



Real Life Heroes®



Resiliency-Focused Therapy for Complex Trauma

PARTICIPANT RATINGS For RLH WORKSHOPS & PRESENTATIONS

Sustainable Complex Trauma Training to Expand Engagement & Inclusion at Hard-Pressed Centers; 2023 International Virtual Conference: A Call to Action to Change Child Welfare, The Kempe Center for the Prevention and Treatment of Child Abuse & Neglect, University of Colorado Anschutz Medical Campus, Children’s Hospital Colorado

Number of Participants: 72	
Question	Mean on a Scale of 1-5
The session was informative	4.50
The session was engaging: 4.50	4.50
The session ignited a new way of thinking: 3.50	3.50
I learned something new: 4.50	4.50

2018 Evaluations

RLH Fundamentals 3-Day Workshop; Children’s Home Society of Florida, Orlando, Florida, 11/5-7/18

Number of Participant Ratings: 14	
Questions	Mean on a scale of 1-5 (low to high)
1 RLH fits the children and adolescents I work	4.6

	with in my program:	
2	RLH is practical as a therapeutic model for my program:	4.7
3	It is clear how to implement RLH Assessment and Service Planning:	4.9
4	It is clear how to engage children and caregivers to start RLH:	4.4
5	It is clear how to provide trauma psycho education with RLH:	4.6
6	It is clear how to promote safety with RLH:	4.6
7	It is clear how to promote self and co-regulation with RLH:	4.6
8	It is clear how to promote attunement and trust between children and caregivers with RLH:	4.6
9	It is clear how to help children and caregivers increase positive interaction patterns and reduce traumatic stress reactions with RLH:	4.6
10	It is clear how to help children and caregivers develop a coherent life story that enhances a child's self-esteem with RLH:	4.4
12	This is how likely I am to use most or all of the RLH model with children with traumatic stress in my program:	4.7
13	This is the extent to which I plan to use some of the RLH tools with children that are identified as having traumatic stress:	4.7

Tracing Lines of Caring and Commitment; Utilizing Resiliency-focused Strategies to Create Openings for Engagement of Children and Caregivers with Complex Trauma; Family Centered Treatment Conference Charlotte, NC 10/4/18, Featured Speaker (Plenary)

Number of Participant Ratings: 30	
Question	Mean on a Scale of 1-5
Please Rate the Content and Quality of the Program Materials (1= Not Satisfied, 5=Satisfied)	4.7
Please Rate the Content of This Presentation 1= Not Satisfied, 5=Satisfied).	4.7
Please Rate the Presenter's Knowledge of the Topic (1= Low, 5=High)	4.8

Resiliency-focused Treatment of Complex Trauma; Family Centered Treatment Conference Charlotte, NC 10/4/18, Workshop

Number of Participant Ratings: 14	
Question	On a Scale of 1-5 (1= Not Satisfied, 5=Satisfied)
Please Rate the Content and Quality of the Program Materials	4.86
Please Rate the Content of This Presentation	5.0
Please Rate the Presenter's Knowledge of the Topic	5.0

Real Life Heroes 3-Day Training Program, Video-streamed Small Group Workshop, Parkside Psychological Services. 8/27-29/18

Number of Participant Ratings: 4

Question	Mean on a Scale of 1-10 (Low to High)
RLH fits the children and adolescents I work with in my program:	9.3
RLH is practical as a therapeutic model for my program:	9.5
It is clear how to implement RLH Assessment and Service Planning:	8.5
It is clear how to engage children and caregivers to start RLH:	9
It is clear how to provide trauma psycho education with RLH:	9.5
It is clear how to promote safety with RLH:	9.5
It is clear how to promote self and co-regulation with RLH:	9.8
It is clear how to promote attunement and trust between children and caregivers with RLH:	10
It is clear how to help children and caregivers increase positive interaction patterns and reduce traumatic stress reactions with RLH:	9.3
It is clear how to help children and caregivers develop a coherent life story that enhances a child's self-esteem with RLH:	9.3

Real Life Heroes Two-Day Advanced Workshop; Bethany Christian Services, Grand Rapids, Michigan, 3/20-21/18

Question	Poor to Excellent (1-4 Scale)

Effectiveness of Presentation & Amount of Information Presented	3.6
Instructors Knowledge of Subject Matter	3.9
Instructors Clarity of Delivery	3.7
Responsiveness of Instructor to your needs	3.8

2017 Evaluations

Resiliency-focused Treatment of Children with Traumatic Stress; Children's Justice Conference, Washington State Department of Social Services, Bellevue, Washington (2017), Workshop:

Ratings on 0-4 point scales (low to high) at a large conference with diverse participants, primarily law enforcement, juvenile justice, lawyers, advocates, and some mental health social workers.

Session Name	Please select only one category which best describes your professional discipline:	The instructor fully covered the material as described in the workshop description.	The instructor presented the material clearly and logically.	The instructor exhibited expert knowledge of the subject.	The instructor provided me with practical information I can apply in my professional practice.	I would recommend this workshop to others in my field	The instructor had adequate time to present this workshop.
F-04 - Resiliency-focused Treatment for Children and	Health Professional	2	2	3	2	2	3
F-04 - Resiliency-focused Treatment for Children and	Children's Administration Employee	4	4	4	4	4	2
F-04 - Resiliency-focused Treatment for Children and	Guardian Ad-Litem	3	3	4	3	3	2
F-04 - Resiliency-focused Treatment for Children and	Student or Intern	4	4	4	4	4	2
F-04 - Resiliency-focused Treatment for Children and	Health Professional	4	4	4	4	4	4
F-04 - Resiliency-focused Treatment for Children and	Social Work	4	4	4	4	4	2
F-04 - Resiliency-focused Treatment for Children and	Education	3	2	3	2	2	3
F-04 - Resiliency-focused Treatment for Children and	CASA	4	4	4	4	3	3
F-04 - Resiliency-focused Treatment for Children and	Advocate/Home Visitor	4	4	4	4	4	4
F-04 - Resiliency-focused Treatment for Children and	Mental Health	3	3	4	3	3	2
F-04 - Resiliency-focused Treatment for Children and	Advocate/Home Visitor	3	3	3	3	3	3
F-04 - Resiliency-focused Treatment for Children and	Social Work	3	4	4	4	4	2
F-04 - Resiliency-focused Treatment for Children and	Social Work	4	4	4	4	4	4
F-04 - Resiliency-focused Treatment for Children and	Social Work	2	2	3	2	1	2
F-04 - Resiliency-focused Treatment for Children and	Advocate/Home Visitor	3	3	3	3	3	3
F-04 - Resiliency-focused Treatment for Children and	Health Professional	4	4	4	4	4	1
	Session Average	3.38	3.38	3.69	3.38	3.25	2.63
	Social Work	4					
	CASA	1					
	Mental Health	1					
	Law Enforcement	0					
	Children's Administration Employee	1					
	Attorney	0					
	Judiciary	0					
	Student or Intern	1					
	Education	1					
	Guardian Ad-Litem	1					
	Advocate/Home Visitor	3					
	Paraprofessionals	0					
	Advocate/Home Visitor	3					
	Disability Professional	0					

‘Nothing Happened;’ Utilizing Resiliency-focused Assessment Strategies to Create Openings for Engagement of Defiant, Disruptive or High Risk Youth and Caring Adults; Children’s Justice Conference, Washington State Department of Social Services, Bellevue, Washington (2017), Workshop

Ratings on 0-4 point scales (low to high) at a large conference with diverse participants, primarily law enforcement, juvenile justice, lawyers, advocates, and some mental health social workers.

Session Name	Please select only one category which best describes your professional discipline:	The instructor fully covered the material as described in the workshop description.	The instructor presented the material clearly and logically.	The instructor exhibited expert knowledge of the subject.	The instructor provided me with practical information I can apply in my professional practice.	I would recommend this workshop to others in my field	The instructor had adequate time to present this workshop.
D-05 - 'Nothing Happened' Utilizing Resiliency-focus	Children's Administration Emplo	3	3	3	1	3	1
D-05 - 'Nothing Happened' Utilizing Resiliency-focus	Guardian Ad-Litem	4	4	4	4	4	2
D-05 - 'Nothing Happened' Utilizing Resiliency-focus	Education	4	4	4	4	3	3
D-05 - 'Nothing Happened' Utilizing Resiliency-focus	Law Enforcement	3	3	4	3	3	2
D-05 - 'Nothing Happened' Utilizing Resiliency-focus	Mental Health	4	4	4	4	4	3
D-05 - 'Nothing Happened' Utilizing Resiliency-focus	Law Enforcement	3	3	4	3	3	3
D-05 - 'Nothing Happened' Utilizing Resiliency-focus	CASA	3	3	3	3	3	3
D-05 - 'Nothing Happened' Utilizing Resiliency-focus	Children's Administration Emplo	4	4	4	3	3	4
D-05 - 'Nothing Happened' Utilizing Resiliency-focus	Student or Intern	4	4	4	4	4	4
	Session Average	3.56	3.56	3.78	3.22	3.33	2.78
	Social Work	0					
	CASA	1					
	Mental Health	1					
	Law Enforcement	2					
	Children's Administration	2					
	Attorney	0					
	Judiciary	0					
	Student or Intern	1					
	Education	1					
	Guardian Ad-Litem	1					
	Advocate/Home Visitor	0					

2016 Workshop Evaluations

Real Life Heroes Training Program for School-based and Behavioral Health Clinic Therapists (Three-Day); Children's Home Society of Florida, Pensacola, Florida (12/2016)

Participant ratings on 1-10 scale ('Not at All' to 'Completely') for (12 participants

RLH Value and Intervention Readiness Following Three-Day Introductory Workshop	Mean Ratings (1-10)
RLH fits the population of children I work with in my program:	8.7
RLH is practical as a therapeutic model for my program:	8.3

It is clear how to implement RLH Assessment and Service Planning:	8.8
It is clear how to engage children and caregivers to start RLH:	8.8
It is clear how to provide trauma psycho education with RLH:	8.7
It is clear how to promote safety with RLH:	9.3
It is clear how to promote self and co-regulation with RLH:	9.0
It is clear how to promote attunement and trust between children and caregivers with RLH:	8.9
It is clear how to help children and caregivers increase positive interaction patterns and reduce traumatic stress reactions with RLH:	9.0
It is clear how to help children and caregivers develop a coherent life story that enhances a child's self-esteem with RLH:	9.1
It is clear how to help children desensitize traumatic stress reactions to reminders of previous traumas with RLH:	9.0
This is how likely I am to use most or all of the RLH model with children with traumatic stress in my program:	8.6
This is the extent to which I plan to use some of the RLH tools with children that are identified as having traumatic stress:	8.9

2014 Workshop Evaluation

Real Life Heroes Training Program; Adelphi University, Syosset, New York (2014)

Large Conference with Multiple Agencies, Average Ratings listed below for how Real Life Heroes' fits with diverse clinicians' programs

Rating Scale: 1 = Not at all , 10= Completely

- 1) RLH fits the population of children I work with in my program = 7.5
- 2) RLH is practical as a therapeutic model for my program = 7.4
- 3) It is clear how to implement RLH Assessment and Service Planning at my program = 7.5

Average Rating for Understanding Training Content

Rating Scale: 1 = Not at all , 10= Completely

1. It is clear how to provide trauma psycho education = 7.9
2. It is clear how to promote safety with RLH = 8.4
3. It is clear how to promote self and co-regulation = 7.9
4. It is clear how to promote attunement and trust between children and caregivers = 8.1

Average Rating for participants expected usage at their agencies

1 = Not at all , 10= Completely

1. This is how likely I am to use most or all of the RLH model with children with traumatic stress in my program = 7.9

2. This is the extent to which I plan to use the parts of RLH with children that are not identified as having traumatic stress = 8.1

2012 Workshop Evaluations

HEROES Project Parsons Child and Family Center, Albany, New York (2012)

Confidential interviews were conducted by Western Michigan University researchers with 28 out of 57 practitioners and supervisors involved in all seven HEROES programs one year after initial RLH workshops were completed. High frequency comments from open ended-questions included:

- Strengths of Project includes Individualized Consultation, Monthly Consultation Groups in each program, *RLH* tools and the *RLH Practitioners Manual*.
- High levels of engagement, implementation, and use were reported with many children beyond those enrolled in the Research Group, with an expectation to sustain use in all programs except residential treatment.
- RLH was easier to implement in community-based programs, especially home-based and clinic services, and more difficult to implement in programs where the practitioner had combined case management, crisis resolution, and child and family therapy responsibilities. Practitioners in placement programs cited demands to focus on high risk behavior problems and funding source requirements as barriers to implementing attachment-centered treatment.

HEROES Project Survey ratings from the six community-based programs on 1-10 (low to high) rating scales reflected the practitioners' assessment of the extent (low to high) that:

- HEROES fits the children I work with (Mean = 7.7)
- HEROES Is practical as a therapeutic model (Mean = 7.3)
- The practitioner was likely to continue to use HEROES with most of her/his eligible children (Mean = 7.6)
- The practitioner was invested in use of the model (Mean = 7.9)

Martin Luther School, Residential Treatment Center (2012) Philadelphia, Pennsylvania, Large Conference

Rating Scale: 1 (Not at all)--2- (Somewhat)--3 (Very Much)

The presenter taught us new skills: 2.53 (1-3 scale)

I feel renewed hope for the work we do: 2.54 (1-3 scale)

The handouts will be helpful in my work: 2.56(1-3 scale)

2011 Workshop Evaluations

Trauma Experience Integration Workshop; HEROES Project Parsons Child and Family Center, Albany, New York (2011)

Ratings for Trauma Experience Integration Workshop Group I (1-5 scale; 1 = Low, 5 = High)

Statement	Mean Rating (1-5)
Program objectives were clearly presented and matched topics presented	4.17
The level of the material presented was appropriate to my background.	4.25
The instructor was knowledgeable about the program content.	4.75
The instructor encouraged participation and practice using tools.	4.58
The instructor provided useful materials for workshop participants.	4.58
The instructor did a good job modeling the skills taught.	4.42
The workshop provided practical tools to increase resilience and decrease traumatic stress with children and families.	4.17
The workshop helped me gain practical mastery of the skills taught.	4.17
The workshop increased my ability to help children and families develop resilience and decrease traumatic stress reactions.	4.25
I would recommend this workshop to my colleagues.	4.09

Trauma Experience Integration Workshop; HEROES Project Parsons Child and Family Center, Albany, New York (2011)

Ratings for Trauma Experience Integration Workshop Group II (1-5 scale; 1 = Low, 5 = High)

Statement	Mean Rating (1-5)
Program objectives were clearly presented and matched topics presented	4.0
The level of the material presented was appropriate to my background.	4.44
The instructor was knowledgeable about the program content.	4.81
The instructor encouraged participation and practice using tools.	4.44
The instructor provided useful materials for workshop participants.	4.38
The instructor did a good job modeling the skills taught.	4.38
The workshop provided practical tools to increase resilience and decrease traumatic stress with children and families.	4.38
The workshop helped me gain practical mastery of the skills taught.	3.94
The workshop increased my ability to help children and families develop resilience and decrease traumatic stress reactions.	4.19
I would recommend this workshop to my colleagues.	4.38

2010 Workshop and Conference Evaluations

ATTACH Annual Conference Keynote San Francisco, CA (2010)

Large Conference

Participant Ratings (1-5 scale; low to high):

The information presented was relevant, of value and can be applied to my practice:
4.45

Presenter's knowledge of subject matter: 4.82

The information was current: 4.60

ATTACH Annual Conference Afternoon Workshop San Francisco, CA (2010), Large Workshop

Participant Ratings (1-5 scale; low to high):

The information presented was relevant, of value and can be applied to my practice: 4.41

Presenter's knowledge of subject matter: 4.86

The information was current: 4.52

Responsiveness to participants: 4.68

Real Life Heroes; HEROES Project Workshops Parsons Child and Family Center

Albany, New York (2010-2011)

Participant surveys (N=70) from four RLH workshops conducted as part of the HEROES Project (9/10 to 4/11) were evaluated on brief surveys by participants rating program content, effectiveness of the instructor, and usefulness of tools, interventions and formats with answers on 5-point scales from "Strongly Disagree" (1) to "Strongly Agree" (5). Mean ratings included:

Statement	Mean Rating
The level of the material presented was appropriate to my background.	4.43
The instructor was knowledgeable about the program content.	4.77
The instructor encouraged participation and practice using tools.	4.48
The instructor provided useful materials for workshop participants.	4.54
The instructor did a good job modeling the skills taught.	4.33
The workshop provided practical tools to increase resilience and decrease traumatic stress with children and families.	4.38
The workshop helped me gain practical mastery of the skills taught.	3.97
The workshop increased my ability to help children and families	

develop resilience and decrease traumatic stress reactions.	4.13
I would recommend this workshop to my colleagues.	4.22
The workshop provided practical tools to increase resilience and decrease traumatic stress with children and families.	4.38
The workshop increased my ability to help children and families develop resilience and decrease traumatic stress reactions.	4.13

2009 Conference Evaluation

Real Life Heroes; 23rd Annual San Diego International Conference on Child and Family Maltreatment San Diego,CA (2009), 2-part workshop

Ratings on 1-5 (Poor to Excellent) scale

Content: 4.71

Presentation: 4.75

2008 Evaluations

Transforming Troubled Children into Tomorrow's Heroes; American Professional Society on Abuse of Children, Annual Conference, Phoenix, Arizona (2008)

Ratings for workshop on with 1-5 scale (1:Poor to 5:Very High)

	No. of Responses	Avg. Of Responses
I. Content/Relevancy/Teaching Methods		
a) Content was appropriate for intended audience	28	4.36
b) Content was consistent with stated learning objectives	28	4.46
c) Content included recent studies/findings / literature on topic	28	4.32
d) Teaching methods were appropriate for subject matter	28	4.21
e) This program is appropriate to my education, experience, and skill level	28	3.96
f) Visual aids, handouts, and oral presentations clarified content	28	4.18
g) Information could be applied to practice and enhanced professional expertise	28	4.14
h) Information could contribute to achieving personal and professional goals	28	4.14
i) I would recommend this program to others	28	4.14
II. LEARNING/EDUCATIONAL OBJECTIVES		
Identify the essential elements in evidence-supported child welfare practice with children		
1 who have experienced traumatic stress	28	4.29
2 Cite research on resiliency and its application to child welfare practice	28	4.21
3 Identify lessons we can learn from traumatized children that parallel heroes in mythology, literature, and the arts	28	4.36
III. FACULTY		
a) Presenter(s) were knowledgeable in content area	28	4.64
b) Presenter(s) content was consistent with stated objectives	28	4.39
c) Presenter(s) clarified content in response to questions	28	4.18
IV OVERALL RATING		
Program Met Or Exceeded My Expectations	28	4.14
5: Very High ; 4: High ; 3: Neutral; 2: Low; 1: Poor		

Real Life Heroes: Rebuilding Attachments for Children With Complex Trauma; NCTSN Speaker Series: Complex Trauma (2008)

Sponsoring Organization	National Center for Child Traumatic Stress 11150 W. Olympic Blvd., Suite 650	
Title of Program	NCTSN Speaker Series: Complex Trauma	
Date of Event	July 17, 2008	
Number of Phone Lines Used	74	
Number of Mediasite Viewers (in 120 days following live event)	504	
Number Completing Participant Survey	64	
<i>Participant Survey Respondents</i>		<i>Percentage</i>
Participated in previous Speaker Series presentations		78.12%
From NCTSN site or partner organization		12.90%
Psychologist		19.05%
Social Worker		36.51%
<i>Learning Objectives</i>		<i>Average rating (5 = very well)</i>
• Participants will be able to identify symptoms of complex trauma.		4.03
• Participants will be able to explain evidence-supported components of therapies for complex trauma.		4.02

<ul style="list-style-type: none"> • Participants will be able to engage children and caring adults to apply components of complex trauma treatment in child and family services. 	4.17
<ul style="list-style-type: none"> • Participants will be able to utilize the Real Life Heroes curriculum to help children and caring adults increase affect regulation skills and reduce traumatic stress. 	4.05
<i>Instructor Evaluation</i>	
	<i>Average rating (5 = strongly agree)</i>
<ul style="list-style-type: none"> • Speaker knowledgeable in content areas 	4.69
<ul style="list-style-type: none"> • Content consistent with objectives 	4.53
<ul style="list-style-type: none"> • Speaker clarified content in response to questions 	4.44
<ul style="list-style-type: none"> • Teaching aids/audio visuals used effectively 	4.09
<ul style="list-style-type: none"> • Teaching style/methods appropriate for subject matter 	4.30
<ul style="list-style-type: none"> • Information can be applied to practice 	4.33
<ul style="list-style-type: none"> • Information could contribute to achieving professional goals 	4.28