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OWNPACE

COACHING PROGRAM FOR TEENS

OBSERVE WEIGH NAME PLAN ACT CHECK EXECUTE

OWNPACE

COACHING PROGRAM FOR TEENS

Abstract

- Multiple studies have shown that non-cognitive factors, such as creativity, resilience and social skills are often more important than cognitive abilities for students' academic performance and long-term career success.
- The purpose of this project was to develop, test and evaluate the effectiveness of a new coaching model in the development of creativity, resilience and social skills in healthy teenage boys.
- As it was hypothesized significant increases in creativity and social skills were confirmed. However, the intervention had no significant effect on resilience. Finally, recommendations for future research were made and suggestions for practical coaching applications were presented.

Background

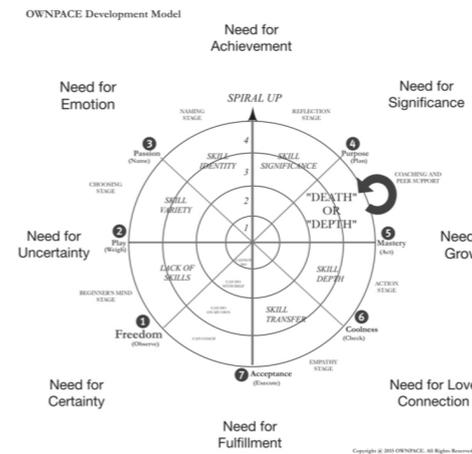
- Research shows that teenagers (especially boys) would benefit the most from programs and interventions aimed at improving children's psychological well-being and developing essential life skills.
- It is important to provide stimulating, structured and supervised after-school activities for adolescents thereby reducing the amount of time they engage in destructive activities such as drinking alcohol, using drugs, etc.

Design and Methods

- In Fall 2015, seven healthy teenage boys participated in a 3-month pilot study, meeting once a week for a 2-hour interactive coaching session (12 sessions in total).
- Pre and posttests were conducted to evaluate the new program's effectiveness, measuring creativity, resilience, and social skills using the following instruments: (1) Torrance Tests of Creative Thinking, Figural TTCT, 2008, (2) Resilience Scale, RS-14, 2009, and (3) Social Skills Rating System, SSRS, 1990.
- The t-tests were applied, and the effect sizes calculated to determine the statistical significance of the present study findings.
- The follow-up surveys were conducted to determine the overall satisfaction with the program.

Theoretical Framework

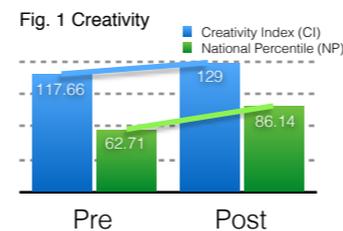
- In the last ten years, significant progress has been made in identifying necessary developmental conditions for adolescents to thrive and flourish (Benson & Scales, 2009¹; Keyes, 2007²; Moore & Lippman, 2005³; Peterson & Seligman, 2004⁴).
- Although extensive research has been done to conceptualize and measure thriving in adolescents, the aim of this study was to clarify what conditions would be essential for teenagers to flourish and excel.
- While the OWNPACE coaching model developed through this study shares some of the elements of Keyes' psychological construct of 'flourishing' (Keyes, 2007), its core components have more in common with the conceptual framework of 'thriving' (Benson and Scales, 2009, p. 97-98).



Quantitative Results

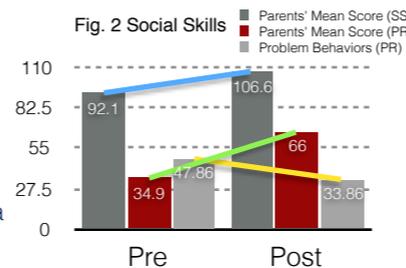
CREATIVITY

- As predicted, mean creativity index (by age) and its corresponding national percentile increased by 9.64% (SD=12.5, d=1.14, p=0.027) and 37.36% (SD=25.5, d=1.32, p=0.026), respectively.



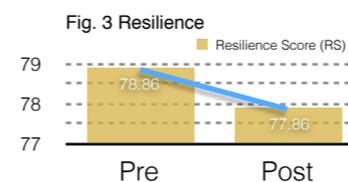
SOCIAL SKILLS AND PROBLEM BEHAVIORS

- As predicted, parents' mean standard score (SS) and evaluation of their children's social skills increased by 15.74% and the corresponding percentile rank (PR) increased by 89.11%.
- Also, as predicted, parents' observed a 29.25% (PR) drop in their children's problem behaviors, which corresponds to the parents' increased mean score (PR, +89%) of the teens' social skills.



RESILIENCE

- Contrary to the hypothesis, mean resilience score slightly decreased (-1.27%).



Qualitative Results

PARTICIPANTS' FEEDBACK

- "It wasn't just a program telling you to do things you already know you should do. [...] It taught me other things, lessons in life that all make sense but you never really thought of them before. It also helped me find meaning and direction in my life."

PARENTS' FEEDBACK

- "My biggest fear was that my son would not like the program and would not want to attend the sessions. This was not at all the case, I could tell right away that he was enjoying the program because he seemed to look forward to the meetings."
- "I found that the quality of the program greatly exceeded my expectations. It was engaging yet introspective, challenging yet supportive."

Discussion

- This study provides a case of a statistically significant negative correlation between creativity and resilience ($r = -.64, p \sim .1$), suggesting that further investigation of this relationship may be required.
- It is possible that this outcome may be explained through an extensive body of research, indicating that younger adolescents in middle school show more markers of thriving (and resilience) than do high-school youth because they are more connected to caring adults.

Study Limitations

- The sample size was small (n=7)
- There was no control group
- Since the OWNPACE model and the group-coaching program were developed by the author there is a potential risk of conflict of interest

Recommendations

- A larger sample and a control group should be used to allow for a more stable assessment of the OWNPACE model's effectiveness.
- To avoid bias and to measure long-term effects of the program, it is recommended that future longitudinal studies are conducted by independent researchers.
- Further research is recommended to study the dynamic relationship between creativity and resilience.

Conclusion

- There is a growing body of research which indicates that, in addition to acquiring cognitive skills, modern students have an urgent need to master non-cognitive skills, such as resilience, creativity, and collaboration.
- Despite the study limitations, the quantitative results of this study and its qualitative data provide a promising direction for the development of creativity and social skills in teenage boys
- Further research is needed to evaluate the program's usefulness in improving teens' resilience and developing a meaningful pathway from childhood to a chosen profession.

References

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