

JUDGE BAKER CHILDREN'S CENTER

Advancing care that improves children's

Beautiful Me Program Evaluation Final Report

Prepared by:
Rachel Kim, Ph.D.
Kerry O'Loughlin, Ph.D.
Angelina Ruiz
Robert Franks, Ph.D.

August 20, 2021

Acknowledgements

Special thanks for Heather Halko and Marina Wilson for their wonderful and thoughtful contributions to this work. We are also extremely grateful to all our school partners in Massachusetts and New York for contributing their time and energy, especially during the pandemic. And finally, we are so thankful for the Hance Family Foundation and the whole Beautiful Me team for being an amazing partner in this important work.

Contents

- Section I: Overview of the Partnership and Purpose of Evaluation.....1
- Section II: Overview of Becoming an Evidence-Based Practice.....1
- Section III: Methods3
 - Participants.....3
 - Procedures.....3
- Section IV: Outcome Evaluation Findings6
 - Participant Quantitative Outcomes6
 - Qualitative Report of Participant Outcomes.....7
- Section V: Process Evaluation Findings10
 - Beautiful Me Curriculum10
 - Facilitator Training Process.....11
 - Facilitator and Participant Program Recommendations.....11
- Section VI: Summary of Findings.....13
- Section VII: Recommendations14
- Closing Remarks16
- Appendix A: Mid-Evaluation Report.....
- Appendix B: Quantitative Measures.....
- Appendix C: Focus Group Questions

Section I: Overview of the Partnership and Purpose of Evaluation

Beginning in August 2019, Judge Baker Children’s Center and the Hance Family Foundation (HFF) began collaborating to support HFF’s implementation and evaluation of Beautiful Me in Massachusetts and New York schools.

The work focused on four main objectives:

1. Installation of Beautiful Me in a partner community organization;
2. Outcomes evaluation of Beautiful Me’s effectiveness; and
3. Process evaluation of Beautiful Me consultant training and participant sessions;
4. Enhancement of the Beautiful Me model and development of strategies for implementation and scale-up.

The outcome evaluation of Beautiful Me examined the effectiveness of the program based on participant outcomes. The process evaluation is focused on identifying strengths and areas for growth of the 1) consultant training model and 2) delivery of the 3-day program. The evaluation utilized a mixed methods model to provide a broader perspective on the strengths and areas for growth of the Beautiful Me program. Quantitative strategies were used for statistical analyses and to support the generalization of findings. Qualitative methods offered opportunities to understand contextual factors related to consultant training, program delivery, and effectiveness. The results have informed recommendations for model enhancement and scale-up of the Beautiful Me program.

The goals of the current report are to:

1. Provide an overview of becoming an evidence-based practice;
2. Provide findings of the final outcome and process evaluations;
3. Provide recommendations based on evaluation findings.

Section II: Overview of Becoming an Evidence-Based Practice

“Evidence-based” typically refers to a program that has been shown to have a positive impact based on research findings. The program has to have met specific criteria related to the credibility of these research findings. The following are three sets of criteria used to determine if a program is evidence-based:

Getting to Outcomes 2004¹

1. The degree to which the program is based on a well-defined theory or model
2. The degree to which the target population received sufficient intervention (i.e., dosage)
3. The quality and appropriateness of data collection and data analysis procedures
4. The degree to which there is strong evidence of a cause and effect relationship (i.e., a high likelihood that the program *caused* or strongly contributed to the desired outcomes)

¹ Chinman, M., Imm, P., & Wandersman, A. (2004). *Getting to outcomes™ 2004: Promoting accountability through methods and tools for planning, implementation, and evaluation*. Santa Monica, CA: Rand Corporation.

Chambless and Hollon, 1998²

1. Comparison with an alternative
2. Studies conducted with:
 - A treatment manual
 - A specific population
 - Reliable, valid outcome measures
 - Appropriate data analysis
3. Be replicable

Collaborative for Academic, Social, and Emotional Learning (CASEL)³

1. Designed to be implemented with a universal population of students who are within a grade range that spans from pre-K through 12th.
2. Comprehensive approaches for promoting students' development across five core social-emotional competencies that have written documentation to ensure the consistency and quality of program delivery.
3. Have the capacity to provide initial training and ongoing support to a wide audience in the United States, including written documentation of their program to ensure consistency and high quality of program delivery.
4. Have at least one carefully conducted evaluation that (1) includes a comparison group, (2) is implemented in a universal setting with students within a grade range from pre-K through 12th, (3) utilizes pre- and post-test measurement, and (4) demonstrates a statistically significant ($p < .05$) positive impact on student behavioral outcomes.

Given that the primary aim of Beautiful Me is to increase females' self-esteem, a social emotional learning target, the CASEL designation of evidence-based practice will likely be most relevant. However, components of the Getting to Outcomes criteria and the Chambless and Hollon criteria may also be relevant to inform achieving evidence-based status.

Recommendations

Based on observation of the Beautiful Me facilitator training and review of the Beautiful Me teacher manual and participant workbook, the following recommendations were given:

1. Operationalize the Beautiful Me goals;
2. Clarify the framing of the Hance family story;
3. Standardize the consultant training process;
4. Standardize the instructor training process; and
5. Clarify and enhance ways to involve a broader support system for Beautiful Me.

See Appendix A for full details regarding the initial recommendations.

² Chambless, D. L., & Hollon, S. D. (1998). Defining empirically supported therapies. *Journal of Consulting and Clinical Psychology, 66*(1), 7-18.

³ Collaborative for Academic, Social, and Emotional Learning.(n.d.). CASEL Program Guides. <https://casel.org/guide/>

Section III: Methods

Participants

The evaluation was conducted within three school districts during the 2020-2021 academic year. Student participants were females in 5th through 12th grade. All group facilitators were females, as required by the Beautiful Me program. A total of 54 students completed pre- and post-group questionnaires, and 31 caregivers completed the post-group caregiver questionnaire. Focus group respondents included the student participants, group facilitators, and teachers of students who participated in the program. There was a total of 19 students, 16 facilitators, and 11 teachers who participated in role-specific focus groups.

Procedures

Participant Outcomes

JBCC collected both qualitative and quantitative data to examine primary outcome domains including: 1) self-talk, 2) self-esteem, 3) self-perception, 4) self-worth, 5) body image, and 6) social relationships. These domains align with core social and emotional learning competencies of self-awareness, social awareness, and relationship skills set forth by the Collaborative for Academic, Social, and Emotional Learning (CASEL)⁴ that have been found to positively impact children across social, academic, and mental health development¹.

Quantitative outcomes included student participants' self-reports to assess changes in these domains using the Rosenberg Self-Esteem Scale⁵, the physical appearance and global self-worth subdomains of Self-Perception Profile for Children or Adolescents^{6,7}, and the Washoe County School District Social Emotional Competency Assessment - Short Form⁸. JBCC developed an additional questionnaire to assess discrete behavioral changes associated with the primary outcome domains (e.g., ability to identify appropriate helpers and frequency of asking them for help when needed). These measures were administered shortly before participants began the program, at program completion, and, when possible, at a three-month follow-up. Copies of all measures are available in Appendix B.

Caregivers were also asked to complete a JBCC-developed measure to elicit their perspectives on the impact of the program on their children (See Appendix B).

Rosenberg Self-Esteem Scale (RSES). The Rosenberg Self-Esteem Scale is a well-established measure of global self-esteem. It consists of 10 items on a 4-point Likert-type scale (0 to 3) that are summed to yield a total self-esteem score, where higher scores indicate greater self-esteem. Norms previously reported for females aged 12 to 19 was a mean score of 28.31 ($SD = 5.35$)⁹.

Harter Self-Perception Profile for Children or Adolescents (SPP-C, SPP-A). The SPP-C and SPP-A are two age-specific, validated measures of youths' self-perception across several domains. The physical appearance and global self-worth domains were selected as most relevant for this evaluation. The subdomains

⁴ Collaborative for Academic, Social, and Emotional Learning (2017). *Social and Emotional Learning (SEL) Competencies*. Retrieved from <https://casel.org/wp-content/uploads/2017/01/Competencies.pdf>

⁵ Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.

⁶ Harter, S. (2012). *Self-perception profile for children: Manual and questionnaires*. University of Denver.

⁷ Harter, S. (2012). *Self-perception profile for adolescents: Manual and questionnaires*. University of Denver.

⁸ Davidson, L. A., Crowder, M. K., Gordon, R. A., Domitrovich, C. E., Brown, R. D., & Hayes, B. I. (2018). A continuous improvement approach to social and emotional competency measurement. *Journal of Applied Developmental Psychology, 55*, 93-106.

⁹ Bagley, C., & Mallick, K. (2001). Normative data and mental health construct validity for the Rosenberg Self-Esteem Scale in British Adolescents. *International Journal of Adolescence and Youth, 9*(2-3), 117-126.

are scored by summing the item-level scores (1 to 4) and dividing by the number of items in that subdomain. Higher scores indicate better self-perception. Norms for females in grades 5 through 12 ranged from 2.40 to 2.90 on the Physical Appearance subscale and 2.66 to 3.30 on the Global Self-Worth subscale.

Washoe County School District Social Emotional Competency Assessment - Short Form (WCSD-SECA-Short Form). The WCSD-SECA-Short Form is a measure of general social and emotional competency developed specifically for students. Students respond on a 4-point Likert-type scale (1 to 4), where greater scores demonstrate higher social and emotional competence. The 17 items are summed for a total competency score.

JBCC Beautiful Me Objectives Scale (BMOS). The BMOS is a 12-item questionnaire developed by JBCC faculty in collaboration with the Hance Family Foundation that measures the frequency of Beautiful Me-specific target behaviors. Participants respond on a 5-point Likert-type scale (0 to 4). The items are summed to provide a total score, where higher scores indicate more frequent occurrence of behaviors targeted through the Beautiful Me program.

JBCC Beautiful Me Caregiver Survey (BMCS). The BMCS is a caregiver survey developed by JBCC faculty to examine caregivers' perspectives of their children's behaviors related to Beautiful Me objectives following their participation in the Program. Six items are rated on a 5-point Likert-type scale (0 to 4) and then averaged, such that higher scores indicate more positive perspectives. One additional open-response question prompts caregivers to share anything else they would like about their daughter's participation in the Beautiful Me program.

Focus Groups. To gather qualitative information on participants' perspectives of their growth as a result of the program, JBCC conducted focus groups with a subset of student participants. To provide additional perspectives, separate focus groups were conducted with a subset of group facilitators and teachers. All focus group questions are available in Appendix C.

Process Outcomes

Following the training and delivery of the program, facilitator focus groups also included questions to gather consultants' perspectives on strengths and challenges of the training model, areas for further support, and general feasibility and acceptability of the training model.

Quantitative Data Analysis Plan

Structured statistical analyses, specifically independent samples *t*-tests were utilized to examine participants' quantitative outcomes, specifically pre-program, post-program, and three-month follow-up completion of the Self-Talk Inventory, Rosenberg Self-Esteem Scale, the Self-Perception Profile for Children or Adolescents, and JBCC-developed behavioral measure. These analyses examined participants' change over the course of the program and any lasting impact at the follow-up period.

Qualitative Data Analysis Plan

Qualitative analyses offered opportunities to understand contextual factors related to consultant training, program delivery, and effectiveness. Focus group recordings were transcribed and coded for themes using inductive coding methodology by two coders. Through inductive coding, JBCC faculty searched for themes related to the training model, program delivery model and content, and program effectiveness. Inductive coding also allowed evaluators to identify emergent themes in the data. The identified themes were collapsed, grouped, and contextualized to better understand the implementation and process of Beautiful Me, including strengths and limitations of the current model.

Quantitative and Qualitative Synthesis of Outcomes

Based upon the analyses of quantitative and qualitative data, recommendations were made to both enhance the Beautiful Me model as well as develop effective strategies for scale-up and implementation.

Section IV: Outcome Evaluation Findings

Outcome Data Availability

As previously noted, 54 student participants completed both the pre- and post-group surveys. One hundred seventy-six student participants completed only the pre-group surveys. The average length of time between pre- and post-group surveys was 21.70 days ($SD = 36.17$). Twenty-two students completed the pre-group and follow-up surveys. Participants averaged 80 days between pre-group and follow-up surveys ($SD = 18.28$). There were no significant difference in pre-group scores between those who did and those who did not complete the post-group or follow-up surveys. Thus, quantitative analyses were conducted only using those who had both pre- and post-group surveys, and pre-group and follow-up surveys. A total of 31 caregivers completed the Beautiful Me Caregiver Survey.

Participant Quantitative Outcomes

Table 1 presents participant means on all questionnaires before and after the Beautiful Me groups, as well as the average score reported by caregivers following the group.

Self-Esteem

Participants had a significant increase in self-esteem following participation in the group, as demonstrated on the Rosenberg Self-Esteem Scale. Though self-esteem did improve, it is especially notable that post-group scores were well below previously reported norms for females in this age group.

Self-Perception

Participants' perspectives of their physical appearance significantly improved following participation in the group. These scores changed from lower than the normative range before the group to the high end of the normative range after the group. However, participants' global self-worth did not change significantly. The lack of significant improvement in perceptions of global self-worth following participation in the group may be due to the fact that students already fell within the mid- to high end of the normative range prior to the group.

Social-Emotional Competencies

Participants demonstrated significantly improved social and emotional competency on the WCSD-SECA following participation in the group. This suggests that students are better able to use social and emotional skills after Beautiful Me.

Beautiful Me Objectives

Overall, participants reported frequent use of Beautiful Me objective behaviors. The frequency did increase significantly following participation in the group.

Beautiful Me Caregiver Survey

Caregivers reported slight increases in the frequency of positive behaviors related to Beautiful Me objectives, including noting that their daughters seemed somewhat more confident than before.

Table 1. Participant Outcomes

	Pre	Post	<i>T</i>
	<i>M (SD)</i>	<i>M (SD)</i>	
RSES	16.04 (5.46)	17.92 (5.18)	-3.52**
SPP			
Physical Appearance	2.46 (.85)	2.71 (.92)	-3.11**
Global Self-Worth	2.96 (.86)	3.07 (.82)	-1.25
WCSD-SECA	2.61 (.39)	2.73 (.41)	-2.80**
BMOS	40.17 (8.31)	42.96 (8.88)	-2.72**
BMCS	-	2.72 (.78) [†]	-

**Indicates that the change was statistically significant at the $p \leq .01$ level.

[†]No pre-group caregiver survey was administered.

Follow-up Outcomes

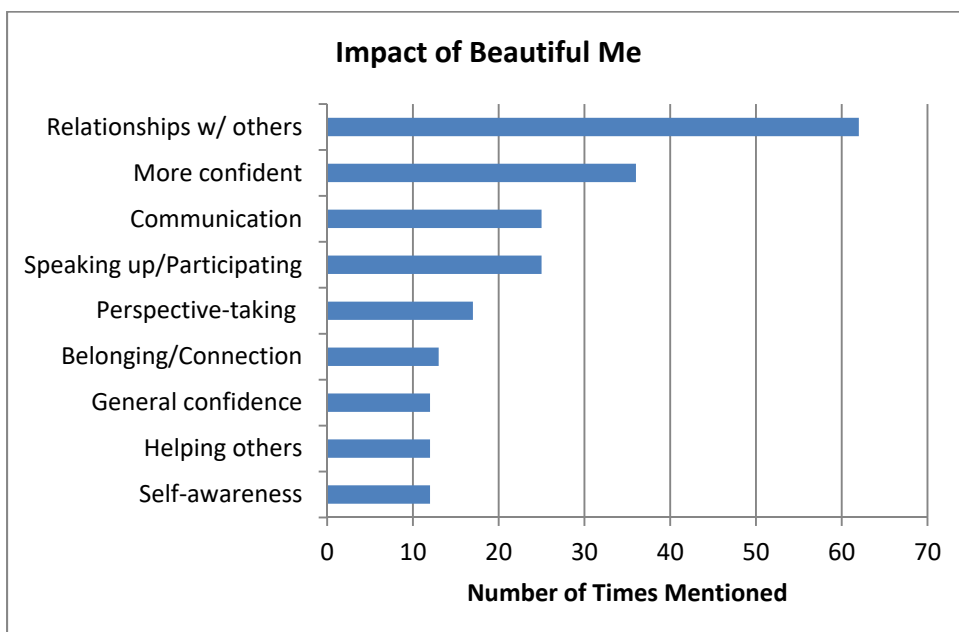
Though there were very small improvements between pre-group and follow-up survey scores on all participant outcome measures, these changes were not statistically significant change. However, this may have been due to the very small number of student participants who completed follow-up surveys ($n = 22$).

Qualitative Report of Participant Outcomes

Impact

Overall, student participants, facilitators, and teachers noted that the Beautiful Me program had a positive impact on the students. The most commonly mentioned themes from the focus group are represented in Figure 1.

Figure 1. Commonly mentioned these on the impact of Beautiful Me



Developing and improving relationships with others was the most frequently shared impact of Beautiful Me. Specifically, student participants, facilitators, and teachers shared that the program had supported girls in getting along better with others, including being more respectful, ***taking others' perspectives into consideration***, being encouraging or supportive to others, and ***helping others***. They also expressed that the participants were more outgoing and shared several instances of participants making new friends. In general, several highlight that a sense of ***belonging, connection, and acceptance*** arose in the group.

One student participant specifically shared, "I think that...for me, it was that now that I was a part of this group,...I got to say things and hear what other people thought and experienced. So like, when I feel down or like I'm really insecure, like, I can think about these things that we talked about and like...know that there's other people also that feel like this. That I'm not alone."

A teacher said, "And definitely towards the end, there is a sense of a family in the class, like they do kind of know how to encourage one another, whether it be with work, or even socially, like if someone's having a bad day, and they put in the chat, and they try to like greet each other, I love how they greet each other in the beginning, during a class and how they say goodbye to one another, just, 'Goodbye, everyone have a great day.' And I look forward to that. It's very encouraging. So there's definitely a spirit of, of, um, I don't want to say collegiality, I guess that's the word, but they're definitely encouraging of one another."

Many participants shared that they felt ***more confident***, and facilitators and teachers indicated that participants were noticeably more confident. They described that the participants were embracing their own uniqueness and engaging with others more. Participants shared that they were feeling better about themselves, even in the face of bullying.

A student said, "My favorite part is when it was teaching me to be less in my shell to like, come out and not be as shy."

Related to being more confident, teachers and facilitators noticed behavioral changes in the classroom, such as students ***speaking up more in class*** and generally ***participating more***. Several teachers shared an example of a student who demonstrated an especially notable transformation after participating in Beautiful Me.

According to one teacher, "There's this student...who has been in like a shell all year, like literally, like, I didn't even know she had a voice up until a couple of weeks ago. She would come in, and first thing she would do is like, either put on her hood, or put her head down into her arms. And she did the absolute bare minimum to just pass my class. And it was literally like the day after she had this...meeting with [the facilitator] and her awesome teachers that we were doing a competition. So we were building boats, and we were trying to see like whose boat design could hold the most weight possible. And everyone was working in groups...and she wanted to work by herself and it was the only way I can get her to do the project...allowing her to work by herself...And she gets up in front of the class, and her boat absolutely destroyed everyone's. She had by far the absolute best boat that I've seen. And she was a celebrity. And for that 40 minutes there, she was a celebrity. And she was like, so confident. She was like showing off her boat to everybody. Everyone was trying to steal her ideas. And it was like, very, very cool. And for the next couple of days after that she just was a totally different person...I honestly think it was probably whatever happened in that meeting, that she came to my class like super confident, did not have her head down. She

was doing awesome...it was amazing to see this like transformation in this girl. And since then she's just been a completely different person. She's vocalizing, she's answering questions. She's talking to people around her. So whatever happened in that meeting gave her enough confidence to be like, "I can get in front of a class, show off my design," and kind of brag about how awesome she is. And that was really cool to watch her come out of her shell."

Importantly, facilitators and teachers shared that they saw increased levels of *self-awareness* and *self-reflection* among the participants, a core objective of the Beautiful Me program.

A facilitator shared, "They told me that before...they were not aware of their negative thoughts, of how they felt about themselves and about their bodies, they were not so conscious about it...they didn't really think about it. And after the program, they were able to pinpoint those thoughts, and actually be aware of them and shift them and change them to a better positive way of thinking about themselves and others."

Notably, many of the impacts noted across focus groups align with the CASEL core social and emotional learning competence areas¹⁰, specifically:

- **Self-awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts
- **Social awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
- **Relationship Skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

This overlap demonstrates that in addition to increasing self-esteem, Beautiful Me contributes to the development of broader, important social and emotional learning competencies.

Telling Others about Beautiful Me

When asked what they would tell potential program participants, many students shared that they highly encouraged others to participate in Beautiful Me, noting that it was a good experience that could help them feel more confident.

¹⁰ Collaborative for Academic, Social, and Emotional Learning (2020). CASEL's SEL Framework. Retrieved from <https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>

Section V: Process Evaluation Findings

Beautiful Me Curriculum

Most Meaningful Components

In general, both student participants and facilitators had highly positive perspectives on the Beautiful Me curriculum. The compliment box activity from Section 3, hand self-reflection activity from Section 1, and self-awareness super hero from Section 1 were noted as the most meaningful activities. Specifically, participants and facilitators felt the **compliment boxes** made the girls feel more confident and were empowering for them. They shared that they were surprised by the genuineness of the compliments. Several participants reported rereading the compliments they received when feeling sad or down, as a means of coping.

One facilitator shared, “I have my little heart box still up here on my shelf. Like, it's just something that I've reiterated a lot during the program that like if you're having a bad day, this is something for you to look back on and just remind yourself, like most of the girls didn't even know each other in our program. And these girls who really did not know each other, they were all like giving each other genuine compliments and making each other feel good about themselves. So I don't know I thought that was very powerful.”

Student participants and facilitators also expressed that the **hand self-reflection** activity was profound, in that it provoked thoughtful discussion and also normalized and validated participants' insecurities, especially with facilitators also sharing.

According to a facilitator, “And we had one girl...[who] had a lot of scarring on her hands. And she just broke down...It was just the sweetest moment for this girl to share. And then the one girl looks over to her and goes, “I think your scars are beautiful.”

Other participants and facilitators indicated the significance of the **self-awareness super hero**, and the impact of being able to reflect on the traits they demonstrated outwardly to others and those they truly felt represented them on the inside.

A facilitator shared, “The activity that involves the superhero cape, where they had to pick the adjectives to describe themselves...I had one girl who chose only words that had like, negative connotation. Only that, and the, the other girls in the group taught her how to spin those words around to be positives...I watched their faces as they were picking the words. And, you know, it's like, they own those words. You know, they're like, “That's me. And that's me.” And there's so many of them to choose from...it's interesting to find a word to encapture your own character and personality. So, then everyone here gave them the opportunity to describe why that word matched them. And I think that that activity really helped them get to know each other, also, and to get to know themselves.”

Challenging Components

The facilitators reported challenges with some activities, specifically the Bathing Suit Story and Self-Care Rules in Section 1 and the Body Language Role-Play in Section 2. Student participants did not report any challenging curriculum components.

Some facilitators felt uncertain about the connection between the message of the **Bathing Suit Story** and **Self-Care Rules Activity** fit together, and with the other Section 1 activities. They felt it was more appropriate to discuss how Aly learned how to cope with the feelings of insecurity with her body, rather than emphasizing setting rules for oneself. Other facilitators commented on the importance of acknowledging the sociocultural context of the participants when discussing body image and setting rules. For example, one facilitator shared the potentially confusing messaging of a child deciding not to take a second helping of food when many Beautiful Me participants struggle with food insecurity and do not have the option of declining food when it is available. Another discussed how rules one sets for herself are often complicated by societal or cultural rules. Despite these critiques, many facilitators did report that they found the Self-Care Rules activity to be meaningful.

Other facilitators shared that they struggled conducting the **Body Language Role-Play**, primarily due to the participants' embarrassment or hesitation related to acting things out.

Facilitator Training Process

Helpful Training Components

Facilitators felt that the **Part I: Orientation** gave them a strong understanding of the history and background of the Hance Family Foundation and the Beautiful Me program. One facilitator also noted that the Beautiful Me consultant began modeling skills for group facilitation during this introduction with 60 people, and was able to create a vulnerable and open space.

The majority of facilitators found that **participating in groups of their own** as part of the **Part II training** was the most beneficial component in the training process. Specifically, they noted that participating in the groups allowed them to understand how to run the activities, especially because the Beautiful Me consultants modeled for them and included advice around ways to facilitate participation. Facilitators also shared that participating in the groups allowed them to self-reflect on themselves, which also informed how they then framed activities and discussions. Facilitators' self-reflection also allowed them to be authentic and vulnerable with student participants when leading the groups.

Facilitator and Participant Program Recommendations

Student participants and facilitators provided a range of recommendations for program enhancement, including suggestions regarding program structure, curriculum adaptations and additions, and training.

Program Structure

The most frequent recommendation was to **increase the length of the program**. Participants and facilitators alike felt that the program was so meaningful that they wished that they had more opportunities to engage as a group. Ideas to lengthen the program included:

- Adding activities or components, including more group-based activities and multimedia (e.g., videos and audio)
- Having follow-up meetings to check in with each other
- Having a Beautiful Me conference or convention where any females who have been through the program can connect, either within a school, district, or even nationally

Curriculum Adaptations and Additions

Some suggested curriculum adaptations and additions included:

- **Reorganizing the manual** so that facilitators could have view the stories and relevant activities in one section
- Adding **examples of how Aly, Emma, and Katie’s parents advised their daughters**, so participants could apply that advice to their own lives
- Including **culturally diverse stories and examples** to promote inclusion
- Having **materials available for English language learners**, specifically in Spanish
- Developing a **program to enhance boys’ self-esteem**
- Including **strategies to promote coping** (e.g., how to deal with negative thoughts), such as mindfulness or self-compassion
- Including some **Beautiful Me-specific ice breakers** to start the initial group session
- **Space for participants to write down reflections**, such as additional blank pages in the participant workbook or a Beautiful Me journal
- Including reflection and **program evaluation** as part of the standard program structure, such as brief pre- and post-group surveys, doing “Your Thoughts are an Option” activity before starting program and at the end of the program, having post-group focus groups with student participants

Training Enhancement Recommendations

Facilitators brainstormed recommendations for the training process, including:

- Having a **more structured and outlined Part III: Logistics training** so they would have a more concrete understanding of how to implement the program, such as how to access materials, who to contact for additional support, or different options for how to schedule and structure the program.
- Having a **support or consultation group** to be able to brainstorm ideas for implementing activities, troubleshoot challenges arising in facilitating the groups, and just generally having check-ins
- **Access to the training slides** as a reference for facilitators
- **Recommendations for optimal spaces** to run the groups

Section VI: Summary of Findings

The purpose of this partnership was to evaluate the effectiveness of the Beautiful Me program, examine the training and implementation process, and provide recommendations for enhancement of the Beautiful Me model and development of strategies for implementation and scale-up.

Overall, the Beautiful Me program appears to increase females' self-esteem, self-perception, social-emotional competencies, and behaviors targeted specifically in the program, as indicated by the small improvements in pre- to post-group scores on the quantitative measures. It is important to recognize that though significant based on statistical analyses, it is challenging to interpret whether the participants overall experienced meaningful life changes. Several factors may have limited the quantitative findings, including a relatively small number of participants who completed both pre- and post-group surveys, and those who completed pre-group and follow-up surveys, the substantial impact of the COVID-19 pandemic, or the brief nature of the program. In focus groups, several facilitators and teachers noted challenges specific to the pandemic. That is, the higher levels of stress during the COVID-19 pandemic may have influenced the experience of both facilitators and participants. For example, it is possible that higher levels of stress may have blunted the magnitude of participants' response to the program. Similarly, the virtual delivery (and/or shifts between virtual and in-person formats) of the curriculum may have impacted the participants' level of comfort, willingness to participate, and/or their attendance at sessions. While it remains possible that the realities of the COVID-19 pandemic may have impacted the results reported here, we commend the facilitators for their commitment to this program under such difficult circumstances. While Beautiful Me is designed to be implemented in three hour-long sessions or a single hour-and-a half long session, this may not be a sufficient dose or intensity of the "active ingredients" of the curriculum to promote even greater change.

However, results of the student participant, facilitator, and teacher focus groups highlight several areas of meaningful impact, including enhancing participants' relationships with others and creating a sense of connection, improving participants' overall self-esteem, encouraging participants to engage more fully in school, and promoting self-reflection and self-awareness. These findings suggest that of there were some meaningful changes in at least some participants who contributed to the focus groups and specific participants that facilitators and teachers noticed. Participants, facilitators, and teachers alike recommended the Beautiful Me program for other females.

Focus group contributors also shared specific examples of curriculum components that they especially found helpful or meaningful, especially the compliment box, hand self-reflection activity, and the super hero self-reflection activity. They also reported on some challenging activities, such as the Bathing Suit Story and Body Language Role-play, that could be adapted to facilitate implementation. Contributors also provided recommendations for overall program enhancement including a longer program, additional culturally- and linguistically-sensitive materials and activities, and routine evaluation of impact as part of the program.

By and large, the facilitators had highly positive feedback regarding the Beautiful Me training process, especially noting the value of participating in Beautiful Me groups of their own, both for allowing them to self-reflect on the specific activities and discussion questions, and for modeling how the program should be administered. To enhance the benefits of the Part I and Part II trainings, focus group participants requested further standardization of the Part III training pertaining to the logistics of implementing the program.

Section VII: Recommendations

The findings of this evaluation support that the Beautiful Me program may be beneficial in improving girls' self-esteem and other social and emotional learning competencies. The following recommendations are presented to enhance the program and potentially amplify the impact of the Beautiful Me program:

1. The Beautiful Me team is encouraged to consider ways to **increase the dosage and intensity** of the Beautiful Me program. Other social-emotional learning programs vary in length, including weekly sessions through the entirety of a school year. However, given that some schools and workplaces like the brief nature of the program, doing 6 to 10 sessions may be sufficient. Some ideas for lengthening the program include:
 - Adding a continuation session for each theme that includes additional discussion questions or relevant stories and examples.
 - If the team wishes to add additional themes or objectives, adapting some of the activities previously developed and available on the Self-Esteem Rising website for additional group sessions.
 - Having open-ended follow-up meetings that allow girls to discuss their experiences as they relate to the Beautiful Me lessons.
 - Recommending more strongly that schools consider creating a Confidence Club that can be held throughout the school year and that girls can join as they complete the program.
2. The Beautiful Me team is encouraged to continue working on **strategies to recognize and embrace aspects of diversity and cultural humility** throughout the program. The Hance Family Foundation's Diversity and Inclusion Committee will be an important partner in this work. Some strategies may include:
 - Stories of diverse girls embedded in the curriculum
 - Materials available in other languages frequently used by participants
 - Discussions with facilitators about cultural norms in their communities or amongst their students during the training, as well as brainstorming ways to integrate diverse cultural perspectives while facilitating groups
3. The Beautiful Me team is encouraged to continue to work to **develop a community of allies around females**, including:
 - Continuing to develop their Self-Esteem Rising Ambassador program to include leaders of other genders
 - Engaging non-participating students and staff in Beautiful Me activities (e.g., the compliment board)
4. The Beautiful Me team is encouraged to **examine how the program aligns with and complements schools' other efforts around social-emotional learning**. This can be explicitly discussed with school administrators and other stakeholders relevant to social-emotional learning programming.

5. The Beautiful Me team is encouraged to consider potential next steps for the growth of the program, specifically pertaining to **ongoing program evaluation**. Options for evaluation include:
 - Pursuing a formal randomized controlled trial to become an evidence-based practice
 - This may include:
 - Connecting with university-based social-emotional learning researchers
 - Seeking research grants
 - The benefits of pursuing a randomized controlled trial include:
 - More rigorous data to support the program’s effectiveness
 - Working towards evidence-based practice status
 - Continuing program evaluation naturalistically as a routine component of the program.
 - This may include:
 - Making the assessment of outcomes a standard program element by developing an outcomes survey for participants to complete before and after the program
 - Seeking longer-term follow-up (e.g., after a year)
 - Additional focus groups with participants, facilitators, and other relevant stakeholders (e.g., teachers, caregivers)
 - The benefits of continued evaluation include:
 - Having a larger sample of participants in diverse age, cultural, and socioeconomic groups to examine the generalizability of program effectiveness findings
 - Providing evidence of effectiveness for the program if it is lengthened, there are substantial curriculum changes, or if general implementation is more streamlined and successful

Closing Remarks

The Beautiful Me team and the Hance Family Foundation have demonstrated an incredible commitment to their mission of empowering women and girls. This commitment is visible not only through their continued work to spread the Beautiful Me program to more and more girls and women across the globe free-of-charge, but also in their dedication to continued improvement of the programs and their implementation. We are especially impressed with the thoughtfulness and thoroughness with which the Beautiful Me team responded to previous recommendations to operationalize and standardize the training process and curriculum. This standardization will support continued consistency and integrity to the program model, as well as a high quality of service through the program, which in turn may lead to an even larger and deeper impact of girls and women.

In light of the COVID-19 pandemic and its particular challenges, it is especially remarkable that the Beautiful Me team was able to quickly transition their mode of training and implementation to continue delivering the program to communities across the nation and globe. Their commitment to the well-being of girls and women was especially evident in their timely response to the social and emotional needs of females during a potentially traumatic time.

Finally, we commend the Hance family's efforts to memorialize the legacy of their daughters and to create a program that positively impacts the lives of girls and women. In the wake of such tragedy, trauma, and loss, the Hance family's commitment to the Beautiful Me program inspires our team at Judge Baker Children's Center and serves as a powerful example of post-traumatic growth. We look forward to witnessing how the legacy of Emma, Alyson, and Katie and the resilience of Warren and Jackie grows and impacts the lives of many more females across the globe.

Appendix A: Mid-Evaluation Report

JUDGE BAKER CHILDREN'S CENTER

Advancing care that improves children's lives

Beautiful Me Program Evaluation Mid-Evaluation Report

Prepared by:
Rachel Kim, Ph.D.
Heather Halko, Ph.D.
Marina Wilson
Robert Franks, Ph.D.

March 10, 2020

Contents

- Overview of the Partnership and Purpose of Evaluation.....1
- Overview of Becoming an Evidence-Based Practice1
- Recommendations.....2
 - Recommendation 1: Operationalize of Beautiful Me Goals.....3
 - Recommendation 2: Clarify of the framing of the Hance Family story.....5
 - Recommendation 3: Standardize the Consultant Training Process.....6
 - Recommendation 4: Standardize the Instructor Training Process7
 - Recommendation 5: Clarify and Enhance Involvement of a Broader Support System for Beautiful Me9
- Next Steps.....10

Overview of the Partnership and Purpose of Evaluation

Beginning in August 2019, Judge Baker Children’s Center and the Hance Family Foundation (HFF) began collaborating to support HFF’s implementation and evaluation of Beautiful Me in Massachusetts schools.

The work is focusing on four main objectives:

1. Installation of Beautiful Me in a partner community organization;
2. Outcomes evaluation of Beautiful Me’s effectiveness; and
3. Process evaluation of Beautiful Me consultant training and participant sessions;
4. Enhancement of the Beautiful Me model and development of strategies for implementation and scale-up.

The outcome evaluation of Beautiful Me is examining the effectiveness of the program based on participant outcomes. The process evaluation is focusing on identifying strengths and areas of growth of the 1) consultant training model and 2) delivery of the 3-day program. The evaluation is utilizing a mixed methods model to provide a broader perspective on the strengths and areas for growth of the Beautiful Me program. Quantitative strategies will be used for statistical analyses and support of generalization of findings. Qualitative methods will offer opportunities to understanding contextual factors related to consultant training, program delivery, and effectiveness. JBCC will analyze results and use them to inform recommendations for model enhancement and scale-up of the Beautiful Me program.

The goals of the current report are to:

1. Provide an overview of becoming an evidence-based practice;
2. Share initial process evaluation findings based on a review of Beautiful Me materials and observation of Beautiful Me instructor training

Overview of Becoming an Evidence-Based Practice

“Evidence-based” typically refers to a program that has been shown to have a positive impact based on research findings. The program has to have met specific criteria related to the credibility of these research findings. The following are three sets of criteria used to determine if a program is evidence-based:

Getting to Outcomes 2004¹

1. The degree to which the program is based on a well-defined theory or model
2. The degree to which the target population received sufficient intervention (i.e., dosage)
3. The quality and appropriateness of data collection and data analysis procedures
4. The degree to which there is a strong evidence of a cause and effect relationship (i.e., a high likelihood that the program *caused* or strongly contributed to the desired outcomes)

¹ Chinman, M., Imm, P., & Wandersman, A. (2004). *Getting to outcomes™ 2004: Promoting accountability through methods and tools for planning, implementation, and evaluation*. Santa Monica, CA: Rand Corporation.

Chambless and Hollon, 1998²

1. Comparison with an alternative
2. Studies conducted with:
 - A treatment manual
 - A specific population
 - Reliable, valid outcome measures
 - Appropriate data analysis
3. Be replicable

Collaborative for Academic, Social, and Emotional Learning (CASEL)³

1. Designed to be implemented with a universal population of students who are within a grade range that spans from pre-K through 12th.
2. Comprehensive approaches for promoting students' development across five core social-emotional competencies that have written documentation to ensure the consistency and quality of program delivery.
3. Have the capacity to provide initial training and ongoing support to a wide audience in the United States, including written documentation of their program to ensure consistency and high quality of program delivery.
4. Have at least one carefully conducted evaluation that (1) includes a comparison group, (2) is implemented in a universal setting with students within a grade range from pre-K through 12th, (3) utilizes pre- and post-test measurement, and (4) demonstrates a statistically significant ($p < .05$) positive impact on student behavioral outcomes.

Given that the primary aim of Beautiful Me is to increase females' self-esteem, a social emotional learning target, the CASEL designation of evidence-based practice will likely be most relevant. However, components of the Getting to Outcomes criteria and the Chambless and Hollon criteria may also be relevant to inform achieving evidence-based status.

Recommendations

Based on observation of the Beautiful Me instructor training and review of Beautiful Me teacher manual and participant workbook, the following recommendations are given:

1. Operationalize of Beautiful Me goals;
2. Clarify of the framing of the Hance family story;
3. Standardize the consultant training process;
4. Standardize the instructor training process; and
5. Clarify and enhance ways to involve a broader support system for Beautiful Me.

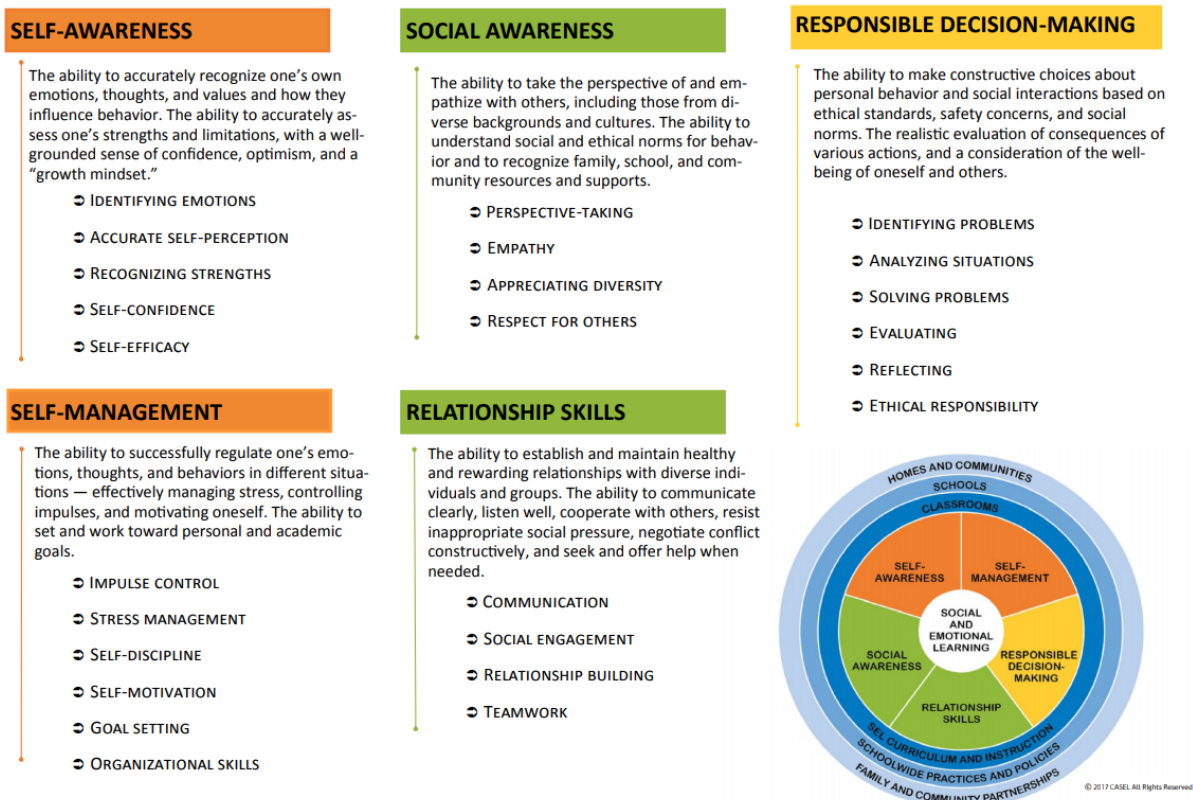
² Chambless, D. L., & Hollon, S. D. (1998). Defining empirically supported therapies. *Journal of Consulting and Clinical Psychology, 66*(1), 7-18.

³ Collaborative for Academic, Social, and Emotional Learning.(n.d.). CASEL Program Guides. <https://casel.org/guide/>

Recommendation 1: Operationalize of Beautiful Me Goals

Operationalized goals refer to the specific knowledge, attitudes, and skills participants should have after participating in Beautiful Me. It is recommended that Beautiful Me staff refine the goals of 1) the Beautiful Me program as a whole, 2) each Beautiful Me session, and 3) each activity. They may wish to refer to the CASEL Social and Emotional Learning (SEL) Competencies to serve as a guide (Figure 1). For example, Beautiful Me appears to fall well within the Self-Awareness domain, specifically encouraging females to have a more balanced and accurate self-perception and promoting self-confidence.

Figure 1. CASEL Social and Emotional Learning Competencies⁴



JBCC evaluators have identified several strengths and areas for growth that may be helpful in accomplishing this first recommendation. These strengths are noted in the table below, accompanied by specific recommendations for growth.

⁴Collaborative for Academic, Social, and Emotional Learning. (2017). Core SEL Competencies. <https://casel.org/core-competencies/>

Strengths	Areas for Growth
<ul style="list-style-type: none"> • In introducing the Beautiful Me program, consultants were observed providing some introductory comments about broad Beautiful Me goals: <ul style="list-style-type: none"> ○ The program can help build a community of girls and women who have things in common and can support each other, which in turn can contribute to a safe and pleasant culture within the broader school context. ○ Females need a safe space to support each other in promoting self-confidence and self-esteem development (a known gender gap) and therefore the group is facilitated by females and only females participate in the groups. 	<ul style="list-style-type: none"> • Refine overall program goals. Some ideas shared include: <ul style="list-style-type: none"> ○ Increasing self-awareness ○ Developing insight ○ Developing language that is kinder to themselves • Consistently state these broad program goals and rationale at the beginning of every Part I and Part II teacher training. • Explicitly state that female facilitators model language and behavior as a way to set the tone of sharing and openness and to reinforce program goal of building community across life stages.
<ul style="list-style-type: none"> • Consultants sometimes provided framing for each of the three sessions <ul style="list-style-type: none"> ○ Session 1 is focused on self-perceptions of one's body. ○ Session 2 is focused on self-perceptions of one's personality or inner characteristics. ○ Session 3 is focused on recognizing the good in oneself and connecting with others. 	<ul style="list-style-type: none"> • Refine individual session goals. • Consistently state session goals at the beginning of discussing each and every session during instructor training. • Include one overarching sentence regarding session goals at the beginning of each session in the instructor manual and participant workbook.
<ul style="list-style-type: none"> • Some activities were clearly linked to the promotion of self-esteem development (e.g., body part activity) or other program goals. 	<ul style="list-style-type: none"> • Refine goals of individual activities and clarify link to overall session and program goals. <ul style="list-style-type: none"> ○ Question to consider: How does each specific activity facilitate the promotion of self-esteem development? • Consistently state in teacher training and instructor manual how activities within each section contribute to session goals and overall program goals.
<ul style="list-style-type: none"> • Several of the activities, especially the adjectives activity, provided the opportunity to identify adjectives that traditionally have a negative connotation as included within the "me as beautiful" spectrum 	<ul style="list-style-type: none"> • Continue to provide opportunities for females to explore the complexity and depth of the definition of beauty.

Recommendation 2: Clarify of the framing of the Hance Family story

It is very powerful that Warren and Jackie Hance committed to honoring the memory of their daughters through the development of the Hance Family Foundation and through Beautiful Me specifically. This commitment reflects the Hances' and their community's desire to grow through the tragedy. This story can help to set the stage for the program more explicitly. Additionally, Warren's personal experience of healing through development of routine, self-compassion and patience with himself, and connection with and accountability to others can also be woven more thoroughly into the program itself.

Strengths	Areas for Growth
<ul style="list-style-type: none"> During one of the observed Beautiful Me trainings, the consultant provided a helpful description of the link between the loss story and the mission of Beautiful Me. She described the processes of identifying the beautiful components of the Hance daughters, understanding the difference that positive self-esteem can make in a female's life (given the confidence gap between genders), and how the program works to support that mission of enhancing females' self-esteem. 	<ul style="list-style-type: none"> Consistently and explicitly connect the family's story and the development of Beautiful Me (e.g., how the loss experience led to the development of a self-esteem program for females) at the beginning of each training and program introduction.
<ul style="list-style-type: none"> Each group is dedicated to a learning moment of one of the three daughters. 	<ul style="list-style-type: none"> At every training, consistently and purposefully describe how the stories of the Hance girls link to specific activities and how those activities contribute to the overarching goals of the program.

Recommendation 3: Standardize the Consultant Training Process

It is clear that each Beautiful Me consultant is carefully selected because she represents the values of the Hance Family Foundation and the goals of the Beautiful Me program. The program could benefit from standardizing the consultant training process and creating a consultant training curriculum to ensure consistency in instructor training delivery.

Strengths	Areas for Growth
<ul style="list-style-type: none"> • Consultants used effective instructional techniques to varying degrees. For example: <ul style="list-style-type: none"> ○ Experiential learning: Having teachers participate in actual program activities (e.g., “Hi, my name is...and I am beautiful) ○ Engagement strategies: Asking teachers questions, discussing real-world examples ○ Modeling: Giving her own response to start off an activity, requiring that all teachers provide a response during activities ○ Use of materials: Pairing activities with physical materials (e.g., teacher training manual or participant workbook) ○ Behavioral reinforcement: Summarizing and affirming teacher’s responses, responding empathically to responses ○ Effective communication: Demonstrating unconditional positive regard, having a friendly and caring tone of voice, welcoming nonverbal (e.g., smiling and nodding) ○ Call-to-action: Ending each workshop with an action items (e.g., directing teachers to identify and share what they could do immediately following the training to utilize concepts taught in Beautiful Me) 	<ul style="list-style-type: none"> • Provide consultants with specific training around and examples of effective instructional techniques. • Ensure that all consultants consistently use effective instructional techniques across all training sessions.
<ul style="list-style-type: none"> • There is a basic procedure around consultant onboarding and training (e.g., having new consultants observe veteran consultants leading training). 	<ul style="list-style-type: none"> • Ensure that the standard procedure is followed consistently each time a new consultant is onboarded and trained. • To enhance development of consultant competence in delivering training and fidelity to the training model, consultants should be onboarded and trained consistently using strategies such as: <ul style="list-style-type: none"> ○ Watching video of a “gold standard” Part I and Part II training (i.e., delivered by Kate) and debriefing with a veteran consultant. ○ Observing a veteran consultant and debriefing following the observation. ○ Co-facilitating a training with a veteran consultant and debriefing afterwards. ○ Delivering a training while being observed by a veteran consultant and debriefing afterwards. ○ Having a consultant training portfolio that would allow new consultants to self-reflect on their development of competence in training.

Recommendation 4: Standardize the Instructor Training Process

Overall, participants appeared highly engaged in and provided excellent quantitative and qualitative feedback regarding Part I and Part II instructor training. However, there were some inconsistencies between the trainings observed at the various schools. Beautiful Me would benefit from standardizing the instructor training process in line with the recommendations below in order to improve instructor competence in and fidelity to the model.

Strengths	Areas for Growth
<ul style="list-style-type: none"> • Consultants covered most of the essential components of the group in Part I and Part II training. 	<ul style="list-style-type: none"> • Beautiful Me should develop a standard Part I training PowerPoint that is delivered consistently across all trainings to ensure consistency across trainings (See attached PowerPoint template). • Beautiful Me should develop a standard process for conducting Part II training groups and ensure that is conducted consistently across all trainings.
<ul style="list-style-type: none"> • Consultants encouraged instructors to promote a climate of safety that would increase participant engagement and openness in groups. For example: <ul style="list-style-type: none"> ○ Explicitly acknowledged need for safety in groups within all trainings ○ Modeled techniques for discussing group climate and safety with group participants (e.g., “We only speak for ourselves.”) ○ Provided information to manage domineering group members and ensure that all participants have the opportunity to share if desired (e.g., supporting girls who are shy in becoming an active group member) 	<ul style="list-style-type: none"> • This can be integrated more explicitly into Part II training, including sharing examples or using instructors’ own examples and questions to guide discussion of skills. • Instructors could engage in a more detailed information regarding group confidentiality (e.g., “What is said here, stays here” with discussion about consequences for violating that group rule – such as a member’s privacy being damaged)
<ul style="list-style-type: none"> • Consultants occasionally discussed how effective instructional techniques could be used by Beautiful Me instructors to facilitate actual participant groups (See Recommendation 3 for specific examples). 	<ul style="list-style-type: none"> • Consultants should consistently integrate discussion around use of effective instructional and group facilitation skills during Part II training as instructors are participating in their own group.
<ul style="list-style-type: none"> • Consultants sometimes discussed information regarding implementation of groups (e.g., group composition, timing). 	<ul style="list-style-type: none"> • Consultants should consistently dedicate a portion of Part I training to discussing implementation. • Slides related to implementation issues should be included in Part I training.
<ul style="list-style-type: none"> • Consultants used a variety of visual materials to aid training, such as videos, the website, and teacher training manual. 	<ul style="list-style-type: none"> • Visual materials should be utilized consistently across trainings. For example: <ul style="list-style-type: none"> ○ A standard PowerPoint should be used for Part I training (See attached PowerPoint template). ○ Videos developed for the program are engaging, informative, and inspiring though seem more targeted towards fundraising. Various parts of the videos could be reorganized into a single video that highlights the purpose of the program and core components that would be played consistently at all trainings and within all the participant groups. ○ The tour of the website could be included as screenshots in the training PowerPoint to save time and mitigate any technical difficulties accessing internet.

Strengths	Areas for Growth
	<ul style="list-style-type: none"> ○ Specific references to page numbers in the teacher training manual should be given as consultants proceed through various activities to promote familiarity with the materials and ability to generalize what they learn during training to actual group facilitation ○ Teacher Training Manual should include a primer on group facilitation skills, specific goals for each section and activity, helpful tips facilitating specific activities, ways to generalize activities outside of group – at home or in school, and a guide for implementation (e.g., how to select participants, timing of groups (e.g., alternate timelines – 3 vs. 6 sessions).

Recommendation 5: Clarify and Enhance Involvement of a Broader Support System for Beautiful Me

It is evident that a primary objective of Beautiful Me is to build a supportive community for participants and non-participants alike across various settings, such as school and home. Beautiful Me staff could enhance engagement of the broader support system by providing a strong rationale for support and specific action items around creating a Beautiful Me community.

Strengths	Areas for Growth
<ul style="list-style-type: none"> Consultants specifically acknowledged that males could support the program by being “allies” and advocates for females, particularly those who participate in Beautiful Me, and engaged them in Part I training activities equally. 	<ul style="list-style-type: none"> Consultants could provide more detailed description of how males could fulfill and extend their role as allies and advocates, especially how they could support implementation of Beautiful Me and generalization of program skills into broader school climate. Consultants can encourage males to identify action steps for supporting the program.
<ul style="list-style-type: none"> Consultants engaged school administrators in the Part I training. 	<ul style="list-style-type: none"> Whenever possible and appropriate, engage school administrators in Part I training. Increased engagement of school administrators in training would enhance leadership support to facilitate initial installation of the program and eventual sustainability of the program.
<ul style="list-style-type: none"> Some sessions include ways for participants to share information with family and friends in the community. 	<ul style="list-style-type: none"> Sessions could include specific action steps to encourage participants to spread program lessons more broadly.
<ul style="list-style-type: none"> Consultants acknowledge that all staff could take a part in supporting the program. 	<ul style="list-style-type: none"> Schools could develop easy ways to identify Beautiful Me allies, such as having a pin or sticker for ID badges or signs for office and classroom doors.
<ul style="list-style-type: none"> Consultants sometimes discussed how Beautiful Me could be continued following initial program delivery. 	<ul style="list-style-type: none"> Explore ways to consistently sustain Beautiful Me within settings after the program ends.

Next Steps

In the next phase of the evaluation, JBCC staff will continue to collect quantitative and qualitative data from group participants, facilitators, and school teachers to assess effectiveness of the program. JBCC staff will also collect qualitative data to further inform program enhancements. JBCC staff will continue to provide support as Beautiful Me staff refine the program.

Appendix B: Quantitative Measures

ROSENBERG SELF-ESTEEM SCALE

Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

STATEMENT					
1.	I feel that I am a person of worth, at least on an equal plane with others.	Strongly Agree	Agree	Disagree	Strongly Disagree
2.	I feel that I have a number of good qualities.	Strongly Agree	Agree	Disagree	Strongly Disagree
3.	All in all, I am inclined to feel that I am a failure.	Strongly Agree	Agree	Disagree	Strongly Disagree
4.	I am able to do things as well as most other people.	Strongly Agree	Agree	Disagree	Strongly Disagree
5.	I feel I do not have much to be proud of.	Strongly Agree	Agree	Disagree	Strongly Disagree
6.	I take a positive attitude toward myself.	Strongly Agree	Agree	Disagree	Strongly Disagree
7.	On the whole, I am satisfied with myself.	Strongly Agree	Agree	Disagree	Strongly Disagree
8.	I wish I could have more respect for myself.	Strongly Agree	Agree	Disagree	Strongly Disagree
9.	I certainly feel useless at times.	Strongly Agree	Agree	Disagree	Strongly Disagree
10.	At times I think I am no good at all.	Strongly Agree	Agree	Disagree	Strongly Disagree

Self-Perception Profile for Children
Physical Appearance & Global Self-Worth
Subscales
What I Am Like

	Really True for me	Sort of True for me	Sample Sentence		Sort of True for me	Really True for me	
a.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids would rather play outdoors in their spare time	BUT	Other kids would rather watch T.V.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are happy with the way they look	BUT	Other kids are <i>not</i> happy with the way they look	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are often unhappy with themselves	BUT	Other kids are pretty pleased with themselves	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are happy with their height and weight	BUT	Other kids wish their height or weight were different	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids don't like the way they are leading their life	BUT	Other kids <i>do</i> like the way they are leading their life	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish their body was different	BUT	Other kids like their body the way it is	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are happy with themselves as a person	BUT	Other kids are often not happy with themselves	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish their physical appearance (how they look) was different	BUT	Other kids like their physical appearance the way it is	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids like the kind of person they are	BUT	Other kids often wish they were someone else	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish something about their face or hair looked different	BUT	Other kids like their face and hair the way they are	<input type="checkbox"/>	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are very happy being the way they are	BUT	Other kids wish they were different	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
34.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids think that they are good looking	BUT	Other kids think that they are not very good looking	<input type="checkbox"/>	<input type="checkbox"/>
36.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are not very happy with the way they do a lot of things	BUT	Other kids think the way they do things is fine	<input type="checkbox"/>	<input type="checkbox"/>

Susan Harter, Ph.D., University of Denver, 2012

Self-Perception Profile for Children

Physical Appearance & Global Self-Worth Subscales

What I Am Like

Name _____ Age _____ Birthday _____ Boy Girl
 Month Day (check one)

	Really True for me	Sort of True for me	Sample Sentence	Sort of True for me	Really True for me
a.	<input type="checkbox"/>	<input type="checkbox"/>	Some teenagers like to go to movies in their spare time BUT Other teenagers would rather go to sports events	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some teenagers are <i>not</i> happy with the way they look BUT Other teenagers <i>are</i> happy with the way they look	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some teenagers are often disappointed with themselves BUT Other teenagers are pretty pleased with themselves	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some teenagers wish their body was different BUT Other teenagers like their body the way it is	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	Some teenagers don't like the way they are leading their life BUT Other teenagers do like the way they are leading their life	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	Some teenagers wish their physical appearance was different BUT Other teenagers like their physical appearance the way it is	<input type="checkbox"/>	<input type="checkbox"/>
27.	<input type="checkbox"/>	<input type="checkbox"/>	Some teenagers are happy with themselves most of the time BUT Other teenagers are often not happy with themselves	<input type="checkbox"/>	<input type="checkbox"/>
31.	<input type="checkbox"/>	<input type="checkbox"/>	Some teenagers think that they are good looking BUT Other teenagers think that they are not very good looking	<input type="checkbox"/>	<input type="checkbox"/>
36.	<input type="checkbox"/>	<input type="checkbox"/>	Some teenagers like the kind of person they are BUT Other teenagers often wish they were someone else	<input type="checkbox"/>	<input type="checkbox"/>
40.	<input type="checkbox"/>	<input type="checkbox"/>	Some teenagers really like their looks BUT Other teenagers wish they looked different	<input type="checkbox"/>	<input type="checkbox"/>
45.	<input type="checkbox"/>	<input type="checkbox"/>	Some teenagers are very happy being the way they are BUT Other teenagers often wish they were different	<input type="checkbox"/>	<input type="checkbox"/>

WCSD Social and Emotional Competency Short-Form Assessment

Directions: *Please tell us how easy or difficult each of the following are for you.*

Response Options: *1 = Very Difficult; 2 = Difficult; 3 = Easy; 4 = Very Easy*

Self-Awareness: Self-Concept

1. Knowing what my strengths are.

Self-Awareness: Emotion Knowledge

2. Knowing when my feelings are making it hard for me to focus.
3. Knowing the emotions I feel.
4. Knowing ways I calm myself down.

Social Awareness

5. Learning from people with different opinions than me.
6. Knowing what people may be feeling by the look on their face.
7. Knowing when someone needs help.

Self-Management: Emotion Regulation

8. Getting through something even when I feel frustrated.
9. Being patient even when I am really excited.

Self-Management: Goal Management

10. Finishing tasks even if they are hard for me.
11. Setting goals for myself.

Self-Management: School Work

12. Doing my schoolwork even when I do not feel like it.
13. Being prepared for tests.

Relationship Skills

14. Respecting a classmate's opinions during a disagreement.
15. Getting along with my classmates.

Responsible Decision-Making

16. Thinking about what might happen before making a decision.
17. Knowing what is right or wrong.

If you have additional questions about this assessment and related research, please contact Laura Davidson, Washoe County School District Director of Research and Evaluation at 775-348-3850 or ldavidson@washoeschools.net.

Beautiful Me Behavioral Measure

The following questions describe how one might think or act. For each, pick the answer that best describes how often you think or act this way.

Never	1-3 times a month	A 1-3 times a week	Once a day	More than once a day
-------	-------------------	--------------------	------------	----------------------

1. I say or think that I like parts of my body.
2. I think that I have strengths.
3. I make rules for myself for my health and safety.
4. I notice that the way my face and body look show how I'm feeling.
5. I think that I have enjoyable personality traits or characteristics.
6. I think there are things about me that others may not like and think that's okay.
7. I talk to family, friends, or other supportive people about how I feel about myself.
8. I say or think positive things about myself.
9. I set healthy boundaries for my health and safety.
10. I accept compliments.
11. I give meaningful compliments to others.
12. I resolve conflicts well.

Beautiful Me Caregiver Survey

Instructions: Please read each statement and circle the response that seems to most accurately describe your daughter following participation in the Beautiful Me program.

1. Since participating in the Beautiful Me program, my daughter says that she likes parts of her body...

Much less than before	Somewhat less than before	About the same as before	Somewhat more than before	Much more than before
--------------------------	------------------------------	-----------------------------	------------------------------	--------------------------

2. Since participating in the Beautiful Me program, my daughter talks to family, friends, or other supportive people about how she feels about herself...

Much less than before	Somewhat less than before	About the same as before	Somewhat more than before	Much more than before
--------------------------	------------------------------	-----------------------------	------------------------------	--------------------------

3. Since participating in the Beautiful Me program, my daughter says positive things about herself...

Much less than before	Somewhat less than before	About the same as before	Somewhat more than before	Much more than before
--------------------------	------------------------------	-----------------------------	------------------------------	--------------------------

4. Since participating in the Beautiful Me program, my daughter gives meaningful compliments to others...

Much less than before	Somewhat less than before	About the same as before	Somewhat more than before	Much more than before
--------------------------	------------------------------	-----------------------------	------------------------------	--------------------------

5. Since participating in the Beautiful Me program, my daughter resolves conflicts effectively...

Much less than before	Somewhat less than before	About the same as before	Somewhat more than before	Much more than before
--------------------------	------------------------------	-----------------------------	------------------------------	--------------------------

6. Since participating in the Beautiful Me program, my daughter seems confident...

Much less than before	Somewhat less than before	About the same as before	Somewhat more than before	Much more than before
--------------------------	------------------------------	-----------------------------	------------------------------	--------------------------

7. Is there anything else you would like us to know about your daughter's participation in the Beautiful Me Beautiful Me program?

Appendix C: Focus Group Questions

Beautiful Me

Participant Qualitative Feedback

What was your favorite part of Beautiful Me?

- Which activities were most helpful?
- Which part meant the most to you? Which part was most meaningful to you?
- How are the lessons from Beautiful Me making a difference in your life?
- Could you tell me a story or give me specific examples?

Was there anything about Beautiful Me that you thought could be improved?

- Were there any activities didn't make sense or weren't helpful?
- Is there anything that you wish there were more of or less of?
- Do you think that the Beautiful Me session should be longer or shorter? If longer, how much longer?
- Could you tell me a story or give me specific examples?
- Are there ways you think we could change or improve Beautiful Me?

What would you tell other students who were thinking about participating in Beautiful Me?

Beautiful Me

Facilitator Qualitative Feedback

Now having delivered the program, what worked well with Beautiful Me?

- Which activities were you most comfortable and confident delivering?
- Which activities did you think were most impactful on the participants?
- Tell me a story or give me a specific example of what worked well.

What did not work well with Beautiful Me?

- Which activities were you least comfortable and confident delivering?
- Which activities did not seem to work well with the participants?
- Tell me a story or give me a specific example of what did not work well.
- How would you suggest changing or improving Beautiful Me?

How did the training model (didactic and direct participation) help prepare you for delivering the program yourself?

- How did you feel about the length of the training?
- What are your thoughts about the effectiveness of the training components (e.g., didactic and direct participation)?
- How can we improve the training?
- What kind of other support would help you be better equipped to deliver the program?
- How did the training and program delivering fit into your schedule and workload?

What was not included in Beautiful ME that you think should be to enhance the program?

- What specific materials or content you would recommend be added?
- How do you feel about the duration of the intervention?
 - Should it be longer or shorter?
- What do you think about adding follow-up content/component to the program?

OTHER QUESTIONS

- What do you think about the Beautiful Me digital and print materials?
 - How supportive is the website post-training?
 - How was getting training Part II w/o students?

Beautiful Me

Teacher Qualitative Feedback

Are you aware that some of your students participated in Beautiful Me?

Have you seen any changes in those students in terms of their behavior or relationship with others?

Have you noticed any changes in your classroom or the school overall? If so, what changes have you seen?

How would you change this program?

How do you see your role as supporting the message of Beautiful Me?

Any other feedback about the Beautiful Me program?