS_31.2: When I'm upset, I believe that wallowing in it is all I can do.	3.04	25	1.594	.319
Pair 32	DERS_32.1: When I'm upset, I lose control over my behavior.	2.64	25	1.578	.316
	DERS_32.2: When I'm upset, I lose control over my behavior.	3.28	25	1.542	.308
Pair 33	DERS_33.1: When I'm upset, I have difficulty thinking about anything else.	2.92	25	1.352	.270
	DERS_33.2: When I'm upset, I have difficulty thinking about anything else.	3.08	25	1.441	.288
Pair 34	DERS_34.1: When I'm upset I take time to figure out what I'm really feeling.	3.52	25	1.418	.284

	DERS_34.2: When I'm upset I take time to figure out what I'm really feeling.	2.88	25	1.424	.285
Pair 35	DERS_35.1: When I'm upset, it takes me a long time to feel better.	2.88	25	1.536	.307
	DERS_35.2: When I'm upset, it takes me a long time to feel better.	3.12	25	1.394	.279
Pair 36	DERS_36.1: When I'm upset, my emotions feel overwhelming.	3.44	25	1.502	.300
	DERS_36.2: When I'm upset, my emotions feel overwhelming.	3.16	25	1.599	.320

Emotional Regulation Paired Samples Statistics



PAIRED SAMPLES TEST

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	DERS_1.1: I am clear about my feelings - DERS_1.2: I am clear about my feelings	.360	1.655	.331	-.323	1.043	1.087	24	.288
Pair 2	DERS_2.1: I pay attention to how I feel - DERS_2.2: I pay attention to how I feel	.600	1.414	.283	.016	1.184	2.121	24	.044
Pair 3	DERS_3.1: I experience my emotions as overwhelming and out of control. - DERS_3.2: I experience my emotions as overwhelming and out of control.	-.200	2.062	.412	-1.051	.651	-.485	24	.632
Pair 4	DERS_4.1: I have no idea how I am feeling. - DERS_4.2: I have no idea how I am feeling.	-.240	1.877	.375	-1.015	.535	-.639	24	.529
Pair 5	DERS_5.1: I have difficulty making sense out of my feelings. - DERS_5.2: I have difficulty making sense out of my feelings.	.200	1.555	.311	-.442	.842	.643	24	.526
Pair 6	DERS_6.1: I am attentive to my feelings. - DERS_6.2: I am attentive to my feelings.	.280	1.696	.339	-.420	.980	.825	24	.417
Pair 7	DERS_7.1: I know exactly how I am feeling. - DERS_7.2: I know exactly how I am feeling.	.583	2.041	.417	-.279	1.445	1.400	23	.175

Pair 8	DERS_8.1: I care about what I am feeling. - DERS_8.2: I care about what I am feeling.	.320	1.249	.250	-.196	.836	1.281	24	.212
Pair 9	DERS_9.1: I am confused about how I feel. - DERS_9.2: I am confused about how I feel.	.240	1.763	.353	-.488	.968	.681	24	.503
Pair 10	DERS_10.1: When I'm upset, I acknowledge my emotions. - DERS_10.2: When I'm upset, I acknowledge my emotions.	.360	1.578	.316	-.291	1.011	1.141	24	.265
Pair 11	DERS_11.1: When I'm upset, I become angry with myself for feeling that way. - DERS_11.2: When I'm upset, I become angry with myself for feeling that way.	-.040	1.837	.367	-.798	.718	-.109	24	.914
Pair 12	DERS_12.1: When I'm upset, I become embarrassed for feeling that way. - DERS_12.2: When I'm upset, I become embarrassed for feeling that way.	.160	1.625	.325	-.511	.831	.492	24	.627
Pair 13	DERS_13.1: When I'm upset, I have difficulty getting work done. - DERS_13.2: When I'm upset, I have difficulty getting work done.	-.040	1.457	.291	-.641	.561	-.137	24	.892
Pair 14	DERS_14.1: When I'm upset, I become out of control. - DERS_14.2: When I'm upset, I become out of control.	-.160	2.014	.403	-.991	.671	-.397	24	.695

Pair 15	DERS_15.1: When I'm upset, I believe that I will remain that way for a long time. - DERS_15.2: When I'm upset, I believe that I will remain that way for a long time.	-.480	1.917	.383	-1.271	.311	-1.252	24	.223
Pair 16	DERS_16.1: When I'm upset, I believe that I will end up feeling very depressed. - DERS_16.2: When I'm upset, I believe that I will end up feeling very depressed.	-.040	2.031	.406	-.878	.798	-.098	24	.922
Pair 17	DERS_17.1: When I'm upset, I believe that my feelings are valid and important. - DERS_17.2: When I'm upset, I believe that my feelings are valid and important.	.680	1.701	.340	-.022	1.382	1.999	24	.057
Pair 18	DERS_18.1: When I'm upset, I have difficulty focusing on other things. - DERS_18.2: When I'm upset, I have difficulty focusing on other things.	.240	1.943	.389	-.562	1.042	.618	24	.543
Pair 19	DERS_19.1: When I'm upset, I feel out of control. - DERS_19.2: When I'm upset, I feel out of control.	.200	1.893	.379	-.581	.981	.528	24	.602
Pair 20	DERS_20.1: When I'm upset, I can still get things done. - DERS_20.2: When I'm upset, I can still get things done.	-.240	2.047	.409	-1.085	.605	-.586	24	.563

Pair 21	DERS_21.1: When I'm upset, I feel ashamed at myself for feeling that way. - DERS_21.2: When I'm upset, I feel ashamed at myself for feeling that way.	.417	1.976	.403	-.418	1.251	1.033	23	.312
Pair 22	DERS_22.1: When I'm upset, I know that I can find a way to eventually feel better. - DERS_22.2: When I'm upset, I know that I can find a way to eventually feel better.	.320	1.676	.335	-.372	1.012	.954	24	.349
Pair 23	DERS_23.1: When I'm upset, I feel like I am weak. - DERS_23.2: When I'm upset, I feel like I am weak.	-.200	1.936	.387	-.999	.599	-.516	24	.610
Pair 24	DERS_24.1: When I'm upset, I feel like I can remain in control of my behaviors. - DERS_24.2: When I'm upset, I feel like I can remain in control of my behaviors.	.583	1.742	.356	-.152	1.319	1.640	23	.115
Pair 25	DERS_25.1: When I'm upset, I feel guilty for feeling that way. - DERS_25.2: When I'm upset, I feel guilty for feeling that way.	-.040	1.791	.358	-.779	.699	-.112	24	.912
Pair 26	DERS_26.1: When I'm upset, I have difficulty concentrating. - DERS_26.2: When I'm upset, I have difficulty concentrating.	.000	2.021	.404	-.834	.834	.000	24	1.000

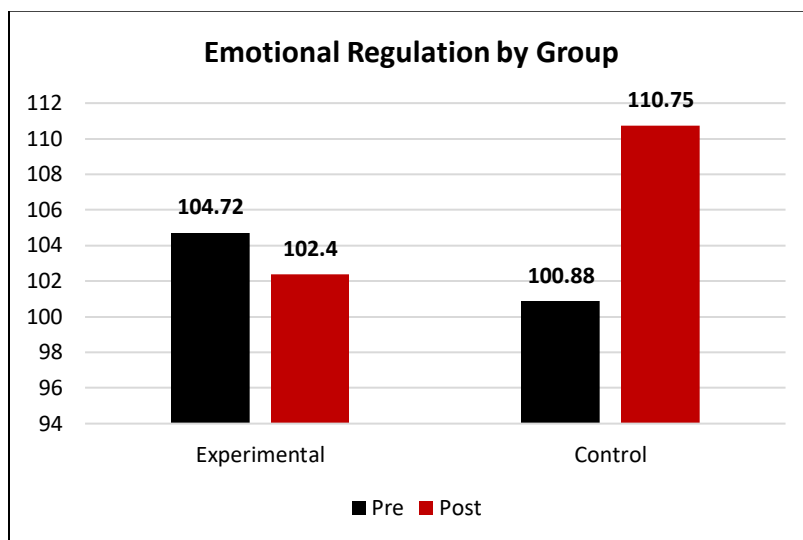
Pair 27	DERS_27.1: When I'm upset, I have difficulty controlling my behaviors. - DERS_27.2: When I'm upset, I have difficulty controlling my behaviors.	-.320	1.842	.368	-1.080	.440	-.869	24	.394
Pair 28	DERS_28.1: When I'm upset, I believe there is nothing I can do to make myself feel better. - DERS_28.2: When I'm upset, I believe there is nothing I can do to make myself feel better.	-.400	1.708	.342	-1.105	.305	-1.171	24	.253
Pair 29	DERS_29.1: When I'm upset, I become irritated at myself for feeling that way. - DERS_29.2: When I'm upset, I become irritated at myself for feeling that way.	-.400	1.756	.351	-1.125	.325	-1.139	24	.266
Pair 30	DERS_30.1: When I'm upset, I start to feel very bad about myself - DERS_30.2: When I'm upset, I start to feel very bad about myself	.200	2.141	.428	-.684	1.084	.467	24	.645
Pair 31	DERS_31.1: When I'm upset, I believe that wallowing in it is all I can do. - DERS_31.2: When I'm upset, I believe that wallowing in it is all I can do.	-.160	2.014	.403	-.991	.671	-.397	24	.695

Pair 32	DERS_32.1: When I'm upset, I lose control over my behavior. - DERS_32.2: When I'm upset, I lose control over my behavior.	-.640	1.630	.326	-1.313	.033	-1.963	24	.061
Pair 33	DERS_33.1: When I'm upset, I have difficulty thinking about anything else. - DERS_33.2: When I'm upset, I have difficulty thinking about anything else.	-.160	1.375	.275	-.727	.407	-.582	24	.566
Pair 34	DERS_34.1: When I'm upset I take time to figure out what I'm really feeling. - DERS_34.2: When I'm upset I take time to figure out what I'm really feeling.	.640	1.729	.346	-.074	1.354	1.851	24	.077
Pair 35	DERS_35.1: When I'm upset, it takes me a long time to feel better. - DERS_35.2: When I'm upset, it takes me a long time to feel better.	-.240	2.314	.463	-1.195	.715	-.518	24	.609
Pair 36	DERS_36.1: When I'm upset, my emotions feel overwhelming. - DERS_36.2: When I'm upset, my emotions feel overwhelming.	.280	2.264	.453	-.655	1.215	.618	24	.542

Differences in Emotional Regulation Total Score: Experimental vs Control

There was no significant change in the emotional regulation scores for either group, although the control group scores increased pre- to post- (100 to 110) while the experimental group scores decreased slightly (104 to 102). This trend is in the desired direction, as higher scores are indicative of more problems with emotional regulation. Those in the Mind Matters group had less difficulty with emotional regulation than those in the control group.

	Group	Mean	Std. Deviation	N
DersTOT.1	Experimental	104.7200	25.72210	25
	Control	100.8750	23.82960	16
	Total	103.2195	24.76945	41
DersTOT.2	Experimental	102.4000	27.45754	25
	Control	110.7500	18.88032	16
	Total	105.6585	24.55668	41



Differences in Emotional Regulation Post-Mind Matters by Race

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
White	16	110.2500	22.15852	5.53963	98.4426	122.0574	71.00	142.00
Black or African American	8	86.7500	33.34559	11.78945	58.8724	114.6276	53.00	133.00
Bi Racial/Multi-Racial	1	102.0000	.	.	.	.	102.00	102.00
Total	25	102.4000	27.45754	5.49151	91.0661	113.7339	53.00	142.00

Differences in Emotional Regulation Post-Mind Matters by Sexuality

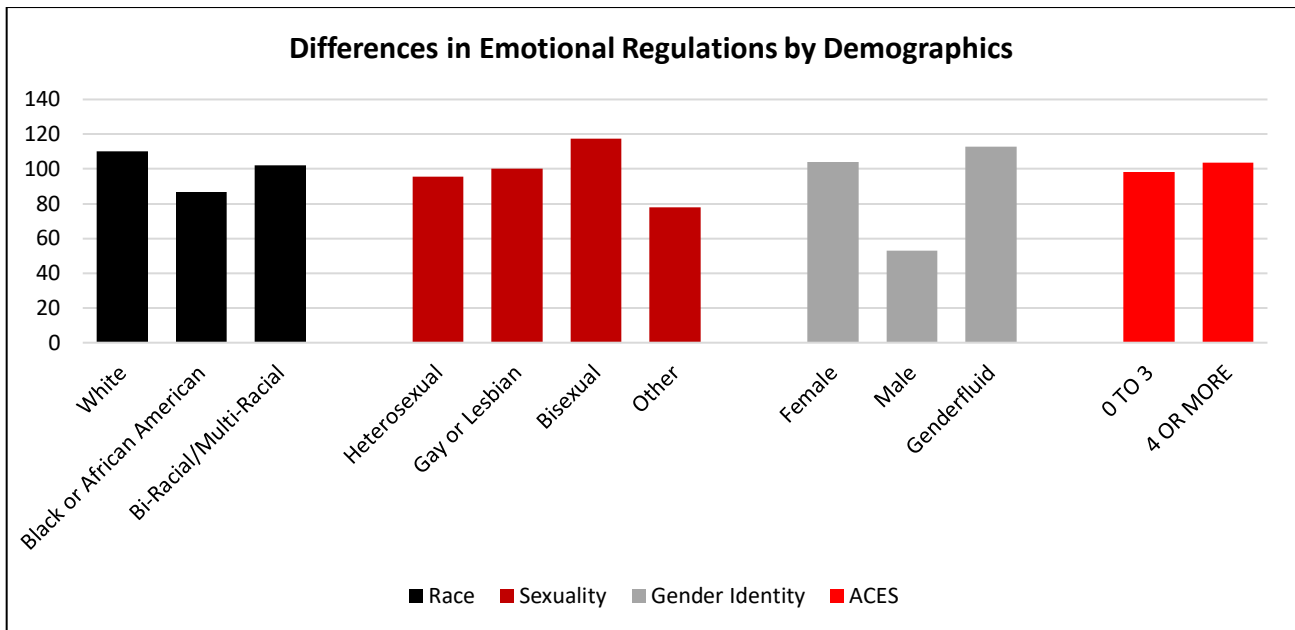
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Heterosexual	10	95.4000	27.43153	8.67461	75.7767	115.0233	54.00	133.00
Gay or Lesbian	3	100.0000	41.79713	24.13158	-3.8298	203.8298	53.00	133.00
Bisexual	10	117.4000	15.39264	4.86758	106.3888	128.4112	93.00	142.00
Other	1	78.0000	.	.	.	.	78.00	78.00
Total	24	104.4167	26.08834	5.32526	93.4005	115.4328	53.00	142.00

Differences in Emotional Regulation Post-Mind Matters by Gender

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Female	23	104.0870	26.52257	5.53034	92.6177	115.5562	54.00	142.00
Male	1	53.0000	.	.	.	.	53.00	53.00
Genderfluid	1	113.0000	.	.	.	.	113.00	113.00
Total	25	102.4000	27.45754	5.49151	91.0661	113.7339	53.00	142.00

Differences in Emotional Regulation Post-Mind Matters by ACES Groups

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0 TO 3 ACES	6	98.1667	31.28205	12.77084	65.3382	130.9952	54.00	132.00
4 OR MORE ACES	19	103.7368	26.93581	6.17950	90.7542	116.7195	53.00	142.00
Total	25	102.4000	27.45754	5.49151	91.0661	113.7339	53.00	142.00



SOCIAL COMPETENCE

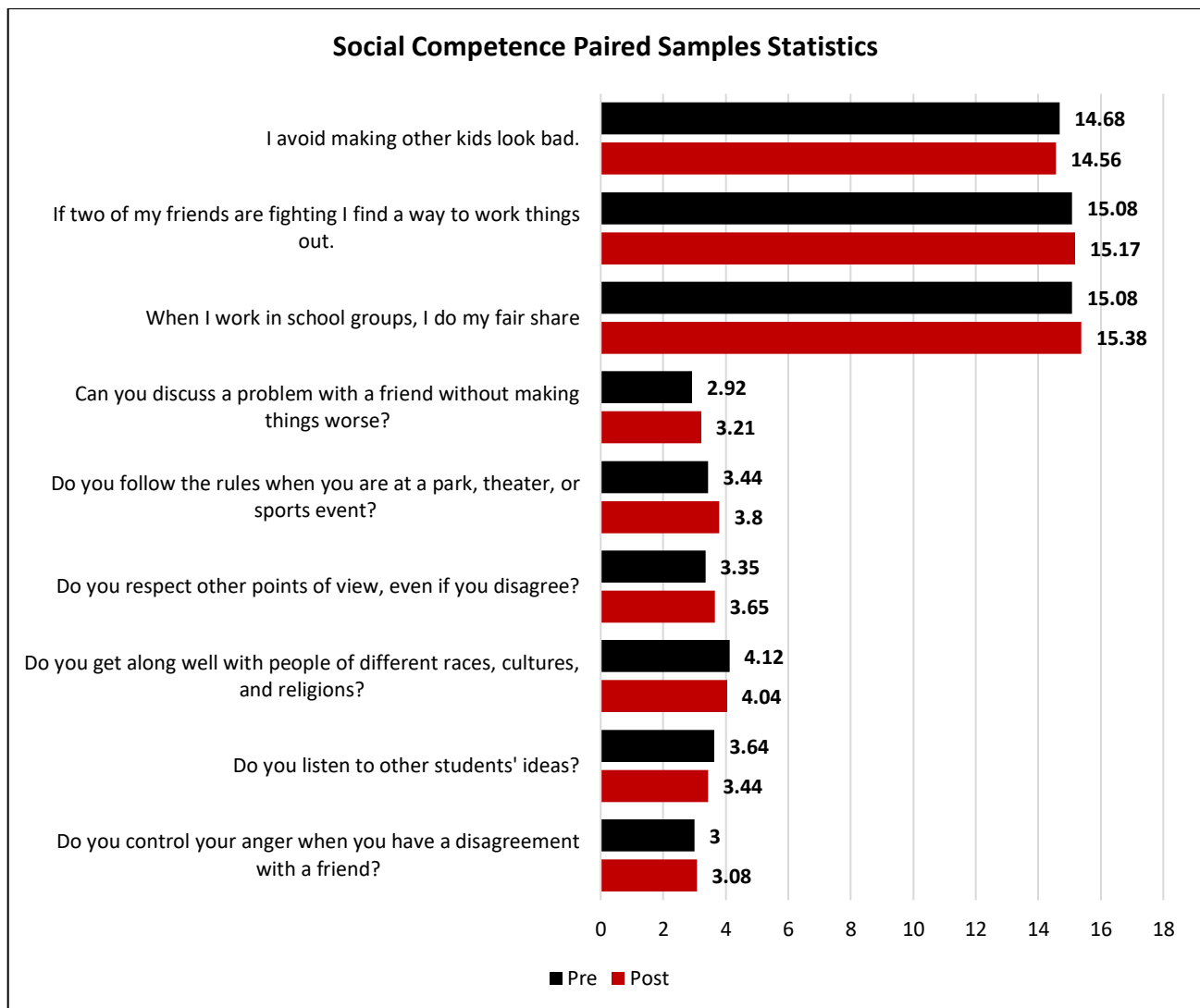
Changes in Social Competence for Experimental Group

There were no significant differences or trends in specific dimensions of social competence for the experimental group post-Mind Matters, although most mean scores move slightly toward the desired direction.

PAIRED SAMPLES STATISTICS

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	SCS_1.1: I avoid making other kids look bad.	14.68	25	1.435	.287
	SCS_1.2: I avoid making other kids look bad.	14.56	25	1.261	.252
Pair 2	SCS_2.1: If two of my friends are fighting I find a way to work things out.	15.08	24	1.692	.345
	SCS_2.2: If two of my friends are fighting I find a way to work things out.	15.17	24	1.239	.253
Pair 3	SCS_3.1: When I work in school groups, I do my fair share	15.08	24	1.349	.275
	SCS_3.2: When I work in school groups, I do my fair share	15.38	24	.970	.198

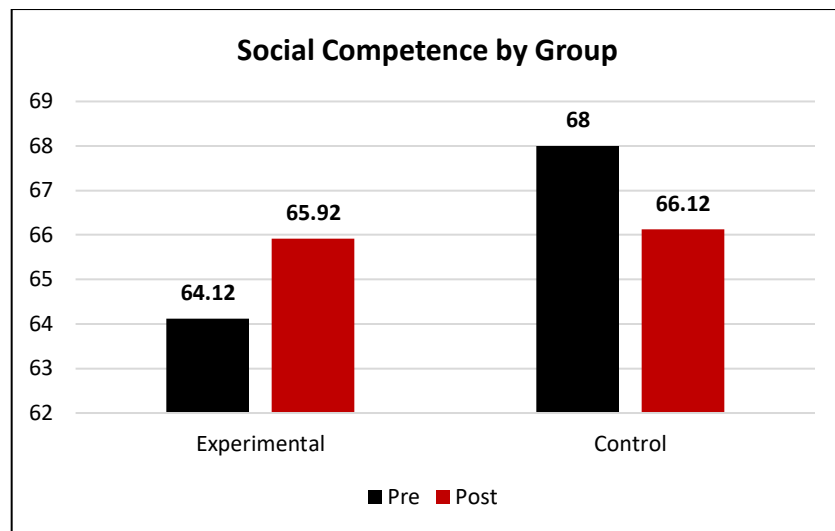
Pair 4	SCS_4.1: - Can you discuss a problem with a friend without making things worse?	2.92	24	1.283	.262
	SCS_4.2: - Can you discuss a problem with a friend without making things worse?	3.21	24	.977	.199
Pair 5	SCS_5.1: - Do you follow the rules when you are at a park, theater, or sports event?	3.44	25	1.417	.283
	SCS_5.2: - Do you follow the rules when you are at a park, theater, or sports event?	3.80	25	.913	.183
Pair 6	SCS_6.1: - Do you respect other points of view, even if you disagree?	3.35	23	1.301	.271
	SCS_6.2: - Do you respect other points of view, even if you disagree?	3.65	23	1.071	.223
Pair 7	SCS_1.0.1: - Do you get along well with people of different races, cultures, and religions?	4.12	25	1.166	.233
	SCS_1.0.2: - Do you get along well with people of different races, cultures, and religions?	4.04	25	1.172	.234
Pair 8	SCS_2.0.1: - Do you listen to other students' ideas?	3.64	25	1.186	.237
	SCS_2.0.2: - Do you listen to other students' ideas?	3.44	25	1.121	.224
Pair 9	SCS_3.0.1: - Do you control your anger when you have a disagreement with a friend?	3.00	24	1.319	.269
	SCS_3.0.2: - Do you control your anger when you have a disagreement with a friend?	3.08	24	1.018	.208



Differences in Social Competence Total Score: Experimental vs Control

There was a slight increase in social competence for those in the experimental group (64 to 65) from pre to post, while there was a decrease in social competence scores for the control group (68 to 66). Differences were not statistically significant due to small sample size.

	Group	Mean	Std. Deviation	N
SCS_TOT.1	Experimental	64.1200	9.09817	25
	Control	68.0000	6.24500	17
	Total	65.6905	8.20912	42
SCS_TOT.2	Experimental	65.9200	7.69155	25
	Control	66.1176	11.02204	17
	Total	66.0000	9.05808	42



Differences in Social Competence Post-Mind Matters by Race

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
White	16	66.1875	7.40467	1.85117	62.2418	70.1332	46.00	78.00
Black or African American	8	65.5000	9.21179	3.25686	57.7987	73.2013	53.00	77.00
Bi Racial/Multi-Racial	1	65.0000	.	.	.	.	65.00	65.00
Total	25	65.9200	7.69155	1.53831	62.7451	69.0949	46.00	78.00

Differences in Social Competence Post-Mind Matters by Sexuality

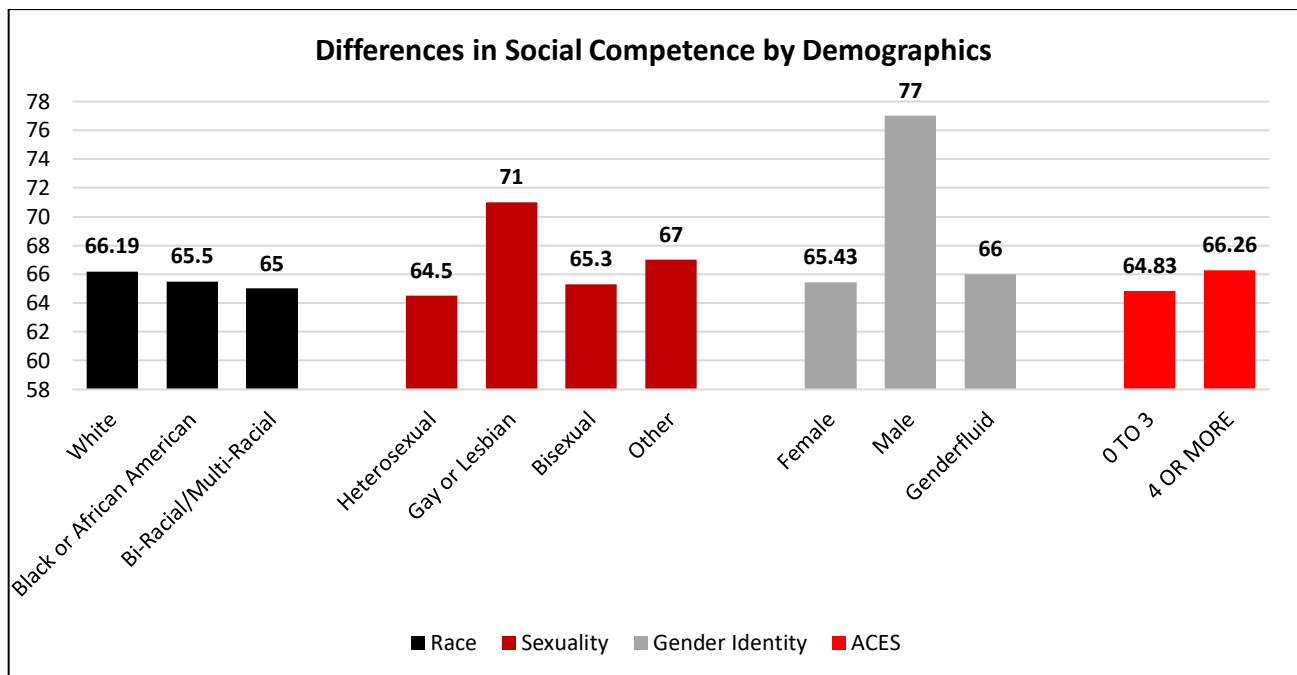
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Heterosexual	10	64.5000	9.78945	3.09570	57.4970	71.5030	46.00	78.00
Gay or Lesbian	3	71.0000	7.21110	4.16333	53.0866	88.9134	63.00	77.00
Bisexual	10	65.3000	6.09280	1.92671	60.9415	69.6585	54.00	75.00
Other	1	67.0000	.	.	.	.	67.00	67.00
Total	24	65.7500	7.80886	1.59398	62.4526	69.0474	46.00	78.00

Differences in Social Competence Post-Mind Matters by Gender

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Female	23	65.4348	7.66234	1.59771	62.1213	68.7482	46.00	78.00
Male	1	77.0000	.	.	.	.	77.00	77.00
Genderfluid	1	66.0000	.	.	.	.	66.00	66.00
Total	25	65.9200	7.69155	1.53831	62.7451	69.0949	46.00	78.00

Differences in Social Competence Post-Mind Matters by Aces Groups

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0 TO 3 ACES	6	64.8333	6.76511	2.76184	57.7338	71.9329	53.00	70.00
4 OR MORE ACES	19	66.2632	8.10241	1.85882	62.3579	70.1684	46.00	78.00
Total	25	65.9200	7.69155	1.53831	62.7451	69.0949	46.00	78.00



SUMMARY OF FINDINGS AND RECOMMENDATIONS

Participants reported high levels of satisfaction and moderate levels of group cohesion. There was a significant increase in knowledge for the experimental group, and a greater knowledge gain for the experimental versus control group. Differences were explored by key demographic and trauma variables, including race, gender, sexuality, and ACES scores. Similar patterns were found across outcomes. There was a significant improvement in the trauma coping skills of those in the experimental group from pre- to post-training, including 1) three part breath; 2) focus time; 3) ACE; 4) efficient sleep; 5) yoga. There was a significant trend for the following coping skills: 1) focused breathing; 2) empathic listening; 3) downtime. There is a marked increase in coping behaviors for the experimental group (mean of 98.96 at pre and mean of 109.76 at post) while there is actually a decrease in coping behaviors the control group (mean of 98.11 at pre and mean of 96.22 at post).

There was a significant difference in PTSD symptoms between the experimental and control group. There was a significant main effect by group but not a significant difference in change over time due to the small sample size. However, the changes were in the predicted direction, with the mean pre-score for the experimental group of 26.24 and mean post-score of 23.24; the mean pre-score for the control group was 29.47 and the mean post-score was 30.00, suggesting that the PTSD symptoms for the experimental group decreased while the scores for the control group actually increased slightly. There was a significant improvement in the following PTSD symptoms from pre- to post- for the experimental group: 1) I am on the lookout for danger or things I am afraid of (like looking over my shoulder even when nothing is there); 2) I try not to think about or have feelings about what happened; 3) I have thoughts like “I will never be able to trust other people;” 4) I feel alone even when I am around other people. There was a significant trend in the following PTSD symptom from pre- to post: I have trouble going to sleep, wake up often, or have trouble getting back to sleep.

There was an improvement in resiliency scores for both the experimental and control groups as illustrated below. Differences were not statistically significant. This improvement in resiliency scores for both groups may reflect the impact of treatment as usual outside of Mind Matters involvement given that both groups experienced similar improvements. Although not statistically significant, there was an increase in mean scores for each item on the Connor-Davidson Resiliency Scale as illustrated below for those in the Mind Matters group (with the exception of one item: “I can deal with whatever comes.”) All other items showed change in the positive direction.

Many of the symptoms on the PSC 17 showed an increase from pre- to post-Mind Matters for the experimental group, particularly issues with sharing and understanding others' feelings (statistically significant increases). These increases are not necessarily attributable to participation in the program but may instead reflect an escalation of symptoms/behaviors associated with placement in residential care. There is an increase in PSC 17 scores for both the experimental and control group, indicating an increase in general symptoms associated with internalizing, externalizing, and attention behaviors. This increase in symptoms may be related to the residential treatment milieu for many of the youth or the impact of placement in out of home care. Attention sub-scale scores remain approximately the same for both groups. Internalizing scores remained approximately the same for both groups. Externalizing behaviors increased for both the experimental and control groups.

There was no significant change in the emotional regulation scores for either group, although the control group scores increased pre- to post- (100 to 110) while the experimental group scores decreased slightly (104 to 102). This trend is in the desired direction, as higher scores are indicative of more problems with emotional regulation. Those in the Mind Matters group had less difficulty with emotional regulation than those in the control group. There was a significant change in the

rating of “I pay attention to how I feel.” There was a significant trend in items: “When upset take time to figure out how I feel” and “When upset I lose control over my behavior.” Based on reverse scoring of items and lower scores being indicative of better emotional regulation, changes were in the desired direction for those receiving Mind Matters on these specific items.

There was a slight increase in social competence for those in the experimental group (64 to 65) from pre to post, while there was a decrease in social competence scores for the control group (68 to 66). Differences were not statistically significant due to small sample size. There were no significant differences or trends in specific dimensions of social competence for the experimental group post-Mind Matters, although most mean scores move slightly toward the desired direction.

Future recommendations include 1) continued testing of the program through this rigorous design with a) expansion to other settings; b) addition of longer follow-up data collection period (6-12 months); and c) addition to sample size to reach target of at least 200. Additional research is needed to explore the impact on each of these target outcomes, including differences by key demographic variables and childhood trauma histories. These future studies will be more feasible without the significant constraints of the COVID 19 pandemic on community based organizations; the pandemic has also added layers of trauma to at-risk youth served by this project that warrant intervention and evaluation.

APPENDIX A: MEASURES

CFCWB Level 1 Training Satisfaction Scale

Place a number beside the questions using the scoring key at the top of each section. Enter the number that reflects your satisfaction with the following components of training. The shaded area has been included to help you in selecting a number.

Strongly Disagree 1	Disagree 2	Neither Agree nor Disagree 3	Agree 4	Strongly Agree 5

1. ____ The facilities and equipment were favorable for learning.
2. ____ I was able to take this training when I needed.
3. ____ The way this training was delivered (such as classroom, computer, video) was an effective way for me to learn this subject matter.

Not at all helpful 1	2	3	4	Very helpful 5

How helpful was the following?

4. ____ The use of role playing or practice exercises as a component of training.
5. ____ The use of handouts as a component of training.
6. ____ The use of lecturing as a component of training.
7. ____ The training overall.

Did not increase				Greatly increased
1	2	3	4	5

To what extent did the training increase the following?

10. ____ Your knowledge.

11. ____ Your skill.

12. ____ Your confidence in practice.

Not likely to apply				Very likely to apply
1	2	3	4	5

13. ____ How likely are you to apply the knowledge you have learned in this training?

Not at all important				Very important
1	2	3	4	5

14. ____ Overall, how would you rate the importance of training you have received?

Too little info		Right amount of info		Too much info
1	2	3	4	5

15. ____ How would you rate your view of the amount of material covered in this training?

CFCWB Level 2 Knowledge Test: MIND MATTERS

MIND MATTERS KNOWLEDGE TEST

1. In the focused breathing technique, how many seconds should each inhalation and exhalation last?
 - a. One
 - b. Two
 - c. Four
 - d. Ten
2. When you gradually move your hands to each side while looking ahead, this is called
 - a. Self-soothing
 - b. Peripheral vision technique
 - c. Body scan
 - d. Focused breathing
3. In the 5-4-3-2-1 technique, you are asked to identify FIVE
 - a. Things you see
 - b. Things you hear
 - c. Things you touch
 - d. Things you smell
4. A body scan is important because
 - a. It helps us identify areas of pain
 - b. It helps us relax
 - c. Our body is the first way we experience an event
 - d. Both B and C
5. Which of the following is NOT part of emotional intelligence?
 - a. Self confidence
 - b. Empathy
 - c. Social skills
 - d. Self-regulation
6. Which of the following is a FEELING vs a THOUGHT?
 - a. I feel that you are mad at me
 - b. I feel that my best friend doesn't want to spend time with me
 - c. I feel sad that my mother passed away
 - d. I feel that this will be a terrible year
7. Making space by observing enables us to create space between stimulus and response (what happens and how we think/feel/act in response)
 - a. True
 - b. False
8. In the speaker listener approach, the _____ selects an emotion and tells a story while the _____ retells the story and accepts corrections
 - a. Leader, follower
 - b. Follower, leader
 - c. Speaker, listener
 - d. Listener, speaker

9. Which of the following is NOT part of the loving kindness mantra?
 - a. May I be safe and protected
 - b. May I be rich and accomplished
 - c. May I be healthy and strong
 - d. May I be peaceful and happy
10. Which of the following are circles in the support map?
 - a. Common interests
 - b. Role models
 - c. School/work
 - d. Referral agents
 - e. All of the above
11. In the wheel of awareness, the eight sense is
 - a. Five senses
 - b. Interior of the body
 - c. Mental activities
 - d. Interconnectedness
12. Which of the following is NOT on the ACES (Adverse Childhood Experiences)?
 - a. Learning disability
 - b. Incarcerated relative
 - c. Parental mental illness
 - d. Physical/emotional/sexual abuse
13. The most common of the household challenges ACES is
 - a. Incarcerated relative
 - b. Mother treated violently
 - c. Mental illness
 - d. Divorce
 - e. Substance abuse
14. The most common type of abuse is
 - a. Physical
 - b. Sexual
 - c. Emotional
15. Which of the following is another form of toxic stress?
 - a. Natural disaster
 - b. Historical trauma
 - c. Community based trauma
 - d. All of the above
16. The _____ is our memory keeper and the _____ is the alarm system
 - a. Amygdala, hippocampus
 - b. Frontal lobe, hypothalamus
 - c. Hippocampus, amygdala
 - d. Hypothalamus, frontal lobe
17. Behavioral effects of trauma can be triggered
 - a. Sudden changes or transitions
 - b. Too much responsibility
 - c. Limit setting or authority

- d. A and B
 - e. All of the above
18. ACES account for the majority of the risk of drug and alcohol abuse
- a. True
 - b. False
19. ACES do not account for a large percentage of suicide attempts and depression
- a. True
 - b. False
20. Which of the following is NOT an effect of trauma?
- a. Intrusive Thoughts
 - b. Changed Belief Systems
 - c. Decreased stress
 - d. Foreshortened View of the future
21. Neuroplasticity refers to
- a. The brain's ability to grow and develop new pathways
 - b. The brain's damage from trauma
 - c. The brain's natural connections
 - d. The brain's characteristic that promotes resilience
 - e. Both A and D
 - f. All of the above
22. In the tapping technique, the set up statement includes
- a. Denying the problem and working on not letting it affect you
 - b. Denying the problem and accepting who you are
 - c. Acknowledging the problem and accepting yourself in spite of it
 - d. Acknowledging the problem and challenging yourself to overcome it
23. Which of the following is not a tapping spot on the body?
- a. Top of head
 - b. Abdomen
 - c. Underarm
 - d. Chin
24. Sleep is important for
- a. Memory, attention, problem solving
 - b. Immune system
 - c. Insulin function and metabolism
 - d. All of the above
25. Lack of sleep is related to depression, anxiety, and emotional reactivity
- a. True
 - b. False
26. Physical exercise diminishes your mood and creativity
- a. True
 - b. False
27. SMART goals are
- a. Specific
 - b. Measurable
 - c. Achievement oriented

- d. Realistic
 - e. Both A and B
28. Which of the following is NOT a challenge to asking for help?
- a. Fear of being a burden
 - b. Fear of succeeding
 - c. Fear of appearing weak
 - d. Fear of rejection

CFCWB Level 3 Behavioral Anchor Scale: MIND MATTERS

I feel highly confident in my ability to use the following skills-					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Focused Breathing					
Peripheral Vision					
5-4-3-2-1 Skill					
Coloring					
Three-Part Breath					
Focus Time					
Rhythm/Music					
Body Scan					
Name Emotions					
Notice Thinking					
Internal Journal					
Wheel of Awareness					
Empathetic Listening					
Loving Kindness Exercise					
Develop a Support System					
Name Key Supporter					
Ask for Help					
Connecting Time					
Rescore ACE Response Checklist					
Sing and Dance					
Tapping					
Efficient Sleep					
Daily Physical Activity					

Yoga					
Downtime					
Playtime					
Road Map for Life					
SMARTER Goals					
Values Selection					

UL Mind Matters Fidelity Checklist

MIND MATTERS FIDELITY CHECKLIST

TEAM LEADER: _____ MEETING DATE: _____ MEETING # (OF 12): _____

MIND MATTERS LESSON	1- Not Covered 2- Partially Covered 3- Covered Thoroughly Covered	ACTIVITIES COMPLETED	COMMENTS
Lesson 1- Self-Soothing Why waiting is important and the nervous system	1 2 3	Focused Breathing Peripheral Vision 5-4-3-2-1 Coloring /4	
Lesson 2: Discover Emotions Understanding our body, emotions, and emotional intelligence	1 2 3	Body Scan Discover Emotions <i>Inside Out</i> Discussion Questions When Have You Felt These Emotions? When They Work and When They Don't You and Your Emotions Chart /6	
Lesson 3: The Difference Between Emotion and Thought & The Internal Journal Difference between thoughts and emotions	1 2 3	Three-part Breath Identifying Thoughts and Emotions Emotions or Thoughts Chart Internal Journal /4	
Lesson 4: Building Empathy Building empathy and kindness and Speaker/Listener	1 2 3	Loving Kindness Speaker/Listener /2	

Lesson 5: I Get By with a Little Help from My Friends & Wheel of Awareness Building a support system	1 2 3	My Support Map Wheel of Awareness /2	
Lesson 6: Compassion for the Hijacked Brain	1 2 3	ACE Questionnaire ACE Response Checklist Hope: Methods to Build Your Brain	

Understanding trauma, ACE score, the brain, and resilience		/3	
Lesson 7: Trauma Containment & Rhythm Understanding music and trauma containment	1 2 3	Inspirational Music Trauma Containment Rhythm Chart /2	
Lesson 8: Tapping & Efficient Sleep Understanding tapping and why sleep is important	1 2 3	Tapping Efficient Sleep /2	
Lesson 9: Let's Get Moving Practicing and understanding why exercise is important	1 2 3	Yoga Exercise Program Chose What You Love /3	
Lesson 10: Life of Intention Planning for success	1 2 3	Your Road Map for Life SMARTER Goals /2	

Lesson 11: Code of Honor & Asking for Help Ranking your fears and creating a plan for the future	1 2 3	Code of Honor Worksheet Write Action Statements Honor Shield Rank Your Fears Road Map Support System Questions /5	
Lesson 12: The Ongoing Journey Personal agreement and what happens next	1 2 3	Four New Skills Mind Matters Pinwheel Personal Agreement Contract Safe Place, Picture, and Anchor Object /4	

Difficulties in Emotion Regulation Scale (DERS)

Please indicate how often the following statements apply to you by writing the appropriate number from the scale below on the line beside each item.

1-----	2-----	3-----	4-----	5-----
Almost Never	Sometim es	About Half the Time	Most of the Time	Almost Always
(0-10%)	(11-35%)	(36- 65%)	(66-90%)	(91-100%)

- ___ 1) I am clear about my feelings.
- ___ 2) I pay attention to how I feel.
- ___ 3) I experience my emotions as overwhelming and out of control.
- ___ 4) I have no idea how I am feeling.
- ___ 5) I have difficulty making sense out of my feelings.
- ___ 6) I am attentive to my feelings.
- ___ 7) I know exactly how I am feeling.
- ___ 8) I care about what I am feeling.
- ___ 9) I am confused about how I feel.
- ___ 10) When I'm upset, I acknowledge my emotions.
- ___ 11) When I'm upset, I become angry with myself for feeling that way.
- ___ 12) When I'm upset, I become embarrassed for feeling that way.
- ___ 13) When I'm upset, I have difficulty getting work done.
- ___ 14) When I'm upset, I become out of control.
- ___ 15) When I'm upset, I believe that I will remain that way for a long time.
- ___ 16) When I'm upset, I believe that I will end up feeling very depressed.
- ___ 17) When I'm upset, I believe that my feelings are valid and important.
- ___ 18) When I'm upset, I have difficulty focusing on other things.
- ___ 19) When I'm upset, I feel out of control.
- ___ 20) When I'm upset, I can still get things done.
- ___ 21) When I'm upset, I feel ashamed at myself for feeling that way.
- ___ 22) When I'm upset, I know that I can find a way to eventually feel better.
- ___ 23) When I'm upset, I feel like I am weak.
- ___ 24) When I'm upset, I feel like I can remain in control of my behaviors.
- ___ 25) When I'm upset, I feel guilty for feeling that way.
- ___ 26) When I'm upset, I have difficulty concentrating.
- ___ 27) When I'm upset, I have difficulty controlling my behaviors.
- ___ 28) When I'm upset, I believe there is nothing I can do to make myself feel better.
- ___ 29) When I'm upset, I become irritated at myself for feeling that way.
- ___ 30) When I'm upset, I start to feel very bad about myself.
- ___ 31) When I'm upset, I believe that wallowing in it is all I can do.
- ___ 32) When I'm upset, I lose control over my behavior.
- ___ 33) When I'm upset, I have difficulty thinking about anything else.
- ___ 34) When I'm upset I take time to figure out what I'm really feeling.
- ___ 35) When I'm upset, it takes me a long time to feel better.
- ___ 36) When I'm upset, my emotions feel overwhelming.

Reverse-scored items (place a subtraction sign in front of them) are numbered 1, 2, 6, 7, 8, 10, 17, 20, 22, 24 and 34. **Calculate total score by adding everything up.** Higher scores suggest

greater problems with emotion regulation. **SUBSCALE SCORING****: The measure yields a total score (SUM) as well as scores on six sub-scales:

1. Nonacceptance of emotional responses (NONACCEPT): 11, 12, 21, 23, 25, 29
2. Difficulty engaging in Goal-directed behavior (GOALS): 13, 18, 20R, 26, 33
3. Impulse control difficulties (IMPULSE): 3, 14, 19, 24R, 27, 32
4. Lack of emotional awareness (AWARENESS): 2R, 6R, 8R, 10R, 17R, 34R
5. Limited access to emotion regulation strategies (STRATEGIES): 15, 16, 22R, 28, 30, 31, 35, 36
6. Lack of emotional clarity (CLARITY): 1R, 4, 5, 7R, 9

PEDIATRIC SYMPTOM CHECKLIST – 17 CLIENT

ID: _____ AGE OF CHILD BEING

RATED: _____

	Please mark under the heading that best fits your child.			For Office Use Only		
	NEVER	SOMETIMES	OFTEN	I	A	E
1. Fidgety, unable to sit still						
2. Feels sad, unhappy						
3. Daydreams too much						
4. Refuses to share						
5. Does not understand other people's feelings						
6. Feels hopeless						
7. Has trouble concentrating						
8. Fights with other children						
9. Is down on him or herself						
10. Blames others for his or her troubles						
11. Seems to be having less fun						
12. Does not listen to rules						
13. Acts as if driven by a motor						
14. Teases others						
15. Worries a lot						
16. Takes things that do not belong to him or her						
17. Distracted easily						
TOTAL						

To Score:

1. Fill in the unshaded box on the right: “Never” = 0, “Sometimes” = 1, “Often” = 2.

2. Sum the columns. **PSC17-Internalizing** score is the sum of column I.
PSC17-Attention is the sum of column A.
PSC17-Externalizing is the sum of column E.
3. **PSC-17 Total Score** is the sum of PSC17-I + PSC17-A + PSC17-E.

Social Competence Scale for Teenagers

Please indicate how much these statements describe you.					
	Not At All Like Me	A Little Like Me	Somewhat Like Me	A Lot Like Me	Exactly Like Me
I avoid making other kids look bad.					
If two of my friends are fighting, I find a way to work things out.					
When I work in school groups, I do my fair share					
Please indicate how often this happens.					
	None of the Time	A Little of the Time	Some of the Time	Most of the Time	All of the Time
Do you get along well with people of different races, cultures, and religions?					
Do you listen to other students' ideas?					
Do you control your anger when you have a disagreement with a friend?					
Can you discuss a problem with a friend without making things worse?					
Do you follow the rules when you are at a park, theater, or sports event?					
Do you respect other points of view, even if you disagree?					

Adverse Childhood Experience (ACE) Questionnaire

1.	1. Did a parent or other adult in the household often or very often swear at you, insult you, put you down, or humiliate you? Or act in a way that made you afraid that you might be physically hurt?	Yes	No
2.	Did a parent or other adult in the household often or very often push, grab, slap, or throw something at you? Or ever hit you so hard that you had marks or were injured?	Yes	No
3.	Did an adult or person at least 5 years older than you ever touch or fondle you or have you touch their body in a sexual way? Or attempt or actually have oral, anal, or vaginal intercourse with you?	Yes	No
4.	Did you often or very often feel that no one in your family loved you or thought you were important or special? Or your family didn't look out for each other, feel close to each other, or support each other?	Yes	No
5.	Did you often or very often feel that you didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? Or your parents were too drunk or high to take care of you or take you to the doctor if you needed it?	Yes	No
6.	Were your parents ever separated or divorced?	Yes	No
7.	Was your mother or stepmother often pushed, grabbed, slapped, or had something thrown at her? Or sometimes or often kicked, bitten, hit with a fist, or hit with something hard? Or ever repeatedly hit over at least a few minutes or threatened with a gun or knife?	Yes	No
8.	Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?	Yes	No
9.	Was a household member depressed or mentally ill or did a household member attempt suicide?	Yes	No
10.	Did a household member go to prison?	Yes	No

UCLA Child/Adolescent PTSD Scale

In the past month, even if the bad thing happened a long time ago. Use the **Frequency Rating Sheet** to help you decide how often the problem happened **in the past month**.

HOW MUCH HAVE YOU EXPERIENCED IN THE PAST MONTH....		None	Little	Some	Much	Most
1	I am on the lookout for danger or things I am afraid of (like looking over my shoulder even when nothing is there).	0	1	2	3	4
2	I have thoughts like "I am bad."	0	1	2	3	4
3	I try to stay away from people, places, or things that remind me about what happened.	0	1	2	3	4
4	I get upset easily or get into arguments or physical fights.	0	1	2	3	4
5	I feel like I am back at the time when the bad thing happened, like it's happening all over again.	0	1	2	3	4
6	I feel like what happened was sickening or gross.	0	1	2	3	4
7	I don't feel like doing things with my family or friends or other things that I liked to do.	0	1	2	3	4
8	I have trouble concentrating or paying attention.	0	1	2	3	4
9	I have thoughts like, "The world is really dangerous."	0	1	2	3	4
10	I have bad dreams about what happened, or other bad dreams.	0	1	2	3	4
11	When something reminds me of that happened, I get very upset, afraid, or sad.	0	1	2	3	4
12	I have trouble feeling happiness or love.	0	1	2	3	4
13	I try not to think about or have feelings about what happened.	0	1	2	3	4
14	When something reminds me of what happened, I have strong feelings in my body like my heart beats fast, my head aches or my stomach aches.	0	1	2	3	4
15	I am mad with someone for making the bad thing happen, not doing more to stop it, or to help after.	0	1	2	3	4
16	I have thoughts like "I will never be able to trust other people."	0	1	2	3	4
17	I feel alone even when I am around other people.	0	1	2	3	4
18	I have upsetting thoughts, pictures or sounds of what happened come into my mind when I don't want them to.	0	1	2	3	4
19	I feel that part of what happened was my fault.	0	1	2	3	4
20	I hurt myself on purpose.	0	1	2	3	4
21	I have trouble going to sleep, wake up often, or have trouble getting back to sleep.	0	1	2	3	4

22	I feel ashamed or embarrassed over what happened.	0	1	2	3	4
23	I have trouble remembering important parts of what happened.	0	1	2	3	4
24	I feel jumpy or startle easily, like when I hear a loud noise or when something surprises me.	0	1	2	3	4
25	I feel afraid or scared.	0	1	2	3	4
26	I do risky or unsafe things that could really hurt me or something else.	0	1	2	3	4
27	I want to get back at someone for what happened.	0	1	2	3	4
28	I feel like I am seeing myself or what I am doing from outside my body (like watching myself in a movie).	0	1	2	3	4
29	I feel not connected to my body, like I'm not really there inside.	0	1	2	3	4
30	I feel like things around me look strange, different, or like I am in a fog.	0	1	2	3	4
31	I feel like things around me are not real, like I am in a dream.	0	1	2	3	4

Connor-Davidson Resilience Scale

Please rate how you have felt over the past month regarding the following 10 items on a scale of 0- Not true at all, 1- Rarely true, 2- Sometimes true, 3- Often true, 4- True nearly all of the time. Circle the corresponding number for each question.

	0 Not True At All	1 Rarely True	2 Sometime s True	3 Often True	4 True Nearly All of the Time
Able to adapt to change	0	1	2	3	4
Can deal with whatever comes	0	1	2	3	4
Tries to see humorous side of problems	0	1	2	3	4
Coping with stress can strengthen me	0	1	2	3	4
Tends to bounce back after illness or hardship	0	1	2	3	4
Can achieve goals despite obstacles	0	1	2	3	4
Can stay focused under pressure	0	1	2	3	4
Not easily discouraged by failure	0	1	2	3	4
Thinks of self as strong person	0	1	2	3	4
Can handle unpleasant feelings	0	1	2	3	4