



Life Skills Journey: Measuring the impact of a resilience-based intervention for Métis children in Alberta

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Abstract

Métis peoples are descendants of unions between French or Scottish fur traders and First Nations women in Canada. Alberta is the only province in Canada with land-based Métis who live in self-governing communities known as Métis Settlements. University of Alberta's Faculty of Extension and four Métis Settlements partnered in a community based participatory research project aimed at increasing children's resilience through inner strength and support from peers and mentors. While working with community members, the learning needs of children were identified, prioritised, and included in a summer day-camp program for children (7 – 14 years). Pre- and post-program surveys with children used an adaption of the Youth Resiliency:

Assessing Developmental Strengths Questionnaire. Results are presented using descriptive statistics and were tested for significance using the non-parametric Wilcoxon rank sum test. Positive change occurred in several areas of internal strength, including self-esteem, drug resistance, and planning and decision making. Risk factors also saw positive change, as did the area of external family support. Significant areas of positive change are encouraging given that they demonstrate success in major goals of the summer camp program. Significant areas of negative change require further analysis in order to understand the complexity of Métis youth resiliency.

Keywords: Indigenous youth, Métis, resilience, community-based participatory research

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Services, Alberta Human Services; PolicyWise; and the Faculty of Extension (University of Alberta).

Introduction

Métis people are an Indigenous group in Canada and are descendants of unions between French or Scottish fur traders and First Nations women during the founding of Canada. Some Métis live on eight self-governed Métis lands called Settlements, which are only present in the province of Alberta, located in western Canada (see Figure 1). Like First Nations and Inuit in Canada, Métis youth are over-represented in the child welfare, judicial, and health systems (Health Canada, 2015; Isbister-Bear, Hatala, & Sjoblom, 2017). In response to these issues, researchers from the University of Alberta's Faculty of Extension entered into a community based participatory research (CBPR) project with the Buffalo Lake Métis Settlement in 2010. This partnership focused on developing the Métis Settlements Life Skills Journey (MSLSJ) program for youth (Fletcher, Cardinal-Howse, et al., 2015; Fletcher, Cardinal, et al., 2015; Fletcher, Hammer, & Hibbert, 2014; Fletcher, Hibbert, & Hammer, 2017; Fletcher, Hibbert, Hammer, & Ladouceur, 2017; Fletcher, Hibbert, Robertson, & Asselin, 2013; Fletcher, Salenieks, & Hibbert, 2016; Hammer, Fletcher, & Hibbert, 2017). A CBPR approach, with a focus on relationship building, is an appropriate and ethical strategy towards engagement and sustainability when working with Indigenous communities (Bull, 2010; Fletcher, 2003; Lewis & Boyd, 2012). Indigenous peoples in Canada, comprised of First Nations, Métis, and Inuit, have a shared history of colonisation (Fast & Collin-Vezina, 2010). However, each community or group has a distinct context; place and culture influence their health and community well-being in different ways. As a result, we strongly advocate against using pan-Aboriginal approaches that attempt to homogenise Indigenous communities.

This project used a CBPR approach to achieve relevance and impact that is meaningful to the local community (Israel, Schulz, Parker, & Becker, 1998; Minkler & Wallerstein, 2008). This approach supports our focus of practice-based evidence.

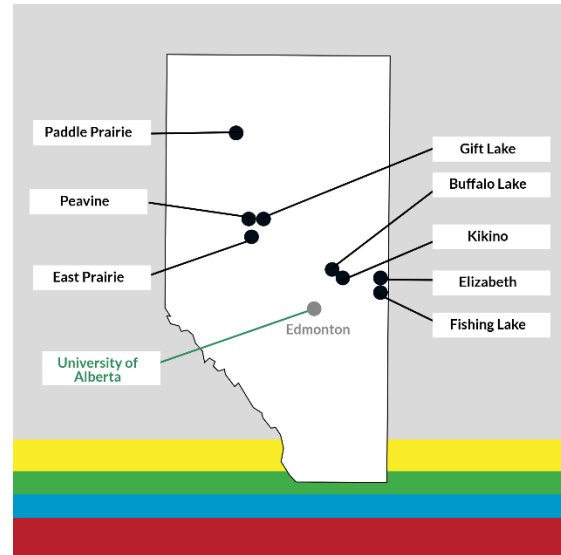


Figure 1. Map of the eight Métis Settlements in Alberta

The MSLSJ project was developed using a ground-up approach, working directly with community members to identify and prioritise the learning needs of their children. Together, we developed summer camp resources, including facilitator training and camp manuals. In 2010, a community needs and readiness assessment, co-led by community members, was completed with parents, youth, and elders (Fletcher et al., 2013). Through this process, community members identified topics needed for the program, including self-esteem, communication, neighbourliness, kinship, grief and loss, and hopes and dreams. A summer day camp for 7 to 14-year-old children was determined to be the best option for program delivery. From 2011-2013, University of Alberta project staff met regularly with a Buffalo Lake Métis Settlement advisory committee to develop program activities built around learning modules centred on the community identified topics, which were compiled in 2013 as the Life Skills Journey program manuals. These resulted in a life-skills day camp program for children (7 – 14 years.) with the intent of increasing their resilience through inner strength and support from peers and mentors. The life-skills program was then delivered by community members trained as camp facilitators and mentored by university facilitators and evaluated in partnership with four Métis Settlements in Alberta beginning in the summer of 2013. The MSLSJ project is distinctive in its longevity, use of mixed methods, and focus on long-term program sustainability.

Starting with a strengths-based CBPR approach, our objective was to contribute to program participants' individual resilience. Resilience is defined as having inner strength, a mental toughness, and the capacity to bounce back, learn and thrive when faced with challenges at both the individual and community levels (Alberta Health, 2014; Donnan & Hammond, 2007b; Gordon, 1995). Most importantly, the project's objective to improve individual resilience was centred on relationship building between all stakeholders in all phases of the project (Horowitz, Robinson, & Seifer, 2009). This relationship building recognises the significance of addressing collective resilience, including having participating community stakeholders define what resiliency means to them (Penehira, Green, Smith, & Aspin, 2014). Between 2010-2016, the primary goals of the project were to:

- measure the impact of a culturally-based life skills training program on participants' knowledge (presented here),
- document longitudinal changes in community capacity, including youth mentorship, and
- document benefits of the life skills program as well as strategies taken to overcome challenges.

The operating premise of the MSLSJ project was that after completing the learning modules through participation in the life skills summer camp program, the youth would demonstrate increased resilience as measured using an adapted version of Donnan and Hammond's (2007a) Youth Resiliency: Assessing Developmental Strengths Questionnaire (YR: ADS)¹. In this study, we present longitudinal data on the impact of the life skills program, focusing on surveys completed with the child participants. We will show statistically significant changes in frequency of responses between the pre- and post-program sample populations; these will be summarised as areas of success. Areas of challenge will be addressed in the discussion.

Community-placed and applied research with Métis Settlements is rare, implementation across multiple Indigenous communities is unique, and interventions are generally short-term or have a small sample size. This applied research contributes to our understanding of youth resilience in its breadth (multi-community), depth (large sample size with child participants), and scope (multi-year implementation).

Methods

The impact of the life skills summer camp program on the child participants was measured using surveys strategically adapted from the YR: ADS (Donnan & Hammond, 2007a), which provides an approach to understanding the internal (individual) and external (community, family) strengths that contribute to a child's resilience. The original Questionnaire was based on an urban sample of Grade 7 to 9 participants. Our adapted YR: ADS survey samples rural youth from Grade 1 to 7 and represents the life skills program resilience model mapped to our community partner's chosen topics, as depicted in Table A1 (see Appendix). Taking into consideration, the age and literacy of our participants, survey adaptations included a reduction in the total number of questions and shift from a 5 to 3-point Likert scale. These adaptations occurred after review with the local advisory committee. It should be noted that, with these extensive changes, the validated YR: ADS was not used. Finding that respondents required considerable assistance completing the first pre-survey, we provided *smiley faces* to accompany the 3-point Likert scale consisting of *disagree*, *neutral*, and *agree* options. Our final survey consisted of 38 questions: two demographic, nine on internal resilience factors, 11 on external resilience factors, five on risk factors, and 11 original questions specific to our study. Due to the extent of the adaptations, we analyse the survey as a series of Likert-type items rather than a Likert scale contributing to an end result (for example,

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the determination of a resilient child; Boone & Boone, 2012; Clason & Dormody, 1994).

Children between 7-14 years of age, living within the four partnering Settlements (Buffalo Lake, Kikino, Fishing Lake, and Elizabeth) were invited to participate in the summer camp program. Pre-program survey data was collected on the children's first day at camp, and post-program survey data was collected on the last day of camp (annually from 2013-2015). Camps lasted for 10 days per age group: one age group 7-10 years, the other 11-14 years. In total, each community committed to 20 days of program implementation between July and August for each year of participation. The intent of the surveys was to measure overall change in resilience among child participants. Survey themes mapped tangentially to program module topics (see Appendix A). Because program topics are changed slightly to correspond with each community's priorities, the more general assessment of change in resilience was determined to be the best fit for evaluation, rather than an assessment of specific content learned.

For the aggregate data presented in this study, pre-surveys include surveys administered on the first day the child attended the life skills program, regardless of year; post-surveys include surveys administered on the last day of the program, regardless of year. In total, 175 participants completed the pre-program survey (110 aged 7-10 years and 65 aged 11-14 years), and 119 participants completed the post-program survey (68 aged 7-10 years and 51 aged 11-14 years). Due to the difference between the pre- and post-program sample size, results of each are presented in percentages.

The mean age for the 7-10 years group is 8.43 years and the mean age for the 11-14 years age group is 12.26 years. Given the ordinal (ranked) data, we performed nonparametric tests and present the data using descriptive statistics. Paired *t* test data is presented using the non-parametric Wilcoxon signed-rank test.

Wilcoxon Rank Sum Test

Boone and Boone (2012) advocate for using a *t* test only with Likert scale data, as opposed to individual Likert-type items. For that reason, we analysed the survey data using the Wilcoxon rank sum test, which is used when comparing paired difference through repeated measurements on independent samples (as in a pre- and post-survey of the same group but different number of individuals; Sprent & Smeeton, 2007). Like Likert-type items, non-parametric statistics result in ordinal data. The following section presents and discusses survey statements from pre- to post-survey. Primarily, only those values that were statistically significant are shown.

Qualitative Data Collection

Qualitative data was collected through voice recorded post-camp focus groups with camp facilitators and interviews with community camp administrators and the camp director. These recordings were transcribed, summarised, and thematically analysed around the learning modules. Participant quotes from this data are employed to support survey themes and give context to trends observed. Analysis of thematic qualitative data is ongoing and will be the focus of a later paper.

Ethics

Parents/guardians signed consent forms for their children. Participant demographics by community are shown in Figure 2. A child's completion of the survey served as their implied assent. Establishing consent and managing signed forms was led by community partners. The opportunity for children to participate in the life skills program was not contingent on consent to participate in the research study component. This prevented the unethical exclusion of children who may benefit from engaging in the program. Data was anonymised, and parents, as well as children, were able to withdraw from participating at any time.

Written consent was obtained by all camp facilitators, administrators, and directors who participated in focus groups and interviews. Ethics approval was granted by the University of Alberta Research Ethics Board. Although partici-

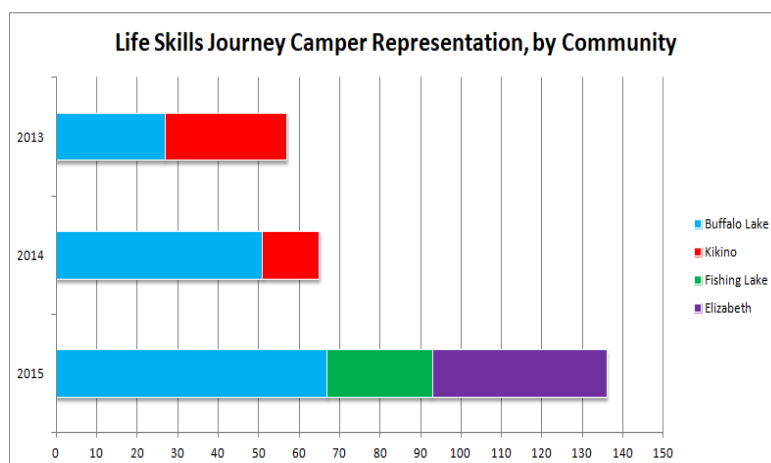


Figure 2: Number of children participating in summer camp per year in total.²

-pating communities did not have their own ethics review process, presentations were made to Settlement Council, community leaders, and stakeholders to ensure that it was clear that the camp program had a research component and that children and parents could participate in the camp without participating in the research. Establishing an ethical space for working with Indigenous communities is a critical element to achieving success and sustainability for both program delivery and research (Canadian Institute of Health Research, Natural Sciences and Engineering Research Council of Canada, & Social Sciences and Humanities Research Council of Canada., 2014; Brown & Strega, 2015)

Survey Results and Discussion

Aggregate data for all participants aged 7-14 years, including central tendency, pre- and post-program frequencies, and pre- and post-program comparisons are presented. Aggregate, age group-specific data (7-10 years and 11-14 years) follows, with a focus on age-specific pre- and post-survey comparisons. In recent presentations with Settlement Councils, community-specific participation rates were shared. When asked, council members expressed interest in having community-specific findings on camper changes in resiliency measures. These are being prepared for presentation to Settlement Councils.

Aggregate (7-14 years) Response Frequencies

The mode and median of the data represent central tendency for Likert-type data. The aggregate group of all child participants showed no change in the central tendency from pre- to post-program survey for all 31 non-risk factor, non-demographic statements with one exception. Given the opportunity to choose between disagree, neutral, or agree; participants consistently responded agree with the exception of the statement, “My friends are well-behaved”, which changed from neutral in the pre-survey to agree in the post-survey.

Analysis of the five risk factor questions also showed no change in the central tendency from pre- and post-surveys with one exception. When asked “In the last two weeks, how many times have you been picked on or bullied by another person?”, the response changed from a median of two times on the pre-survey to three times on the post-survey.

Table 1 represents the change in frequency of responses to the survey statements mentioned in this article (those representing the greatest change or areas of challenge), first for the pre-survey and then the post-survey for all participants (ages 7-14 years). Pre- and post-comparison presents notable changes in the

² Camper participation by community was highly dependent on the provision of space and assistance by key administrative people in the hiring of local facilitators. In the absence of both, camper participation rates fell.

Table 1. Pre- and Post-Comparison 7-14 years, 2013-2015

Survey Statements	Post – Pre (%), Aggregate		
	Agree	Neutral	Disagree
My friends are well-behaved.	3	-1	-2
I am able to plan ahead, such as completing my chores before going on a bike ride.	-2	7	-6
My parents or guardians listen to what I have to say.	8	-3	-5
I can trust my friends.	-6	6	1
I think that I can do things as well as other young people my age.	7	-2	-6
It is important for me not to smoke or chew tobacco.	8	-2	-6
I try to do the best job at whatever I do.	-4	4	0
I believe it is important to help others, even if it means giving up something I want.	-7	9	-2
I feel safe where I live.	-7	7	1

frequency of response to each Likert-like scale item from pre- and post-survey. While most questions showed a decrease in the frequency of disagrees, with the majority of these responses converting to neutral, only those questions explored further in the discussion section are shown above (see Table 1).

Areas of Success

Positive changes were seen in participant responses to statements that measured self-esteem, drug resistance, external family support, and planning and decision making. By far the greatest area of positive change for 7-10 years and 11-14 years was a change in the area of self-esteem, an individual internal strength, as suggested by this quote:

“Some of them, the shyer ones, learn a little bit more [about] how to be a little more open with other people. I guess it’s through their self-esteem teachings. They learn how to play well with others, even the older group. They learn how to get along with others” (Camp Administrator, 2015).

This change in self-esteem is shown in Tables 2 and 3 below. In response to the statement, “I think that I can do things as well as other young people my age”, 15% in the 7-10 years changed

from disagree or neutral to agree (see Table 2). Nine per cent of the disagree responses in the 11-14 years changed to neutral (see Table 3). These changes in response frequency are the direct result of the emphasis on self-esteem throughout the MSLSJ program, and mentorship by MSLSJ camp facilitators. This emphasis is illustrated by the quote:

“I think self-esteem needs to be built into everything 'cause that’s probably the underlying thing that’s going to influence these other modules like alcohol and smoking. Do you have that self-confidence?” (Camp Director, 2014).

Drug resistance was also an area of major impact. Among the 7-10 years, there was a 10% increase in agree responses to the resistance skills statement, “It is important for me not to smoke or chew tobacco.” Again, this is a measure of internal strength through resistance skills and restraint. For the 11-14 years, 4% of the disagree responses changed to neutral or agree. Having an impact as a drug intervention program was a major goal of the MSLSJ project. This change in response frequencies reflects a strong emphasis on resistance skills training as illustrated by a

Table 2. Pre- and Post-Comparison 7-10 years, 2013-2015 (percentage change from pre- to post-survey)

Survey Statements	Post - Pre (%), Aggregate		
	Agree	Neutral	Disagree
My friends are well-behaved.	1	0	-1
I am able to plan ahead, such as completing my chores before going on a bike ride.	1	4	-5
My parents or guardians listen to what I have to say.	16	-12	-4
I can trust my friends.	-5	3	2
I think that I can do things as well as other young people my age.	15	-11	-4
It is important for me not to smoke or chew tobacco.	10	-5	-6
I try to do the best job at whatever I do.	0	-1	0
I believe it is important to help others, even if it means giving up something I want.	-5	7	-2
I feel safe where I live.	-2	2	1

Table 3. Pre- and post-comparison, 11-14 years, 2013-2015 (percentage change from pre- to post-survey)

Survey Statements	Post - Pre (%), Aggregate		
	Agree	Neutral	Disagree
My friends are well-behaved.	7	3	-3
I am able to plan ahead, such as completing my chores before going on a bike ride.	2	10	-8
My parents or guardians listen to what I have to say.	-3	9	-6
I can trust my friends.	-9	9	0
I think that I can do things as well as other young people my age.	-4	12	-9
It is important for me not to smoke or chew tobacco.	2	2	-4
I try to do the best job at whatever I do.	-9	10	-1
I believe it is important to help others, even if it means giving up something I want.	-11	12	-1
I feel safe where I live.	-13	13	0

quote from one of the community camp facilitators:

“I hope to see that in the past few years of kids growing up that didn’t have anything [and who] turned into gang members and drug dealers and drug users and alcoholics and jobless people, but the kids that we put through camp, I hope that I see them make different choices with their lives, because you never know. Some of that stuff they have learned here that helps them make that choice.” (Community camp facilitator, 2015)

The major area of positive change in external supports for children was among the 7-10 years with 16% more respondents in post surveys agreeing with the statement, “My parents or guardians listen to what I have to say.” Using the Wilcoxon rank sum test, the resulting p value was 0.0359 at $\alpha = 0.05$, leading to the conclusion that there is a statistically significant increase in children responding positively to this statement between pre- and post-program surveys. This positive change is reflected in the following passage:

“I do like the enthusiasm the kids have to come to camp. I’ve seen parents bring them because they missed the bus. It’s like kids want to come, that they actually make their parents bring them to wherever we are” (Camp Administrator 2015).

At an aggregate group level, this represents the single most significant area of change. Whether due to the program content itself; awareness efforts within the community and among parents, such as through text messaging, Facebook, and letters; the external resilience factor of family support had an increase which can be correlated with our program. For the 11-14 years, 6% of the disagree responses changed to neutral, while 3% of the agree responses also changed to neutral.

The final major area of change to be presented, also a key area of focus in the program, was planning and decision making. The 11-14 years showed a 10% increase in responses from disagree to neutral to the statement, “I am able to plan ahead, such as completing my chores before going on a bike ride.” For the 7-10 years, 5% of the disagree responses changed to neutral or agree.

Areas of Challenge

Statistical analysis also confirmed several areas of impact where we experienced challenges to

success, including empowerment and safety; external support: peers, learning, and achievement; and self-actualisation. In responses to the statement, “I feel safe where I live,” 13% of the 11-14 years changed from agree to neutral responses, representing the main area of internal challenge. In the 7-10 years, 2% of the agree responses in this empowerment statement changed to neutral.

When assessing changes to peer support, 9% of the 11-14 years changed from agree to neutral in response to the statement (see Table 4 and Table 5), “I can trust my friends”. In related risk factor statements, there was a decrease in response frequency of *Not at all* to the following statements, “In the last two weeks, how many times have you...”: “been involved with bullying another person. (e.g., verbal, physical or via the internet)”, “been picked on or bullied by another person”, “stolen something from a store”, and “damaged property just for fun.” In the 7-10 years, 5% of the agree responses in this peer relationship statement changed to either neutral or disagree. Similar to the 11-14 years, related risk factor statements for the 7-10 years, there was a decrease in the response frequency of not at all for the following statements, “In the last two weeks, how many times have you”: “been involved with bullying another person. (e.g., verbal, physical or via the internet)” or “hit someone.”

Analysis of the response frequency to statements on learning and achievement showed a decrease in agreement responses by the 11-14 years to the statement “I try to do the best job at whatever I do.” This is a statement on commitment to learning. For the 11-14 years, 11% of agree responses changed to neutral in the post-program survey to the statement: “I believe it is important to help others, even if it means giving up something I want.”

Limitations

These negative changes in survey results beg the question of why these responses drifted downward (from agree to neutral or from neutral to disagree after youth participation in the life skills summer camp and completion of the learning modules. The negative trends in certain themes may suggest that the program has done harm to the participants by reducing their

Table 4. Pre- and Post-Comparison 7-10 years, 2013-2015 (percentage change from pre- to post-survey)

Survey Statements (In the last two weeks, how many times have you)	Post - Pre (%), Aggregate				
	Not at all	2 times	3 times	4 times	5 or more times
Been involved with bullying another person. (e.g., verbal, physical or via the internet)	-3	0	5	0	-3
Been picked on or bullied by another person.	2	-3	2	11	-12
Hit someone.	-8	2	5	3	-2
Stolen something from a store.	2	-1	0	0	-1
Damaged property just for fun.	7	-4	0	-1	-1

Table 5. Pre- and post-comparison of risk factors, 11-14 years, 2013-2015 (percentage change from pre- to post-survey)

Survey Statements (In the last two weeks, how many times have you)	Post - Pre (%), Aggregate				
	Not at all	2 times	3 times	4 times	5 or more times
Been involved with bullying another person. (e.g., verbal, physical or via the internet)	-9	4	3	-1	2
Been picked on or bullied by another person.	-8	4	5	-4	3
Hit someone.	7	0	12	-10	-9
Stolen something from a store.	-3	2	2	-3	2
Damaged property just for fun.	-3	4	-2	3	-2

resiliency in these areas. Or, has their participation in the camp and the surveys increased their awareness to unhealthy choices and harmful behaviours for themselves and in their community? Having hired facilitators who live in the communities, campers whose awareness of unhealthy personal or community choices, who are making healthier choices and who may not have had adult role models, now know MSLSJ facilitators in their community.

To further address these questions, we believe it is important to take into consideration the age and context of our respondents: 7-14 year olds represent a vulnerable age grouping (Randall, Harris, Svenson, Voaklander, & Parker, 2012). Our strategic adaptation of the YR: ADS

questionnaire to include a reduction in the total number of questions and a shift from a 5 to 3-point Likert scale was a direct result of this consideration. The age of respondents may also have resulted in acquiescence bias (Holbrook, 2008), agreeing with the statements as presented, especially among the younger age range. In addition, social desirability bias (Bowling, 2005), portraying themselves and their families or communities in a positive light, may have played a role. The consideration of the social desirability bias is particularly salient when working with marginalised and Indigenous communities who may be sceptical or have had unpleasant previous experiences with researchers (Bull, 2010; Fletcher, 2003). However, we can assume that

these biases are reduced among children who have completed the survey as a pre- and post-survey for multiple years in a row. By using aggregate data, the sample size reduces the possibility of central tendency bias having an effect on the results.

As we aggregated data from children across four Métis Settlements, a limitation of this study is that we cannot describe the variations between Settlements or, on an individual basis, variations that occur when children have different numbers of years of attendance. This study also focuses on Métis Settlement children and therefore may not be generalizable to First Nations and Inuit children in Canada, or the larger Métis population as a whole.

Conclusion

This study supports the MSLSJ project's long-term vision of expanding the life skills program to all eight Alberta Métis Settlements by emphasising practice-based evidence, increasing the population sample size, and improving generalizability (Green & Glasgow, 2006). We recognise the importance of Indigenous wisdom and experiences of our community stakeholders who are most familiar with their communities and needs and strive to contribute to individual and community capabilities for community control and advocacy.

The MSLSJ project has made significant contributions to community leadership in the development of a life skills program that addresses the priority learning needs of youth living on Métis Settlements in Alberta. Significant positive changes were seen in several areas of internal strength for both age groups, including self-esteem, drug resistance, and planning and decision making. Significant, positive change was also seen in risk factor statements, and a significant, positive change was seen in external family support for both age groups. These results are encouraging given that this demonstrates success in two of the major goals of the summer camp program.

Negative changes were seen in children's reported sense of empowerment and safety ("I feel safe where I live"), external support - peers ("I can trust my friends"), learning and achievement ("I try to do the best job at whatever

I do"), and self-actualization ("I believe it is important to help others"). While concerning, the cause of these changes requires more in-depth qualitative analysis to determine next steps. The survey data presented here will be further triangulated with multiple sources of qualitative data in order to continue to contribute to internal (individual) strengths and increase efforts to positively impact external (community, family) strengths that contribute to individual resiliency. Based on our findings, external resiliency factors, often the most complex to address, demand equal consideration for successful individual behaviour change.

We acknowledge that programs, such as Métis Settlements Life Skills Journey, are only one component to increasing children's capacity and contributing to resilience. The design, implementation, facilitation, and evaluation of the program need to be centred around relationship building between all stakeholders if the program is to be sustainable.

The program resources are freely accessible (<http://metislifefskills.com/programs/>). The statistics and interpretations summarised above will be made user-friendly through the development of infographics and community briefs and shared with other Métis Settlements in Alberta as well as Indigenous groups nationally and globally to explore its application across varied histories and community contexts.

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About the authors:

Dr Alicia Hibbert, MA, (Métis Nation of Alberta) has worked with First Nations and Métis communities since 2010 to build resiliency among their children and youth. She led a community needs and readiness assessment with Métis Settlements, which informed the development of the Métis Settlements Life Skills Journey program - a summer camp focused on building individual and community resiliency. She collaborated with a local advisory committee and community staff at Buffalo Lake Métis Settlement to design Life Skills Journey program resources with the framework for program delivery ahibbert@ualberta.ca

Dr Fay Fletcher, PhD, has focused on the integration of research and teaching with the intent of making adult education more accessible, relevant, and meaningful for Indigenous learners. Community-based research with First Nations communities and Métis Settlement colleagues and communities has informed the development and delivery of local and international adult continuing education programs as well as Aboriginal youth life skills programs.

Dr Brent Hammer, PhD, is a Cultural Anthropologist at the University of Alberta. He has worked as a Qualitative Research Coordinator with the Métis Settlements Life Skills Journey program since 2013. Brent's focus is on ensuring the communities are involved in the research process and that their voices are heard throughout all aspects of the project. Towards this goal, Brent conducted participant observation during the 2014-15 summer youth camps.

Appendix

Table A1. Life Skills Journey Module Topics with corresponding Resiliency Survey Themes

Life Skills Journey Module Topic	Resiliency Survey Theme
Communication Skills	Social Sensitivity (empathy, caring, equity and social justice)
Community and Neighbourliness Respectful Relationships (11-14 only)	<p>Social Sensitivity (empathy, caring, equity and social justice)</p> <p>School (high expectations at school, bonding to school, caring school climate, school boundaries)</p> <p>Community (caring community, community values its members, community relationships, community boundaries)</p> <p>Peer (positive peer influence, positive peer relationships)</p>
Kinship	<p>Family (caring family, family communications, high expectations in the family, adult family role models, family support, family school involvement)</p> <p>Peer (positive peer influence, positive peer relationships)</p>
Self-Esteem Stress and Anxiety (11-14 only)	<p>Self-Concept (self-esteem, self-efficacy, and planning & decision making)</p> <p>Commitment to learning (school engagement, achievement)</p>

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Life Skills Journey Module Topic	Resiliency Survey Theme
Anger and Conflict Resolution Bullying Alcohol Smoking and Drugs Media Messages Addictions and Substance Abuse (11-14 only) Gang Awareness (11-14 only)	Empowerment (safety) Self-Control (restraint and resistance skills)
Grief and Loss Hopes and Dreams Spirituality	Self-Concept (self-esteem, self-efficacy, and planning & decision making) Cultural Sensitivity (spirituality, acceptance, cultural awareness)