

Evaluating History & Hope



alaska children's trust

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Alaska Children's Trust recently commissioned Saylor and Associates to complete a thorough evaluation of the History & Hope training to learn about how trainees reacted to the information in the training and to measure the extent to which trainees enhanced their understanding of the impact of Adverse Childhood Experiences (ACEs) and trauma-informed care.

About the Evaluation: Participants in the History & Hope training were surveyed two times. The first was a pre-post survey that indicated their views prior to the training as well as how their views changed after taking the training. The second survey was 3-6 months after the training to gauge understanding and retention of the information.

The following graphs show some of the findings. For more detailed information, read the executive summary or the full report, linked on our page.



Over 400 History & Hope participants from 4 years of training were evaluated to learn the impacts of History & Hope. This extensive evaluation found that participants showed increased knowledge of the impact of ACEs and stress on the health and well-being of children and adults. This is important because we cannot combat what we don't know. Even more important is that participants showed an increased confidence in their ability to address the impact of ACEs and toxic stress on the health and well-being of children and adults. History & Hope teaches us that it is never too late to make a difference in a child or an adult's life and that *we can do something about ACEs*. Participants in this training experienced everything from increased knowledge of how history affects children today to increased skills for self-soothing and an increased belief in their own abilities to make a difference. Dozens of statistical analyses and hundreds of quotes and feedback opportunities speak to one conclusion: History & Hope is likely to have long-term positive community and institutional impacts. Thank you to the visionaries, creators, and trainers who contributed to the development and implementation of History & Hope.

Key takeaways from the evaluation include:

- Participants showed a 27% increase in their knowledge of the impact of toxic stress on the development of children's brains, bodies, and genes.
- Participants showed a 28% increase in their professional confidence in addressing the impact of ACEs and stress on the health and welfare of children and adults.
- Participants showed a 29% increase in their perceived ability to have a positive impact in addressing the impact in their institution and community in regard to trauma and its long-term effects.
- History & Hope training is likely to have long-term positive community and institutional impacts.
- Trainees appeared to retain much of the material covered during the training.

“Learning that the brain can be healed and *wants* to be healed after trauma was impactful. It gave me hope that people who have had stressful/ traumatic lives can be healed.”

“I feel that the session titled Hope and History was appropriate because the session inspired hope that no matter what traumatic history a person has, there are ways to change the effects that trauma causes physically, emotionally, and culturally.”

Of the History & Hope participants surveyed,

52%

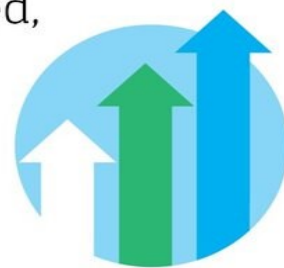
have used
handouts they
received at the
History & Hope
training

84%

have used
techniques from
the trainings like
breathing
exercises and
finger holds

52%

have later looked
at resources
presented in the
training such as
videos, links, or
tools



Comparing the data between the pre-post survey and the survey sent 3-6 months after the training occurred, there were noticeable increases in several areas of understanding and changes to beliefs about toxic stress and the impacts of it on children, including:

There was a **23% increase** in the belief that it is possible to reverse physiological changes caused by toxic stress by building protective factors and resilience.



Not only was there an increase in the understanding of the science of toxic stress and the impact of trauma, but there was also an increase in the participant's confidence in their individual *agency*. Many trainees left the History & Hope training with a renewed sense of the impact they, and the organization they are a part of, could have on addressing trauma and its long-term effects.

History & Hope can give your organization the tools to implement change, like they did for this participant:

“This is the first training of its kind that gave us solutions! 2 years ago, I felt that, as an outsider to the region, I was being personally blamed for trauma during our "training". 1 year ago, we were trained on trauma and ACES and how it can effect a person's entire life. Now, this year, we were given solutions! We now have ways to help students in our classrooms who are having a hard time being functional members of the classroom. Thank you!”

There was a **16% increase** in the understanding of the science behind how toxic stress negatively affects the development of children's brains, bodies, and genes.



There was an **11% increase** in the understanding that behavioral concerns among children such as acting out, academic failure, attendance problems, and poor health may be symptoms of toxic stress.



Do you agree or disagree with the following?

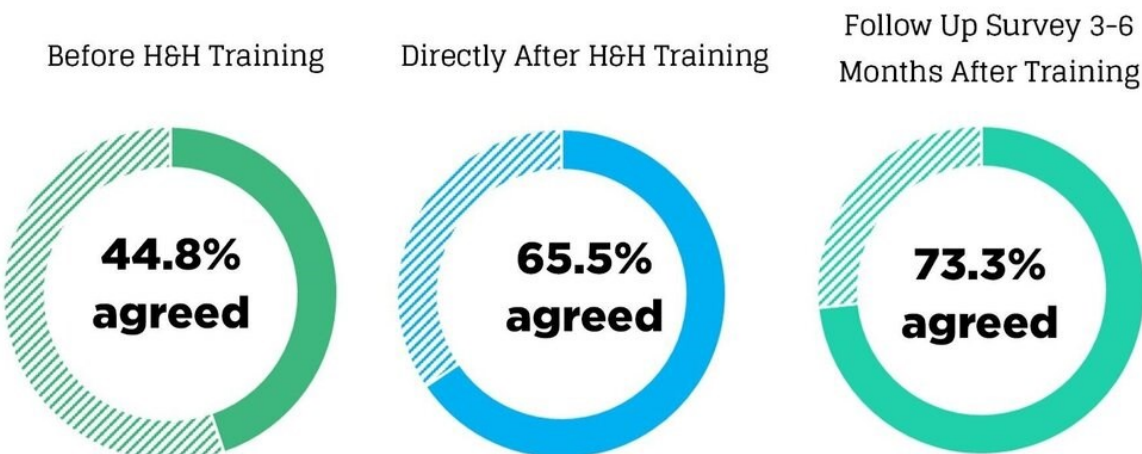
In my personal and/or professional interactions I can have an impact on people around me in regards to trauma and its long-term effects.



I understand the science behind how toxic stress negatively affects the development of children’s brains, bodies, and genes.



I can have an impact on how the institutions and organizations in which I work address trauma and its long-term effect.



Presentation format and teaching style

The results of the History & Hope Evaluation speak to the trainer's ability to communicate the information and utilize tools for encouraging long-term retention, but creating a comfortable and professional environment is also key to communication. Participants, overall, felt that the information was well presented and they were respected as a professional and a person. Many respondents also appreciated the knowledge from Alaska Native cultures and emphasis on intergenerational healing throughout the training.



4.48 on a scale of 5
Overall satisfaction



4.50 on a scale of 5

I felt respected as a professional and a person



4.52 on a scale of 5

The facilitator presented the information in a way I could understand



"I liked the references to Alaska Native culture and practices. I especially liked the quotes from Dr Blumenstein, "When we heal ourselves, we heal our ancestors."

What is one thing that you will do in the next three to six months because of what you learned in this training?

“With kids who have severe behavior problems in my class, I will try to get to know them better, try to figure out what are some of their triggers by talking with them, offering them calming body healing practices.”

“I will work on my bias to make sure I provide equal and un-biased care to all my patients. I will also ensure to provide a safe environment for those I care for and work hard to develop healthy relationships with all my patients.”

“Try to understand why students are acting out, instead of chalking it up as bad behavior”

“Make an effort to be a positive adult in the lives of children I know. Start planning ways in which to integrate this into therapy/clinical practice (especially in cases where child neglect/abuse is suspected.)”

“Incorporate more teachings on building resilience among youth in my program outreach efforts, and helping youth gain access to relevant resources.”

“Attempt to identify students that might be in this fight, flight mode. Looking for behaviors that change at a drop of a pen.”

“Be mindful of my own biases. Be purposeful on my interactions. What questions and how I ask those questions. Offer referrals as needed when I see the opportunity.”

“Be aware of the behaviors of my students and be mindful that it could be from traumatic experiences.”