CRASHING INTO

POTENTIAL

LITERACY AND WELLBEING PROGRAM

Evidence of Impact

CRASHING INTO POTENTIAL is a wellbeing and literacy program that has been designed to teach school students the skills required to overcome challenges they face through school and into the future. The program has been built to replicate the journey Scott B Harris took to overcome the adversities he faced after a dirt bike accident that nearly took his life.

Administration of the program

CRASHING INTO POTENTIAL was implemented in 2021-22, with 19 students over a 10-week period, at the not-for-profit training and education organization Skillinvest. Students started by listening to Scott present his keynote presentation, then read Scott's memoir, CRASHING INTO POTENTIAL: Living with my injured brain while completing outcomes in the accompanying resources and completing the 10-week overcoming adversity workshop designed to teach students in the importance of setting goals, making better choices, developing a growth mindset and developing the want and need of perseverance.

Evaluation of the program

The students completed two scales at thee evaluation points through the program: one at the onset, one during, and one at the end of the program. The two scales used were the Academic Resilience Scale (Cassidy, 2016) and The Connor-Davidson Resilience Scale

Academic Resilience Scale (Cassidy, 2016) measures:

Perseverance is related to continuing to act, having the confidence to face challenges, not being discouraged by failure, and adaptability to change.

Coping with stressors related to bouncing back, making difficult decisions, dealing with whatever occurs, staying focused and skills in coping with stress.

Adaptive help seeking related to having a strong purpose in life, skills to attain goals and meet roadblocks, feeling in control, welcoming challenges, and knowing where to seek help.

Resilience Scale: The Connor-Davidson Resilience Scale measures:

Motivation to keep trying is related to setting goals and keep trying, using past successes to motivate, and facing difficulties.

Hardiness was related to stopping negative thoughts, working harder, using feedback, considering new solutions, and considering strengths and weaknesses.

Increased monitoring related to rewarding performance, evaluating achievement and effort, and seeking encouragement and feedback.

Giving up related to being disappointed, annoyed and blaming others

Improvements over time

The differences in the means across the three evaluation points are depicted in Figure 1. The students started higher on Hardiness and Motivation to keep trying and the means were similar from Points 1 to 2 but markedly increased in the program's second half, after the wellbeing workshop. The means for Coping with stressors, Adatpvie help-seeking, giving up, and Perseverance steadily increased from Point 1 through Point 2 towards the higher means at Point 3. There was a small increase in Increased monitoring from Point 1 to Point 2 but no increase to Point 3.

An effect-size from the onset to the end of the program provides a measure of the magnitude of the improvement of these students. Any effect-size greater than .4 is considered a marked improvement and this is evident for all but increased monitoring.

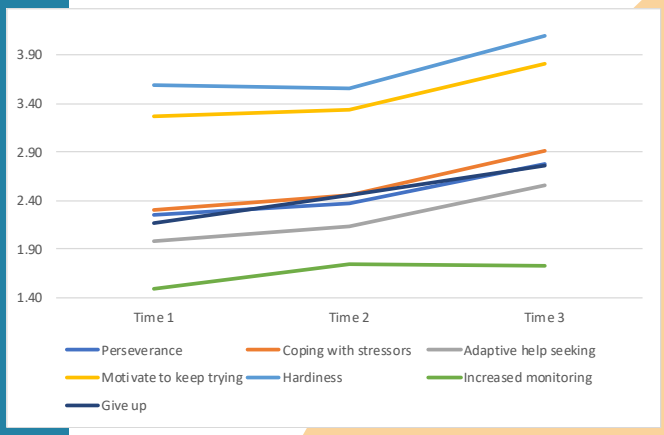

Figure 1

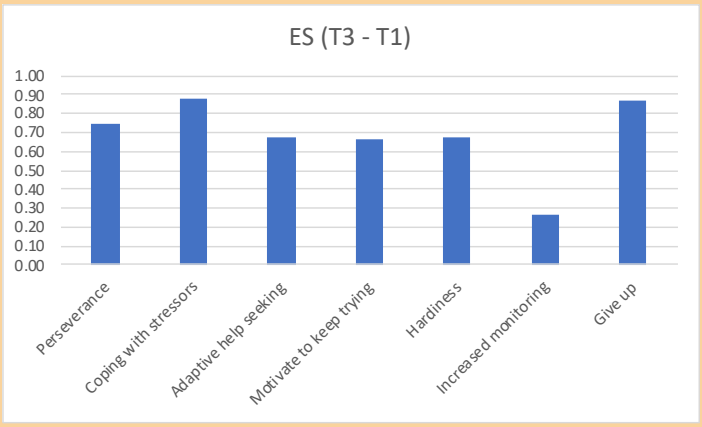

Figure 2

Conclusions

For all but one of the scales, the effect-size change scores are appreciably high, indicating major changes in these variables over the course of the program.
The items with the greatest changes related to learning about help-seeking, dealing with failure, developing a stronger sense of purpose for life, and improving academic success.
Overall, this small sample of 19 students in 1 class shows much promise there is for the CRASHING INTO POTENTIAL program. Given the small sample size, the likelihood of NOT findings improvement is increased (as low power to detect changes) and that there were changes is very exciting.

Full Data analysis can be found at

https://scottbharris.com.au/assets/crashing-into-potential-data-analysis.pdf