

**Recommendations for Translating the DREAM Program – Gifted Edition
to an Online-Live Hybrid Model**

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Table of Contents

Table of Contents	II
Acknowledgements	III
Abstract	IV
Recommendations for Translating the DREAM Program – Gifted Edition	1
Methodology	29
Results	38
Discussion	59
References	76
Tables	91
Figure	95
Appendix A	96
Appendix B	103
Appendix C	104
Appendix D	106
Appendix E	111
Appendix F	112
Appendix G	115
Appendix H	116

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Abstract

Research suggests that 25% of gifted children experience social-emotional difficulties, putting them at increased risk of developing a diagnosable mental health concern. Nevertheless, existing programs do not meet the specific needs that put gifted children at a 30% higher risk for mental illness than their non-gifted peers. Armstrong et al. (2018) developed a resiliency program (DREAM) for gifted children, and the goal of this study is to translate it into an online-live hybrid through stakeholder collaboration. Armstrong (2009; 2017; Armstrong et al., 2018) developed a methodology to do this called Knowledge Translation-Integration (KTI), which incorporates stakeholder engagement throughout the entire research to action process. KTI aims to ensure that programs are acceptable, sustainable, feasible, and credible. Through collaboration with parents and school board members, qualitative themes of concerns, recommendations and validation are established, aiding in meaningful online-live translation. Broader implications of this study include critical recommendations for the development of both online-live school programs in general, as well as social-emotional literacy programs for gifted children.

**Recommendations for Translating the DREAM Program – Gifted Edition
to an Online-Live Hybrid Model**

The lifetime cost of childhood mental illness to a family is between \$260 000 to \$300 000 (Friedli & Parsonage, 2007; Smith & Smith, 2010). Mental illness prevention is, therefore, beneficial not only for social reasons but also economical. Up to 25% of school-age children have clinically significant mental health issues (Lean & Colucci, 2013). School can be a challenging time for any child, and for gifted children, this is particularly true. Research suggests that one-quarter of gifted children experience gaps in social intelligence that may result in difficulties making connections and building meaningful relationships with others (Gere, Capps, Mitchell, & Grubbs, 2010). Gifted children's unique characteristics have the possibility of making social adjustment difficult, which can further isolate them, compounding the impact of potential or already existing mental health issues (Chan, 2003; Christopher & Shewmaker, 2010). This experience, as well as other challenges associated with giftedness, increases gifted children's chance of developing a diagnosable mental health concern by 30% (Schuler, 2000). However, existing programs do not meet the specific needs that put gifted children at this higher risk (Kroesbergen, van Hooijdonk, Van Viersen, Middel-Lalleman, & Reijnders, 2016; Phelan, Broide, Ellis, Parent, & Brown, 2018). The effect can be exacerbated given gifted children's impressive academic achievements; this can lead educators to overlook their social and emotional needs in order to keep the children academically challenged (Jolly & Kettler, 2008, Phelan & Phelan, 2018). Combining social-emotional and academic learning has been recognized as an important aspect of effective education (Committee on Defining Deeper Learning and 21st Century Skills, 2012) and needs to be incorporated for the gifted population. Building social and emotional intelligence skills can have a long-term impact on the lives of

gifted children. As a response, experts in the field state that incorporating social and emotional learning into gifted programming needs to be a focus alongside traditional education (Manring, 2013; Mental Health Commission in Canada, 2013; Phelan & Phelan, 2018).

Gifted children have academics tailored to their needs, yet their social-emotional needs are often sparsely addressed (Mental Health Commission in Canada, 2013). Social-emotional abilities have a bi-directional relationship with school achievement (Blaas, 2014), making a case for the inclusion of social-emotional programming in gifted children's' lives. Researchers have found that incorporating social and emotional learning into the curriculum of children at a high risk of mental health concerns can improve coping behaviour and attitudes (Blaas, 2014; Lowry-Webster, Barrett, & Dadds, 2001; Mental Health Commission, 2013). If these social-emotional problems that emerge in early life are not appropriately addressed, they can continue into adulthood with a compounding impact (Diezmann, Watters & Fox, 2001). Research suggests that this effect is not the same for all gifted children; gifted minority children experience these social-emotional deficits at a higher rate than their non-minority peers (Blaas, 2014).

Social-Emotional Literacy (SEL) programs are targeted to support the reduction in unwanted behaviours, improve adjustment skills while enriching the children's academic performance as a preventative measure (Diekstra, 2008; Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnik, & Elias, 2003; Weissberg, Kumpfer, & Seligman, 2003; Wilson, Gottfredson, & Najaka, 2001; Zins, Weissberg, Wang, & Walberg, 2004). SEL programs improve those skills by developing children's self-awareness, social awareness, self-management, relationship skills and responsible decision-making skills (CASEL, 2003). A meta-analysis found that SEL programs increased social and emotional skills, improved attitudes and behaviours along with an increase in academic performance (Durlak, et al., 2011). By improving these skills, gifted children can build

social relationships important for emotional stability (Blaas, 2014; Sheridan, Knoche, Edwards, Bovaird, & Kupzyk, 2010).

Gifted children are also known to internalize and externalize problems such as anxiety and depression in a way that can further exacerbate their social-emotional issues (Blaas, 2014). SEL programs have the resources to target such issues, but current gifted programs often fail to consider the specific tailoring needed to make the programs effective for gifted children (Cross, 2011; Moon, 2006; Peterson & Lorimer, 2012; Phelan & Phelan, 2018; Reis & Renzulli, 2004; Saunders, 2004). The main reason for this is educators are not informed of the specific needs of gifted children (Moon, 2006; Meador, 1996; Tucker, 2010). As noted, one of those needs is social-emotional literacy. The absence of SEL programs targeted for gifted children, along with research indicating that teachers are not familiar with gifted children's unique characteristics, demonstrates how current gifted programs are not addressing gifted children's needs (Moon, 2006; Meador, 1996). Therefore, the first step in building a program for gifted children involves identifying their specific needs.

Needs of Gifted Children

Failing to identify the unique requirements of gifted children can lead to programming that is a poor fit. An SEL program for gifted children would need to suit their existing context, meaning that the needs of the parents of gifted children and school systems also must be considered (Mental Health Commission, 2013). Without considering the needs of the parents of gifted children and school boards, programming may also be considered a poor fit. Therefore, research should engage gifted children, parents of gifted children and school board stakeholders in the design of programming for gifted children. Through a literature review, Armstrong et al., (2018)

identified four main needs of gifted children, including asynchronous development, overexcitabilities, perfectionism and a need for psychoeducation.

Asynchronous development. Asynchronous development, which happens when one set of skills like reading surpass other skills like math, this impacts a gifted child's abilities in school (Neihard, Reis, Robinson & Moon, 2002). Gifted children present along a spectrum of development in different areas, including verbal, social and intellectual performance. Therefore, considering the different aspects of the development of children is a fundamental step (Guénolé, Speranza, Louis, Fourneter, Revol, & Baleyte, 2015; Neihart, Reis, Robinson & Moon, 2015).

Overexcitabilities. Gifted children often experience a heightened reaction to stimuli in many domains, including imagination, intellect, emotion and sensory experiences (Winkler & Voight, 2016). An example of some of these traits can be seen in the research of an online game assessing children's social-emotional skills. Researchers found that gifted students were more sensitive to unfair circumstances than their non-gifted counterparts (Yun, Chung, Jang, Kim & Jeong, 2011).

These overexcitabilities can be inherited and visible in the brain (Winkler & Voight, 2016). Since gifted children can experience their reality differently than their non-gifted peers, this can be the source of bullying and other struggles in their social experiences (Kitano, 1990; Peterson & Ray, 2006).

Perfectionism. Gifted children are often held to a high standard in their academic pursuits. Under this pressure from either their parents and guardians or teachers, gifted children may procrastinate because they are afraid of not living up to the expectations set for them, or they engage in other forms of self-sabotage (Dweck, 2014; National Association for Gifted Children, 2018). Perfectionism has been found to impact girls and boys differently, with

fixations on the organization and achieving personal standards being the most problematic (Siegle & Schuler, 2000). When perfectionism is oriented on the self and society, it produces depression, maladjustment (Hewitt & Flett, 1991) and low self-esteem (Christopher & Shewmaker, 2010).

Psychoeducation. Often, gifted children and those who support them, are not aware of the unique thoughts, behaviours and emotions that the children experience. Therefore, an important part of a prevention program is psychoeducation around what to expect (Armstrong et al., 2018). There is a belief among educators that the scarce resources for education should be allocated to those who present with a learning deficit and not for the children who are gifted (Robinson, 2002). This position demonstrates that there is a lack of awareness surrounding the social and emotional challenges associated with giftedness and the potential negative effects if the children's needs are not met (Robinson, 2002).

How does an SEL Program Address these Characteristics: Specifically

An SEL program can address the specific needs of gifted children by giving them a range of skills and tools they can use when they want to control their emotions, solve a problem or conflict, and encourage helpful thinking (Fraser, 2011). Specifically, an SEL program for gifted children should address asynchronous development—gaps in social development, overexcitabilities that can result in social difficulties, perfectionism that can trigger strong emotions and lead to work refusal and provide psychoeducation on the needs of gifted children. If administered effectively, gifted children could learn how to recognize when they are being overstimulated or when they are not communicating what they mean and can apply what they have learned to help them adjust (Fraser, 2011). This can lead to a more comfortable social environment for gifted children, helping them fit in with their peers and aid in social and

academic success (Peterson & Ray, 2006). It should be stated that not all gifted children experience these concerns or challenges with social-emotional situations, but enough experience concerns that this population as a whole is at greater risk.

When looking at how SEL programming can address perfectionism, integrating the concept of *meaning* is a main factor. Specifically, by working with gifted children to build a sense of purpose behind their social and academic work, it can decrease the pressure they might feel by embracing lessons learned in both success and failure (Dweck, 2007; Wong, 2017). Moreover, if the gifted children use a *meaning-mindset*, the fear of failure decreases because their self-perception is not reliant on success, but rather what they have learned from the experience (Dweck, 2014; Wong, 2017). A meaning-mindset cultivates social engagement and connection, healthy thinking and behaviour, curiosity, gratitude, and charity (Armstrong, 2018).

Studies show that when teachers are unaware of the unique characteristics of gifted children, they feel less confident in providing tailored programming (Moon, 2006; Meador, 1996; Tucker, 2010). Increasing the awareness of gifted children's unique traits, it allows teachers the opportunity to educate themselves so they can better serve these children. It also gives the guardians or parents of gifted children an opportunity to better understand their child. Both of these are recommended for the greater success of an SEL program for gifted children (Dombro, Jablon, & Stetson, 2011; Fraser, 2011).

Barriers to prevention programs include limited exposure to the program, insufficient length of program, effectiveness, funding, buy-in, parent awareness and engagement, stigma, not focusing on the whole school and a need for more professional development (Jones & Bouffard, 2012; Mental Health Commission in Canada, 2013). Enablers include partnerships, capacity for

organizational implementation, buy-in from the community and engaged leadership (Mental Health Commission in Canada, 2013).

SEL programs are uniquely positioned to address the needs of gifted children. With social-emotional development, resilience is built, and by bridging the social-emotional gap, gifted children may experience positive mental health outcomes could follow (Armstrong, 2018).

Developing Resilience through Emotions, Attitudes, and Meaning (DREAM) Gifted Edition

To address the specific needs of gifted children, as noted, understanding their lived experiences and the needs of their support network is crucial. Incorporating the thoughts, concerns and opinions of the gifted children and their circle of care—educators, parents, school board members—is a natural progression for improving programs for this demographic. The goal of the research done by Armstrong et al., 2018 was to adapt an existing SEL resiliency program—Developing Resilience through Emotions, Attitudes, and Meaning (DREAM)—to meet the needs of gifted children ages 6 to 12, see Appendix A for a breakdown of the unit content. They did this by consulting the target demographic and their circle of care throughout the development process to address the need for gifted-specific mental illness prevention programming. DREAM–Gifted Edition has two main goals: the first is to support the gifted community, including the children, their families and schools with an evidence-based sustainable toolkit, giving children skills they can use throughout their life. The second goal is to increase psychoeducation around giftedness, sense of meaning, social skills, and agency over thoughts and behaviours with the aim of improving overall mental health (Armstrong et al., 2018).

Resiliency, defined in this program as aiming to build a meaning-mindset, was identified as the main building block for this program because it serves as a protective factor against mental illness. Resiliency does this by turning challenges into positive experiences and uses internal

resources (Wong, 2017). Gifted children can experience adversities at young ages because of their potential developmental differences from their peers (Phelan & Phelan, 2018). Developing community support can also build resilience, which was absent in previously existing SEL programs for gifted children (The Mental Health Commission of Canada, 2012). Second Wave Positive Psychology (PP2.0) was chosen as the foundation of the program because it focuses on Logotherapy, specifically, building a meaning mindset, increasing social connectedness and resilience concerning mental health concerns (Armstrong et al., 2018). PP2.0 suggests positive and negative emotions are vital to the development of meaning and that using the awareness of negative emotions and positive ones can produce long-term well being (Ivtzan, Lomas, Hefferon, & Worth, 2016). With the difficulties that gifted children may experience, taking a balanced look at positive and negative situations, experiences, and feelings, can help gifted children make sense out of all their experiences, not just the good situations. PP2.0 also uses values and ideals as goals to work towards (Wong, 2011), which can help ease the drive for success-oriented goals.

In addition to PP2.0, Armstrong (2016, 2017) applied a theoretical orientation called REAL (Rational Emotive Therapy (RET), Attachment Theory (AT) and Logotherapy) as a foundation for the DREAM program. REAL works to target three main sources of suffering, which include poor attachment schemas, meaninglessness, and irrational thoughts. REAL addresses these problems in the social context by building attachment bonds using play and social-emotional literacy skills. It also engages children in meaningful activities and meaning-oriented thinking, which can lead to a perspective change and recognition of meaning in the moment. Further, REAL uses rational thinking tools that value the good and bad parts of life, along with the meaning that comes from them (Armstrong, 2016).

Theoretical Approach: A More Detailed Description

PP2.0 is an integration of Existential Theory and Positive Psychology within the context of a Humanistic approach (Wong, 2017). Existential Theory highlights the importance of non-quantifiable spiritual well being and values the negative human experience as equal to the positive, compared to positive psychology's emphasis on overt, observable behaviour (Wong, 2017). In summary, PP2.0 embraces the harmful or adverse experiences in life and encourages the development of resilience from these experiences (Wong, 2017). The humanistic approach is central to combining Existential Theory and Positive Psychology because of the way that it uses the difficult human experiences to create positive lessons (Wong, 2017). A part of PP2.0 includes the Deep and Wide Hypothesis, which postulates that although intelligence is thought to be genetic, experiential and emotional factors can negate giftedness (Wong & Worth, 2017). Therefore, PP2.0 works to minimize the impact of experiences that could impede giftedness, such as self-sabotage (Wong, 2017; Wong & Worth, 2017).

Wong (2017) described how PP2.0 includes the incorporation of humanistic research methods. Wong (2017) stated that traditional psychological methodologies follow the scientific model, which can be troubled with the confirmation bias. He reports that using more humanistic methods can lead to more accurate results by putting a higher emphasis on the opinion of the research participant. Wong (2017) continues to illustrate how existential and positive psychology are combined under the humanistic umbrella. He does so by illustrating the research implications. Wong's main thesis contains two parts: First, that existential psychology tempers positive psychology's inclination towards only overt and objective human behaviour. Second, that existential psychology rounds out positive psychology's focus on the positive with the importance of the negative experiences in life. Wong argues that exploring human behaviour

through this well-rounded view can lead humans to reach their full potential—self-transcendence.

Wong (2011) adapted positive psychology because he believed the subjective well-being that it focused on needed more context and needed to look at the bigger picture. Wong described different kinds of happiness, and he noted that the ones that produced long-term happiness were the ones that created a meaning orientation. Having a meaning orientation is described as a more sustainable pursuit than happiness by O'Brien (2008) because it inherently considers the consequences of one's actions and therefore, does not take advantage of one's surroundings. Wong's research demonstrates the centrality of meaning in peoples' lives, stating that humans are innately meaning-seeking (Wong, 1991; Wong & Weiner, 1981). From this, Wong created a meaning-centred orientation—PP2.0—which uses this innate capacity for meaning-seeking to facilitate self-transcendence by acknowledging the good and bad parts in life.

RET

RET is a cognitive behavioural approach that purports what people think affects how they feel. This approach teaches adaptive ways of interpreting situations (Ellis, 2004). RET started as a positivist approach that held the philosophy that negative thoughts caused emotional problems (Ellis, 1993). Using Cognitive Behavioural Therapy as the foundation, RET states that irrational thoughts suppress a primary emotion like pain, sadness and fear leading to the expression of problematic emotions (Ellis, 2004). RET explains how to recognize an emotion as a clue to what is happening internally, leading to the opportunity to address the thoughts that accompany the emotion and produce emotional change (Ellis, 2004). RET does this by demonstrating different coping strategies that lead to higher self-regulation protecting against mental health issues. This

approach compliments Logotherapy by placing the responsibility for the well-being of the individual (Ellis, 2004).

Ellis (1993) describes two different types of RET: the first is used more as a traditional cognitive behavioural therapy, and the second type focuses more on the constructivist and humanistic side of RET. This second type of RET is the kind primarily used today and is summarized in the following ten points (Ellis, 1993):

1. RET posits that humans construct what is good and bad from their environments and from this create *musts* that are necessary to achieve desired outcomes.
2. From these *musts*, people create rigid circumstances that lead to negative cognitive beliefs.
3. RET uses reality checks to challenge the person's *musts* in order to give a different perspective on the person's fixed thoughts.
4. RET emphasizes the equal importance of thoughts, feelings and behaviours and the impacts they have on one another.
5. RET acknowledges the biological predisposition to hold on to rigid thoughts and coaches people to use their feelings, actions and thoughts to continuously combat these.
6. These predisposed rigid thoughts, feelings and actions are habitual to people, and RET discusses how uncomfortable it is to change. RET uses emotional, behavioural and cognitive techniques to disrupt these habits.
7. RET also takes a systematic approach through psychoeducation, teaching the skills to change the parts of the system but also the environment where the system exists.

In Ellis' 1993 reflections on RET, he discussed the possible future for RET being used in education as a psychoeducational tool, further complimenting this theory's fit within DREAM – Gifted Edition to challenge unhelpful thinking and learn to think and act in healthier ways.

Attachment Theory

AT focuses on perspective taking, empathy and problem-solving. It also integrates play as a form of making deeper social connections in children and their social surroundings (Malchiodi & Crenshaw, 2014). AT is a portion of REAL that emphasizes community support. It does this through the theory of secure attachment, stating that, when a child feels a sense of belonging in their immediate and greater environment, their academic, social, and mental wellness improves. This attachment is seen as crucial to creating meaning which enhances the meaning-making aspects of REAL (Billig, 2000; Kids Matter, 2017).

Secure attachments come from receiving unconditional love and this kind of attachment allows an individual to be their most authentic self (Malchiodi & Crenshaw, 2014). Malchiodi and Crenshaw (2014) explain how fostering secure attachments is important for children who have difficulties with social relationships, like some gifted children, because having a secure attachment allows the child to feel more confident in themselves which can lead to more genuine relationships with others. Communicating emotional needs is also increased with the presence of secure attachments, which may promote better emotional regulation in gifted children (Malchiodi & Crenshaw, 2014). The authors discuss how play allows for a secure attachment to be built due to the dyadic nature of play. Malchiodi and Crenshaw examine how play within the family unit can be restorative because the attachment can be fostered between the child and their primary caregivers. This justifies the building of attachments in a school setting because it builds peer support and cohesion. The ability to create secure attachments is also related to resilience and

positive outcome later in life (Grossman, Grossman, & Kindler, 2005), making this approach complementary to PP2.0. Play is a key element in the DREAM Program – Gifted Edition, which uses games and hands-on activities to build skills for resilience (Armstrong et al., 2018). Further to play building attachment, the DREAM program–Gifted Edition also teaches social-emotional literacy skills. More specifically, through various games and activities, children learn the building blocks of empathic attunement through learning how to take different perspectives (Armstrong et al., 2018). In AT, empathic attunement is a critical skill for building secure attachment with others (Cloutier, Manion, Walker & Johnson, 2002). Secure relationships with others are meaningful for children (Malchiodi, 2005).

Logotherapy

Logotherapy emphasizes one's responsibility in making meaningful choices and one's ability to create meaning out of positive and negative experiences (Frankl, 1986). It assumes that creating meaning in life protects against emotional turmoil (Saraswathi, 2013). The main concepts of Logotherapy include: 1) people have the freedom to find meaning in life no matter their conditions, 2) life has meaning under all circumstances, and 3) people have a will to create meaning (Saraswathi, 2013).

Two main techniques in Logotherapy are dereflexion, which means pulling the attention away from the source of the problem, and paradoxical intention, which requires a person to do exactly what they are afraid to do (Saraswathi, 2013). These two techniques aim to break the cycle of maladaptive thinking and habits. In breaking these habits, new perceptions are able to be formed, creating an attitudinal shift. Thus, Logotherapy complements RET. A third main technique used is Socratic Dialogue, involving a line of questioning which leads the client to shift their perspective on their problem, much like the first two techniques (Saraswathi, 2013).

Socratic dialogue takes this changed perception and offers an alternative outlook (Saraswathi, 2013).

Within this theory, there are different pathways to creating meaning which support the main goal of building resilience (Frankl, 1986). These pathways include creating or doing something for another person, experiencing a unique interaction with someone or something, and lastly intentionally choosing one's attitudes and behaviours (Erikson, 1964; Markstrom & Kalmanir, 2001; VanderVen, 2008). These pathways can improve self-esteem, increase optimism for the future and allow for someone to be more open to new experiences (Erikson, 1964; Markstrom & Kalmanir, 2001; Search Institute, 2009; VanderVen, 2008). All of these factors are protective of mental health (Centres for Disease Control and Prevention, 2016; Frankl, 1986). The pathway's emphasis on personal responsibility to make meaningful choices creates the basis for the growth or the meaning mindset for positive development (Dweck, 2016; Frankl, 1986; Wong, 2017).

Hutchinson and Chapman (2005) link Rational Emotive Behavioural Therapy and Logotherapy. They propose that irrational beliefs are the cause of psychological issues and they can be addressed by the discovery involved in Logotherapy. Further, they suggest that rational thoughts are inherent in the search for meaning exists rational thoughts (Hutchinson & Chapman, 2005). They argue that the use of discovery and reason allows a person to interact with the world in a way that is both healthy and meaningful for them (Hutchinson & Chapman, 2005).

Each of the theories discussed above has compatible and complementary features that facilitate the development of resilience. In the DREAM Program – Gifted Edition, Logotherapy, RET, and AT are all interwoven: Perspective-taking skills teach different, healthier ways of thinking, games and group activities provide opportunities for meaningful engagement and

connection, and thinking in meaningful ways about issues also can prompt healthier thinking (Armstrong et al., 2018).

Knowledge Translation and Community Collaboration

To create a program that meets the needs of its intended users, a constructivist approach needs to be taken. Armstrong (2009; 2017; Armstrong et al., 2018) developed the Knowledge Translation-Integration (KTI) methodology which set the groundwork for the development of the DREAM Program– Gifted Edition. The KTI approach addresses the research to action gap by engaging stakeholders throughout the program development, evaluation process and by focusing on the program's sustainability, accessibility, feasibility and credibility (Armstrong, 2017).

Armstrong's approach is informed by decades of research on stakeholder engagement and a recent uptake of this method in the national and international research community. Stakeholder engagement has been promoted by a wide-ranging collection of funding agencies, notably, the World Health Organization (2006) and the Canadian Institutes of Health Research, and Institute Affairs (2015).

There have been many different titles for stakeholder engagement approaches and some, but not all include community-based participatory research, action research, participatory action research, feminist participatory action research and integrated knowledge translation (Jull, Janet, Giles, & Graham, 2017). To date, there are two main branches of knowledge translation: integrated knowledge translation (IKT) and the community participatory action approach (Jull et al., 2017). The former originated from funding agencies in the hope to make research more collaborative, the latter was developed through social justice incentives to create change and foster equality in research (Jull et al., 2017; Graham, et, al., 2006). Main themes of both community action planning and IKT can be summarized as collaboratively identifying barriers

and enablers, engage with multiple levels of administration, include stakeholders throughout the research process, be collaborative in designing and planning, and use results to create the solutions (Graham et al., 2006; Kothari & Wathen, 2013; Liddy, Moroz, Joschko, Horsley, & Kuziemy, 2018). As there are many different approaches to engaging stakeholders, researchers looking to create a guide for knowledge translation developed five main elements (Ward, Smith, Foy, House, & Hamer, 2010):

1. Problem: Identifying a clear problem being addressed by the research and discuss the problem with the knowledge user.
2. Context: Consider the context the researcher and user are in, looking at the barriers and enablers produced by this context. Collaborating with knowledge users and exploring their thoughts on individual and structural factors.
3. Knowledge: Gain an understanding of the existing knowledge on the topic, recognizing the observability, credibility and compatibility the literature demonstrates. Discuss how the users relate to the existing knowledge.
4. Interventions: Select, implement and evaluate specific knowledge translation tools considering the recommendations from the users. Tools such as capacity building techniques and dissemination activities.
5. Use: Clearly explain how the research will be used, following up with the users to see if the research use was credible.

Overall, they found that engagement should be dynamic, multi-faceted and an interactive way to think about and use knowledge translation (Ward et al., 2010). These five elements are woven throughout the knowledge translation developed by Armstrong (2009; 2017) and Armstrong et al., (2018).

Knowledge Translation-Integration

To develop the KTI methodology, Armstrong (2009; 2017; Armstrong et al., 2018) combined Patton's Utilization-Focused model (1984), recommendations from the Joint Committee on Scientific Standards for Education Evaluation (1994 and 1981), and Judd's (2001) research in the scientific standards for evaluating community-based programs. Armstrong (2017) also incorporates the Canadian Institute for Human Research's (CIHR) definition of knowledge translation which makes sure the research is meeting the values set out by Canadian funding agencies.

CIHR created a definition of knowledge translation in the year 2000 which focused on the dissonance between knowledge and research and the use of the research by key stakeholders with the aim of improving efficiencies and outcomes (CIHR, 2005; Graham, Logan, Harrison, Straus, Tetroe, Caswell, & Robinson, 2006). CIHR defines stakeholders or "knowledge users" as anyone who would make use of the research. CIHR's knowledge translation definition is a comprehensive look at how researchers should approach their research with the knowledge user at the forefront. The definition has two main parts: The first aspect is the specific knowledge translation process which includes the "synthesis, dissemination, exchange and ethically-sound application of knowledge to improve the health of Canadians" (CIHR, 2012, p.1). The second part of the definition sets the context in which the knowledge transfer is happening, describing a system of interactions that prioritizes the knowledge user and meeting their needs. Following this, CIHR discusses different ways to use knowledge translation. Armstrong (2017) also pulls from Integrated Knowledge Translation to build her KTI methodology, echoing CIHR's inclusion of knowledge users throughout the entire research process. By doing so, the aim is to create research that is meaningful and relevant to the knowledge users (CIHR, 2012).

Armstrong (2017) developed KTI using principles Patton's Utilization-Focus model (Patton, 1984). From the constructivist approach, Patton understood that different stakeholders associated with programs being developed would have different perspectives and value this difference in perspective (Patton, 1984; Patton, 2015). The Utilization-Focused approach addresses the thoughts and concerns of program stakeholders as the main source of information because they hold more knowledge of why the program is needed, which translates to less uncertainty and an increased sense of power—or personal agency—for the knowledge users (Patton, 2015). By doing this, Patton aims at decreasing the gap between the intended purpose of the program and its outcomes (Patton, 2015).

The Joint Committee on Standards for Educational Evaluations (1994) outlined utility standards, feasibility standards, property standards and accuracy standards as a guide for program evaluation. Utility standards focus on how the evaluation will be helpful to the intended audience. This is done by addressing the credibility of the evaluators, transparency of any interpretation's made, aiming for clarity in reporting, dissemination and doing so in a timely manner. Feasibility standards consider the effectiveness of resource utilization, practicality of the procedures, and the ability to address a difference in opinions. Property standards include the ethical considerations, for example, the process of consent, addressing conflicts of interest and conduct between evaluators, the intention of the evaluation and organizations being evaluated. Accuracy standards address the technical pieces and the reliability of the evaluation. This includes how the evaluation was reported, the methods and context of qualitative and quantitative analysis (Joint Committee on Standards for Educational Evaluations, 1994).

Judd et al., (2001) created a model of standards for community health promotion program evaluations as depicted in Figure 1. The authors explored the different viewpoints and values of

community practitioners, knowledge users and funding agencies and government decisions. The model has a positive psychology approach wherein it focuses on community health promotion programs' ability to manifest and maintain health instead of pathologizing and avoiding illness. Judd et al. include previous methods of evaluating programs such as Patton's (1997) Utilization-Focused model, Joint Committee on Standards for Educational Evaluation, (1994) and Glasgow, Vogt and Boles's (1999) RE-AIM model. Glasgow et al.'s RE-AIM model have 5 main factors; efficacy, adoption, reach, maintenance and implementation. Through an integration of these models, Judd, et al., (2001) conceptualizes evaluation as the comparison between the object of interest and the current acceptability standards. The model standards are described as risk factors, objectives specific to each program and its processes. This model looks to empower those involved in the evaluation process by including diverse stakeholders. Specifically, those involved in the evaluation process can gain control of the process. Empowerment is perpetuated by the compromise involved and the egalitarian nature of the model, wherein no one perspective weighs more than the other (Judd, et al., 2001).

In referring to the Joint Committee on Standards for Educational Evaluation (1994), and Judd et al., (2001), and Patton (1984), CIHR (2012), as noted, Armstrong (2017) extracted themes of feasibility, sustainability, credibility, and acceptability. The purpose of doing so was to ensure the coherence of standards throughout each stage of program development evaluation. These four themes make up the structure of the KTI methodology used throughout the development and evaluation of the DREAM programs.

To be *feasible*, the program must be possible from a time and resource standpoint (Armstrong, 2017). This definition has roots in the 1994 edition of the Joint Committee on Standards for Educational Evaluation where feasibility standards consider the effectiveness of

resource utilization, practicality of the procedures, and ability to address a difference in opinions. To be *acceptable*, the program must integrate relevant research and stakeholder's needs (Armstrong, 2017). Acceptability reflects the values presented by CIHR on KT as does credibility. To be *credible*, the program must have face validity and appear to achieve the desired outcomes that address stakeholders' needs and, once developed, it must be found to meet those needs (Armstrong, 2017). To be *sustainable*, the program must demonstrate that the long-term targets are maintained and the program can be locally administered in an ongoing manner without the need for researcher involvement, which ties together the four blocks of KTI (Armstrong, 2017). KTI integrates the Utilization-Focused approach by valuing stakeholders' opinions throughout the development and evaluation process alongside meeting the Joint Committee Standards. KTI, as well, adapts Judd et al.,'s (2001) use of diverse stakeholders to align with the knowledge-to-action goals set out by CIHR; making KTI particularly relevant for Canadian program development and evaluation.

Stakeholder Consultation

Due to the nature of KTI, stakeholder consultation is weaved throughout the development and evaluation of the DREAM programs. The literature has some key recommendations for stakeholder engagement within education systems and with families in order to maximize it's potential. Specifically, facilitators to stakeholder engagement involve regular meetings, clear responsibilities, using plain language, and using a variety of approaches (i.e. focus groups, interviews and questionnaires; Camden, Shikako-Thomas, Nguyen, Graham, Thomas, Sprung, Russell., 2015). Barriers to stakeholder engagement include limited time and resources, technology proficiency, the institutional nature of schools and access to technology (Camden, et. al., 2015; Olofsson, Lindberg, Fransson, & Hauge, 2015). In a scoping review of Integrated

Knowledge Translation, researchers recommend clearly defining the activities encompassed by knowledge translation including meetings, brainstorming activities, data interpretation and other elements of research design, who is involved and who is leading the activity, and lastly the frequency of the knowledge translation activities (Gagliardi, Berta, Kothari, Boyko, & Urquhart, 2016). Researchers found that when different methods to engage stakeholders are used, more robust results are gathered (Albrecht, Scott, & Hartling, 2017).

Trucano (2016) emphasized the importance of stakeholder consultation and explored a framework to best integrate educational technologies into policies. SEL programs are most effective when the learning happens in school, at home and in the community and all these parties are involved throughout the development and implementation stage (Weissberg & O'Brien, 2004).

Consultation with school boards is necessary for the development of a gifted child-targeted SEL program (Jones & Bouffard, 2012; Mental Health Commission in Canada, 2013; Trucano, 2016; Weissberg & O'Brien, 2004). Canadian school board members, in a survey conducted by the Mental Health Commission in Canada (2013), indicated that they have an understanding and perception of mental health issues in schools and the majority were concerned with highly concerned about the mental health of students. Consultation with these school board members indicates that SEL programs have the potential to meet the needs of gifted children and with this, it is important to look at varying demographics. Durlack (2011) found that schools with more students with lower socioeconomic status (SES) did not show as much improvement compared to their higher SES counterparts. Through engaging stakeholders in providing feedback, the authors postulated explanations for this finding, such as a teacher's ability to provide additional

support when in high-stress situations and the longitudinal design of the study which had high attrition in urban schools where there are more students of lower SES status (Durlak, 2011).

To be able to help all students in a school, recommendations from research on SEL programs indicate a high degree of involvement from school boards, school administration and teachers in collaborating in the design of the program and design of the evaluation of the program (Durlak, 2011; Jones & Bouffard, 2012). Further suggestions include creating a routine that enforces SEL implementation fidelity and quality, active learning, training and support for all involved in the children's learning and development of their own SEL skills (Durlak, 2011; Jones & Bouffard, 2012). These suggestions address the limitations stated at the top of the section by including the values of SEL throughout the school day. By doing this, issues that contribute to previously moderate effect sizes found in the SEL program valuations may be favourably addressed (Durlak, 2011; Jones & Bouffard, 2012).

In addition to involving school and school board staff, involving families is just as important as including school staff, due to the closeness of parents and family members (Morris, Shilling, Mchugh, & Wyatt, 2011). Families are often quite aware of children's needs; thus programming can truly reflect the family's concerns if they are engaged in program design (Morris et al., 2011). Further, engaging families can produce buy-in for the families, increasing the acceptability of the results (Morris et al., 2011). Lastly, key funding agencies have mandated the inclusion of families in the program and research design (Morris et al., 2011).

Dinkmeyer Jr., Jon and Michel (2015) outline the importance of looking at the whole system a child lives in when approaching a child-related problem. They report that, by involving the parents, teachers and school board representatives in any school-based interventions, the whole system is being addressed, altering the environment in which the child develops. This reinforces

research that shows parents who have a positive relationship with their children's school and are emotionally connected to their children, have children who are more likely to have proficient social-emotional skills (Clark & Ladd, 2000; Kerns, Klepac & Cole, 1996). This highlights the importance of having the parents' and schools' support in cultivating social-emotional skills (Clark & Ladd, 2000; Kerns, Klepac & Cole, 1996).

Finally, by involving the stakeholders such as families and school board members throughout the research process, the research to action gap is decreased, improving the quality of care for the children (Graham et al., 2006).

DREAM – Gifted Edition Online-Live Hybrid

The purpose of the present study is to adapt the current DREAM program—Gifted Edition to an online-live hybrid through the KTI engagement of families of gifted children and school boards. The motivation for this adaptation came from the results of a KTI evaluation of an earlier edition of the DREAM Program (Armstrong, 2017). Stakeholders reported that the sustainability of the program would be increased if the program was an online-live hybrid (Armstrong, 2017). Specifically, it was recommended that the program should be delivered online, but be carried out within a group setting like a classroom in order to retain the group-based games and activities—meaningful social engagement. Engaging in activities with like-minded peers is also particularly important for gifted children (Robinson, 2008).

As discussed previously there are many factors that are involved in creating an effective SEL Program. Developing an online-live hybrid of the DREAM– Gifted Edition would increase accessibility to the program because of the decreased cost of not having a psychologist facilitate the program, rural school boards where there is a high mental health need would be able to implement it, and the use of technology caters to the lifestyle of the target population. Over 90%

of youth use computers and two-thirds of adults do (Ybarra & Eaton, 2005). Introducing the online-live hybrid SEL program enters the world in which gifted children are already living. There is a current gap in accessible programs for youth mental health prevention programs. Specifically, many programs involve "train the trainer" models in which extensive training is required to implement the program, or they involve detailed implementation manuals which can impact implementation fidelity, or programs otherwise come to an end when research ends (Lean & Colucci, 2013). The creation of an online-live hybrid will hopefully serve to address these gaps in accessible services.

Online programming & use of technology. The use of technology in the education system has gone through many changes. The 1970s experienced the introduction of technology in education, the 1980's saw technology enhance cognitive abilities, and the 1990's used technology to expand communication capabilities with program sharing around the world (Bonk, 2011). In the 2000s and onward, technology in education integrated real-world experiences with multimedia capacities (Bonk, 2011).

Educational technologies have been evolving in a way that has transformed the process of communication and socialization (Pascoletti & Signorelli, 2019). As technology continues to change our social landscape, is the education system keeping up? In a systematic analysis of technology use and beliefs about teaching, Tondeur, van Braak, Ertmer and Ottenbreit-Leftwich (2017) identified five main findings regarding educational technology: The first is that the relationship between pedagogical beliefs and technology use is bi-directional, meaning that integrating technology into the classroom can change teachers' beliefs towards a more constructivist approach and constructivist beliefs can lead to increased use of technology. The significance of educators' beliefs in the implementation of technology supports the KTI

methodology which has constructivist roots. Tondeur et al. also found that teachers' beliefs can act as a barrier to using technology in the classroom. They also identified time as a barrier to technology implementation. The authors found that although professional development was a key problem to technology integration, not all teachers responded positively to professional development, Tondeur et al. attributed this to the complexities that exist within pedagogical beliefs and the resistance to change. The authors stated that to change pedagogical beliefs, long-term professional development was indeed needed. A method of changing teacher's beliefs involves providing them with helpful tools such as manuals to help explain how the technology should work, however, an overly detailed manual diminishes program fidelity (Lean & Colucci, 2013). Diminished program fidelity means that the program may not yield its intended outcomes if a program is not implemented as intended (Lean & Colucci, 2013). Tondeur et al. found that a supportive school environment that promotes meaningful technology integration would produce an effective technology adoption method. The authors noted that to create this meaningful integration, stakeholders including school board members, parents, and administration should be included in discussions regarding how technology should be implemented (Tondeur et al., 2017). This research demonstrates that there could be resistance in the uptake of an online-live hybrid program due to the teachers' beliefs about technology, time restrictions, as well as a lack of professional and environmental support. All of these factors should, therefore, be considered when adapting the DREAM program– Gifted Edition to an online-live hybrid model. The literature also notes that barriers to implementing technology-based programs include:

- The gap between technologically proficient youth versus the institutional nature of schools that may hinder use in a manner that best fits youth (Olofsson, et al., 2015);

- Access to technology varies from school to school (Olofsson, et. al., 2015);

Research also highlights how different levels of school structure can impact the teachers' ability to implement a digital technological program and, yet, research suggests that benefits outweigh the deterrents (Perrotta, 2013).

Technology and Mental Health

In terms of how technology has been used to address mental health concerns, research including a meta-analysis indicates that technology-based mental health prevention programs are effective in adults (Conley, Durlak, Shapiro, Kirsch, & Zahniser, 2016; Ybarra, & Eaton, 2005). Moreover, a video-teleconferencing treatment for OCD in children (Comer, Furr, Kerns, Miguel, Coxe, Elkins, Carpenter, Cornacchio, Cooper-Vince, DeSerisy, Chou, Sanchez, Khanna, Franklin, Garcia, & Freeman, 2017) demonstrates the support for technology-aided treatment and prevention programs in children.

Regarding technology for gifted children specifically, gifted students in secondary school viewed technology as an important part of their education (Ozcan & Bicen, 2016). Although this is not the target age group for the current study, it is indicative of the direction that the younger population is moving toward. In a review of best practices for technology in gifted education, authors Periathiruvadi and Rinn (2012) found:

- Gifted students have a positive attitude towards using technology in their learning;
- Empirical research found online learning was effective and the flexibility and social interaction was enjoyable for younger and older students;
- Research on technology training for teachers was limited;

- There was a need for scaffolding and the students missed the face-to-face interaction with teachers.

Other mental health programs have demonstrated the benefit of creating an online component for mental health programming. In a review of online programs focused on treatment and prevention for anxiety and depression in children and youth, researchers found the benefits included: accessibility, program trustworthiness (implementation fidelity) could be ensured because of the automation, running costs of the programs were lower, ability to monitor program processes and outcomes were easier through online programs, the visual interactive nature of online programs was more appealing for children, and there was a reduced need for train the trainer (Calear & Christensen, 2010). The review criticizes the few evaluations of the program's effectiveness, as well as the lack of mental health prevention programs that have been built for children and adolescents (Calear & Christensen, 2010; Calear, 2015). This research supports the need for a program such as DREAM – Gifted Edition live-online hybrid. There is a key difference between the studies cited above and the one being proposed. The latter is going to be a hybrid program, meaning that parts of the program—i.e., the hands-on activities—will be carried out with the children in the environment that the program is taking place. It will be the program teaching information and activity instructions that will be delivered via video, meaning that the program implementation remains consistent. The research from previous studies, however, still accurately informs this project because the key recommendations regarding online programs are applicable to the DREAM – Gifted Edition.

There are limited hybrid mental health prevention programs for children, but those that do exist produced the following findings. The limitations of the hybrid programs are similar to those of prevention programming in general, technology in education, and SEL programs. These

limitations included time restrictions, barriers to material access, problems with technology, and poor technology literacy (Riel, Lawless, & Brown, 2016; van Lieshout, Mevissen, de Waal and Kok, 2017). The benefits identified in the studies were that the facilitators could tailor their program to accurately target the demographic, the hybrid programs were found to be effective, and the programs were enjoyed (Riel et al., 2016; van Lieshout et al., 2017). Finally, the studies recommended having a detailed and easy to use manual, prompting discussion questions, and technological support (Garinger, 2010; van Lieshout, et al., 2017). A study looking at the efficacy of a moderator led online-group therapy for women with eating disorders found sustained positive results (Ybarra, and Eaton, 2005). Similar benefits were found for programming involving children (Riel et al., 2016; van Lieshout et al., 2017).

Originality & Research Question

There is a great need for a mental health prevention program for gifted children and translating the DREAM – Gifted Edition program to an online-live hybrid should hopefully fill this need if the program enhances meaning and mental health. It will be the first SEL program designed specifically for gifted children and will aim to address accessibility gaps with its hybrid online-live model. The translation of this program to a hybrid model will use a KTI methodology to ensure that the best scientific standards are being followed and the program maintains reliability, validity and generalizability. To assess the scientific standards using a KTI model, the research question for this study is:

How can the DREAM – Gifted Edition be translated to an online-live hybrid so that it optimizes the feasibility, credibility, sustainability and acceptability of the program using recommendations from key stakeholders?

Methodology

Participants

This study took place in a Canadian Metropolitan city with the following demographic characteristics of participants: The mean age of the parent participants was 40 years, with a highly educated population (45% of the population reported having a university certificate or higher) compared to the national average of 28.5% of the population having a university certificate or higher (Statistics Canada, 2019). The largest ethnicity represented is White. Regarding the research city, the city statistics indicate an average income at 6% higher than the national average (Statistics Canada, 2019). The city's employment rate was similar to the national average, with the unemployment rate slightly lower (Statistics Canada, 2019). Regarding school board participants, their age and ethnicity were not reported. Further details about school board staff are presented below.

Data Collection

The present study uses secondary data from two research projects, under the Principle Research of Dr. Armstrong and her Ph.D. student Emmalyne Watt. In total there were six different data sets. See the Ethics Approval in Appendix B for the participants that were recruited for Dr. Armstrong's and Emmalyne Watt's research used in this study.

Data sets.

Focus groups with school boards. The first four data sets include French and English school board staff members in both the Public and Catholic domains, who live in a Canadian metropolitan city. Each focus group had three school board stakeholders present at each and the focus group duration was one hour at each board. These are school board staff who oversee the gifted, mental health, and special education programming in their school boards, including

psychologists and learning support teachers. These participants were recruited through contact via phone, email, or in person. The focus group sizes are supported in research indicating that very small focus groups increase participation and depth of responses (Chioncel, Veen, Wildemeersch, & Jarvis, 2003; Toner, 2009). Toner (2009) found there to be rich content that emerged in smaller focus groups when compared to individual interviews and traditional larger focus groups (Toner, 2009). Data set six is the post-program questionnaires.

Focus group with parents and children. The fifth data set includes parents and children who were invited to participate in a focus group for the DREAM program targeting families on mental health waitlists. The participants were parents and children recruited either through local Ottawa therapists, notified about the program through the online platform *Psychology Reading Circle*, or through an Ottawa gifted program Facebook page. This focus group had seven parents and six children present and the focus group duration was three hours.

Survey data from parents' post-administration. The sixth data set included parents and children who participated in the DREAM – Gifted Edition live administration. A questionnaire was distributed after completion, with a portion assessing the participants' recommendations for the online adaptation of the DREAM Program – Gifted Edition. The families for this administration of the program were recruited through local therapists in Ottawa, who were notified about the program through the online platform *Psychology Reading Circle*, Ottawa gifted program Facebook page and through the waitlist focus group. In total there were seven families present for the live administration which included four gifted children, one child on the autism spectrum, two children with learning disabilities/ADHD, and the rest were non-identified.

Description of DREAM – Gifted Edition.

DREAM- Gifted Edition includes ten units, each with an original song, discussion and activities associated with the unit topic. For the online-live hybrid version, the song is going to be made into a music video and will provide the content for each unit. The live portion of the units includes the discussion led by the facilitator, the games and activities (i.e. crafts). There are suggestions within the units to take home or in-class activities. These activities can be used as reinforcement in between units if the facilitator does not deem homework appropriate. As a part of the program, an evaluation would be distributed to the students after they completed the program. Below is a brief outline of the topics and examples of some activities within each unit. For more details of the units, content see Appendix A.

DREAM- Gifted Edition Outline.

- Unit 1: Mental Health & Gifted Literacy
 - Address common mental health myths and through true/false game
- Unit 2: Emotion Recognition & Social-Emotional Literacy
 - Six universal feelings that everyone in the world shows on their faces discussion:
What feelings do they think everyone in the world shows?
 - "Emotions Go Fish" Game – cards printed from the internet. Have the children in groups play "Emotions Go Fish" (played just like regular Go Fish; e.g., Do you have "sad?" Yes! Or Go Fish). Emotions are explored along with different emotional reactions to the same situation.
- Unit 3: Relaxation
 - Everyone gets a bubbles container – deep breath for a count of 4 filling up bellies like a balloon, hold the breath for a count of 7, breathe out for 8, letting out a long string of bubbles.
- Unit 4: More Calm Down Activities: Worry Time, Imagery, Humour

- Song – what is it teaching? How to create a worry time and how to create an imagery scenario to feel a bit better.
- At home/In-class activity continue using the 4-7-8 breathing, add in these other activities, colour the before-after faces to see which ones are most helpful for each child.
- Unit 5: Avoidance & Obsessive Behaviours
 - Drama activity → what happens to fears when we avoid things? (Can be shown on the video or done in class) – kids pretend to be people or a dog, the scenario involves avoiding dogs because of a bite vs. not avoiding dogs after the bite – what happens to fear in each scenario?
- Unit 6: Enjoyable Distraction
 - Song – how enjoyable distraction/helpful thinking can help children calm down
 - Generating a helpful list of distraction activities → class comes up with list of short, fun activities that they could use to feel less sad, angry, scared, or stressed. This isn't avoidance, it's just helping them feel a bit better/calm down so they can think more clearly about things.
- Unit 7: Meaningful Living
 - Children make a card for someone they appreciate. Group discussion during craft: How do they think the person will feel when they give them the card. How will they themselves feel when they give the card?
 - Youth Engagement song – regular engagement in enjoyable activities also helps us to feel good.
- Unit 8: Connection Between Thoughts & Feelings

- A song that tells a story about a boy whose thoughts got in the way of his running performance → what thoughts led to the boy's tricky feelings? What thought helped him win?
- Crown hand-out → children cut out and decorate crowns (or facilitator could just pre-make crowns to save time). Cut out the print-out of thoughts online and stick one "stinky thought" to each crown.
- Unit 9: Choosing to Think Differently
 - Thought detective song – feelings as important "alarm bells" like a fire alarm that can tell us we're having a stinky thought. Remind them about emotions go fish and how people can have the same thing happen, but if they think or act differently, they can feel differently. Remind them how they can use their relaxation tools to feel differently.
- Unit 10: "Act as If," Helpful Problem-Solving, and Putting it All Together
 - Story building on the song about becoming whom we want to be
 - Problem-Solving Comics – based on the superhero discussion: Draw the feeling face, the thoughts, and ways to solve the problem (helpful thinking, relaxation, engagement, etc.).

Data collection procedure.

To ensure confidentiality, no names were included in the transcription of the focus groups or recorded on the questionnaires of the DREAM Program – Gifted Edition participants. The questions asked in the focus groups and questionnaire pertained to the acceptability, credibility, sustainability, and feasibility of the proposed online-live implementation, as well as more open-ended questions regarding suggestions for online delivery to facilitate knowledge translation. See

Appendix C for the DREAM – Gifted Edition focus group guide for school board staff, Appendix D for the satisfaction survey items, and Appendix E for the relevant DREAM Waitlist focus group questions with parents and children.

Consent.

The Family Waitlist focus group provided verbal and written consent (see attached consent form in Appendix F). The School Board members' focus groups included both passive and verbal consent. The passive consent was received by the school board members' response to the email inviting them to participate. Verbal consent was received at the beginning of the focus group (See script with verbal consent in Appendix G). The live administration of the program with families, which included the wait-list addition, received consent within the pre-administration survey (outlined in the form attached in Appendix H). The physical copies of the questionnaires are kept in a locked office, in a locked filing cabinet. The data extracted from the paper questionnaires were coded and the transcript from the focus groups was encrypted and saved on a USB which is kept in a locked filing cabinet, in the locked office.

Data Analysis

Theoretical framework.

This is a qualitative study using grounded theory and thematic analysis (Hays and Wood, 2011). Thematic analysis is a deductive process, which involves exploring common patterns and themes that arise from the data (Vaismoradi, Turunen, & Bondas, 2013). A theme is defined as different parts of the data grouped in a coherent way that uncovers new information about the research question (Vaismoradi et al., 2013). In the case of this analysis, the main codes were accessibility, feasibility, credibility and sustainability, aligning with the focus group questions asked. Within the literature, there is confusion surrounding the difference between content

analysis and thematic analysis. Authors Vaismoradi, Turunen, and Bondas (2013) explain that content analysis can only explore manifest or latent content, whereas thematic analysis is a fluid integration of both. The authors expand on this model, stating that manifest content is patterns that are obvious in the data, whereas latent content depicts meaning derived from the patterns in the data. Thematic analysis was chosen for this project because of the ability to integrate the meaning of the context along with the analysis of the content.

Grounded theory has roots in symbolic interactionism and is a deductive process which means that an interpretation of the data occurs, the philosophical and societal bias of the researcher is embedded into the results (Ralph, Birks, & Chapman, 2015). Due to this interaction between the research and the data, different ways to address this have been developed. Berger and Kellner (1981) and Hutchinson (1993) suggest that whoever is analyzing the qualitative data should be aware of their reactions and biases to the data and attempt to put these aside. Other researchers suggest that it is this interaction that creates socially relevant results within the grounded theory (Stern, 1994; Turner, 1981). Cutcliffe (2000) argued for the integration of these ideas, encouraging the awareness of values, previous knowledge, and ideas to interact with the data, producing a creative approach. The trustworthiness of the results is validated through the grounded theory methodology which happens when emerging ideas are confirmed in parallel data sources (Cutcliffe, 2000). The grounded theory approach is complimentary to thematic analysis because both incorporate the context and environment in which the data exists. This integration is supported by Stern (1994), Wilson and Hutchinson (1991), and Cutcliffe (2000) because the combination of methodologies allows for a wider and deeper exploration of the data. An outline of how the thematic analysis and grounded theory were combined for the analysis can be found in Table 1.

Coding Procedure.

With the integration of different coding methodologies, precision can be compromised (Cutcliffe, 2000; Stern, 1994; Wilson and Hutchinson, 1991). To avoid this, the author of this thesis carefully followed the integrated procedures outlined in Table 1. and included multiple informants analyzing the data. The data analysis followed the thematic analysis outlined by Braun and Clark (2006) in conjunction with grounded theory analysis informed by Holton (2010) and Hays and Wood (2011). Data analysis was conducted by three researchers to ensure validity through triangulation. As the main part of grounded theory is the interpretation of the data, the best standards of practice are for the socio-cultural context of the researchers analyzing the data to be described. The lead researcher is a Counselling Masters student, identifies as female, is White and lives in a Canadian metropolitan city. The second researcher to analyze the data was a professor and clinical psychologist at a university in a Canadian metropolitan city, who identifies as female and is White. The third researcher holds an undergraduate in psychology, identifies as female and is White. There were two female translators who provided cross-informant translations of the French data to make sure the translations matched. A further translator was male, giving the interpretation of the data a more gender-balanced perspective.

Second-tier triangulation is an additional assurance on validity which involves multiple methods of collecting the qualitative data (Fingeld-Connett, 2010), which is demonstrated in this project by the use of a questionnaire and focus groups. These steps along with the assessment of the interrater agreement aimed to prevent bias from the researchers, supporting the validity and reliability of analyses. An inter-rater agreement of 75% was considered acceptable (Statistics How To, 2016). NVivo 12 software was used to facilitate data analysis. Corresponding

to the NVivo analysis, the researcher, research assistant, and volunteer also followed this procedure of analysis manually.

Results

The information provided in this section was produced from a Methods Diary and memos that were kept by the author throughout the data analysis. As per the KTI lens, this project used the main four categories of Feasibility, Credibility, Sustainability and Acceptability and general themes emerged from the data that fit these categories. The definitions of these categories evolved to better suit the emerging data throughout the analysis process. The evolution of the definitions can be seen in the *definition table*, Table 2. The data analysis used a combination of thematic and grounded analysis, where three themes emerged within each category (Feasibility, Acceptability, Credibility and Sustainability). The categories that emerged included: Concerns, Recommendations and Validation. Paraphrased field notes and direct quotes were used to illustrate these categories and sub-categories.

Data Analysis Strategy

This is a narrative outline of how the author conducted the data analysis and coding:

1. The author familiarized herself with the data, reading and re-reading the transcripts and surveys.
2. Once each document had been read and preliminary memos were made, the data was uploaded to NVivo.
3. Using the KTI lens, each comment or grouping of comments within the data was categorized according to the KTI pillars of Feasibility, Credibility, Sustainability, and Acceptability.
 - a. While doing so, making memos of any emerging sub-categories.
4. Further definition of the principles followed and decision about which comments may belong in each main theme.

- a. Established relationships between categories and the differences among them.
 - i. Differentiating between codes:
 - 1. Categories that emerged in feasibility hold similarities to categories that emerged in credibility. The difference in emphasis is that credibility focuses on long-term goals.
 - 2. There is also a significant cross over between acceptability and sustainability. The author differentiated these two by looking at acceptability as the stakeholder noting the program's face validity and sustainability integrating this face validity with the goals of the program creating sustained learning. Sustainability is a different form of credibility because credibility deals only with the goals of the program.
- 5. Label categories concerns, recommendations and validation and categorize the data accordingly.
 - a. Within Microsoft Word, the author noticed which specific comments emerge in multiple categories.
 - b. Establish relationships between the categories and the sub-categories and differentiate specific comments accordingly.
 - The author noticed that comments regarding linking the program to the curriculum were appearing across feasibility, credibility, suitability and acceptability. The author reviewed the main category's core values and allocated the theme of curriculum comments into Feasibility and Credibility. Curriculum links would make the program easier to

implement, increasing feasibility while also contributing to the reinforcement of the program's values by connecting the program's material to material the children are learning throughout the year.

Feasibility

Concerns the summary. The school board members discussed the logistical barriers to implementing a new program. All four school boards mentioned implementation as the main concern. Access to technology was a concern for one school board while others did not mention it as a barrier.

The school board identified the length of the evaluation to be completed at the end of the DREAM program – Gifted Edition as a barrier to completion. They requested that the evaluation be kept brief. The duration of the program was discussed as a concern by parents who participated in the live administration and school board stakeholders. They requested that the units be kept brief if the program were online, similar to the length of the live administration units.

Implementation. School board members expressed concerns surrounding how the program would be implemented. Specifically, they discussed the role of the facilitator, a teacher's capacity, and how to separate students.

- “Because when we launch something for teachers... to say, ‘well, here’s what you can do’... we have to remember that the teacher is already overspent.” *School board*

- [if implemented by a worker rather than by a classroom teacher] “And also based on the availability of the worker. It isn’t every worker that visits each school each week, as it’s only one part of their work. Only one of the needs.” *School board 3*
- [if implemented with only higher needs children, such as five gifted children in a class] “Supposing I have a class of 25, and I choose 5 to whom I want to offer it. What do I do with the other 20 students During that time?” *School board 3*

School board 2 discussed having the program be translated to French so their French-Immersion gifted classes can participate in the program as well.

Technology. As this program is an online-live hybrid, an important aspect of the feasibility of the program is a school's ability to access the content. One school board discussed this access as an issue:

- “[...] it would be important to assure that it would be possible to view them. Not every class has a screen or a television.” *School board 3*
- “There are schools that still don’t even have useable internet access.” *School board 3*

Evaluation. School board members noted that the length of the evaluation should be adapted to better fit the population.

- “Evaluation of 12 minutes is too long for younger grades.” *School board 2*

Duration. The parent and school board stakeholders mentioned topics of the duration of the program, indicating that children's attention span could be a barrier if the programs run long.

- [if units are grouped together rather than administered one at a time] “Smaller doses, 2 hours was a lot for my kids.” *Post-Administration survey*
- [if units are grouped together rather than administered one at a time] “I do not think an hour and a half, we do not have the time in an hour and a half and then we will not have the concentration and engagement of the student for an hour and a half.” *School board 4*

Recommendations summary. A main point for many of the school boards was suggestions on how they could integrate the program into the existing curriculum and parents indicated wanting to know what was expected from them in take-home activities. School board members made suggestions about who could be the facilitator, the time length of the program and one school board made a recommendation on how an online program could be compatible for them.

Curriculum. School board 2 made direct recommendations regarding which units could relate to which existing school curriculum. Parents indicated that having guidelines for how much parent involvement is needed in take-home activities would be helpful. They stated that parental involvement would change according to the age group.

- “Also make it appropriate for the amount of parental support for the age group. Less with older kids and more with younger kids.” *Waitlist focus group*

Facilitator. If implemented with a selection of gifted children, school board members suggested that a resource teacher run the program and discussed how the resource teachers' schedules could fit the requirements of the program so that the children's attention could be maximized.

- "That does not mean it's going to be the teachers. It can be a resource teacher. As I said it can be an educator." *School board 4*
- "Our special education counselors are there every week or two weeks. So, if they give themselves ten weeks or six weeks, depending on the modules, with a certain group there are several ways that it can be delivered." *School board 4*

Duration. When asked if the DREAM program – Gifted Edition were to be presented in video clips online to go along with discussion activities, parents were asked what could be done to make this feasible. Every parent who completed the live administration mentioned a time frame they believed would be appropriate for their children. The mean length recommended for a unit was nine minutes. Showing consensus around 10 minutes as a maximum. Parents discussed their children's short attention span as the reason for this duration.

- "5-10 mins- any longer and may become distracted with other things/ no longer engaged." *Post-Administration group*

For the take-home activities, parents indicated wanting to know how long they would take.

- “If there’s a program please do indicate how long it will take.” *Waitlist focus group*

Technology. For the school boards that did have accessible technology, they discussed how to make the media readily available, with suggestions regarding the formatting and transferability of the files.

- [regarding the evaluation survey] “But make sure it's as if it's on a website or a Survey Monkey it answers well on a Chromebook. So, that's not a problem.”

School board 4

Evaluation. School board 2 indicated that the use of the short form of the evaluation would be a better fit for the target population. School board 3 also indicated a short form was needed to make the evaluation accessible:

“I think that if the questionnaire is quick and easy, the directors would do it gladly.”

School board 4 reported on what site would be best for the evaluation.

“[...] Survey Monkey it answers well on a Chromebook.”

Validation summary. The validation of the program's feasibility was addressed by the school boards who reported positively on the implementation of the program and the technology accessibility.

Curriculum. Alignment with existing curriculum and the DREAM program – Gifted Edition were explicitly reported.

- “I see a lot of cohesion and alignment with our curriculum and existing programs.”

School board 1

- “There are several things in there that I see in the health curriculum at the level of physical education and health.” *School board 4*

Technology. School board 4 specifically noted that access to technology is not a barrier for them.

- “[...] all our schools have Chromebooks.” *School board 4*
- “The bandwidth has been expanded in schools” *School board 4*

Credibility

Concerns summary. Parents expressed hesitation about how the online-live hybrid compared to the live administration they experienced would accomplish program goals. School boards indicated concern around the implementation of the program impeding the goals of the program.

Online-Live Viability. Two out of seven parents who participated in the live administration expressed concern about achieving the goals of the program through an online-live hybrid with one stating:

- “I think in-person with groups is the most effective delivery program.”

Implementation. School board 2 members indicated that a barrier is whether the staff can imbed the program into the current curriculum.

Unit Specifics. As the avoidance activity in one of the units was going to be presented in a video, a new group activity had to be created for the unit. One school board reported that the proposed activity about avoidance would not be a good fit, so they suggested using a read-aloud story instead. Another school board suggested that using bubbles to teach relaxing breathing would not be appropriate, so they proposed using a different activity called five-finger breathing. All other activities were perceived as appropriate.

Recommendation summary. The school boards made many suggestions for the integration of the DREAM program – Gifted Edition into their schools. All four school boards indicated different avenues they saw available for implementing the program.

Implementation. School board members specifically noted specific grades or classes as examples of ways to integrate the program. School board 1 reported that, during EQAO testing year (Grade 3), when anxiety is higher in students, this would be a good fit group for the program. Instead of implementing the program with gifted children, they wanted to implement it universally with their Grade 3 students, as they saw that the content, even if aimed at gifted children, could enhance the well being of all of their students. School board 1 also suggested that the program fit well with Phys Ed (socio-emotional learning curriculum), Language Arts, and Family Life (relationships/feelings) classes. They suggested that teachers of these classes could use the program to then launch into “Deep Learning” in which they would take the program and the existing course curriculum and develop unique projects. School board 1 indicated that when

including the brief proposed one-page manual for each unit, Ministry curriculum links should be included (particularly for Grades 2 to 4). School board 2 corroborated the ability to link the DREAM program – Gifted Edition to Health, Physical Education and Literary courses. School board 1 suggested using the program in their specialized programming for gifted students, behaviour classes, and general classes.

Validation summary. Various school board members expressed that the DREAM program – Gifted Edition showed relevance within the existing school curriculum. Parents who experienced the program reported the goals of the program had been achieved by indicating how they perceived they were positively affected by the program.

Implementation. School board 1 members reported that when schools can see how deep learning can be supported through the well-embedded content, the buy-in is high. They then agreed that DREAM – Gifted Edition could be effectively implemented and achieve the goals of the program. School board 3 and 4 stated similar sentiments:

- “What we already do responds to these objectives. So, if this program can add to, or give new avenues to the workers, it will for sure cover these objectives.” *School board 3*
- “There are several things in there that I see in the health curriculum at the level of physical education and health.” *School board 4*

Goals. In terms of explicitly stating that the goals of the program were achieved (to enhance mental health and meaning), most parents who participated in its live administration were in the agreement stating that it did. Five out of seven parents agreed that developing online

videos with printable discussion topics and activities could help achieve these goals. Regarding the other two parents, one parent indicated a preference for in-person administration and the other participants stated, “I’m not sure”. See Table 3 for the parents’ specific comments. Parents also reported that the goals of the program were reached. Indicating that they were given “Useful techniques” and that the program:

- “Made me more patient/ Kids used it too ”

Sustainability

Concerns summary. No concerns from parents were identified regarding sustainability. School board 3 and 4 members discussed a lack of familiarity with the program. When asked how sustainable the program was, school boards 3 and 4 could not definitively say:

- “Based on this brief overview, I have difficulty in saying whether or not it is maintainable or not.” *School board 3*
- “We must try it. You really have to try to see how long it takes, who can give it, accessibility to the tools too. It is really after having tried it we will be able to say whether it is.” *School board 4*

Recommendations summary. Memory aids and follow up activities were the main recommendations from stakeholders to improve DREAM’s sustainability, concerning the perceived longer-term impact on well-being. Parents and school board members discussed unit-

specific recommendations and having high levels of physical engagement for the children throughout the program.

Memory Aid. School board members and parents both indicated that having sustained learning was important. School board 2 members suggested that the children have a take-home manual for themselves, like booklets with key messages and have a teacher wrap up at the end of the program. Parents who attended the live administration had a similar suggestion:

- “Maybe more memory aids/ mnemonic aids to keep all the tools in mind. When problems arise.”

School board 1 discussed having reinforcement activities between units. Specifically, all the pieces of the current program that are *homework* could be used in class as reinforcement exercises between weekly/biweekly main lessons.

Unit specific. Below are comments from parents who participated in the live administration commenting on what changes they would like to see for when the program is put in an online-live hybrid:

- “More exercises to help children identify when they are ‘starting’ to feel these big feelings.”
- “Not sure how you could do this but more identifiers, so the child knows they are starting to feel these big feelings. So they are aware they are going to be able to ‘control’ or better manage their feelings (in a safer way).”

Movement and engagement. Parents and school board members also showed agreement indicating that physical movement and engagement were important.

- “It must move!” *School board 4*
- “Games, play games again” *Parent*

Validation summary. After completing the live administration, some parents made direct statements on how the lessons taught can be sustained:

- [regarding the take-home booklet that reminds families of skills learned] “Allows me to refer back to the session when dealing with problems”
- “I liked the interactive games, it showed us how we could extend this at home”
- “The game ideas, engages the children which is great!”

Acceptability

Concerns summary. Parents and school board members addressed the concerns related to barriers to using the program. They addressed issues such as face validity, highlighting parent’s perception of online-live hybrid programs, identification of gifted children, language used, and time concerns.

Online. Parents who participated in the live administration of the program expressed concerns regarding the program being delivered through an online-live hybrid. When asked if the parents would like this program if it were taught through videos on the computer, but they still got to do the other activities, 4 out of 7 responded with concerns:

- “Not as much, I’m old school. Face to face is more engaging for me. But I’m sure video could be made to work.”
- “No- I enjoy a hands-on approach and the opportunity to ask questions if needed (instant).”
- “No- I wouldn’t do it online. In person is more effective.”
- “Not as much.”

Gifted identification. One school board raised the concern that they do not use the Gifted title to identify students. They would use the program with students in general.

- “[...] for us it cannot be gifted students, that’s for certain, because we have five [identified children] in the system, and we would not want to implement it... because we have not been leaning towards giftedness for about 15 years now, maybe?” *School board 3*

Language. After participating in the live administration, one parent commented on the appropriateness of the language used:

- “Some of the language was a little tricky (difficult to understand) for my child to understand.”

Time. School board 2 discussed their concerns about how much time the program will take as a possible impediment to program utilization.

Recommendations summary. Parents and school board members had suggestions regarding the use of technology, how technology can be used within the specific units, how to support the facilitators and what time requirements were appropriate.

Technology. The school boards addressed ways to improve acceptability by using engaging technology platforms, as well as the web-interface of the online portion and of the music videos. School board 2 indicated that the use of the Google educational tool Pear Deck would be relevant for the target population (Google, 2019). As per the music videos, School board 2 noted that having visually appealing lyrics in the video with an icon pointing to the lyrics would be beneficial in order to allow for a potential sing-along. School board 4 added that having diverse children in the video is imperative:

- “I think it's important that it varies as much as possible and that we have a representation of cultural diversity so that it fits well with the reality of the school board.”

For the school boards that do have accessible internet, they made recommendations regarding how to make the online format appealing. School board 2 mentioned making sure the web interface simple to use. School board 4 echoed this when asked how to have a user-friendly web-interface:

- “But it must be easy to access a bit like an application that we see on a phone or an iPad.”

Unit Specific. School board 2 went through almost all of the units and indicated how acceptability can be improved. The list below summarizes some of the key recommendations:

- In general, use, use terms parents/guardians when referring to the caretaker of the child.
- Unit 3- Bubbles would be too messy, instead of practice deep breathing by counting to five using fingers, or other deep breathing exercises already being practiced in our board.
- Unit 5- After watching the video modelling behaviour about petting dogs, there should be no personal discussion about fears. Also, make sure to mention that they have to ask before petting a dog.
- Unit 6- After the song about distracted verse helpful thinking there should be a discussion about the difference between the two thinking styles.
- Unit 7- Simplify the instructions.
- Unit 8- The crown activity should be done live.

Facilitator. School boards 2 and 3 discussed different ways to support the facilitator and how the uptake of the program will work for the facilitator. School board 2 suggested having a clear and structured guideline for the discussion and activities which include: prompting questions, guiding questions, and examples of responses, guide ideas about how to respond and make sure teachers are supported in ideas of responses. They also noted that a brief user-friendly manual would enhance teacher and school board interest in the program uptake. School board 3 indicated that:

- “Because the group of workers exists already. These people are always searching for modules or content to address certain challenges.”

Time. School board 2 reported that the DREAM program:

- “Has to fit within class time.”

Validation summary. School boards and parents noted the different ways the DREAM program – Gifted Edition demonstrates good face validity and is appealing. School boards discussed how the content was appropriate and engaging. Parents indicated that the use of technology was consistent with the trend that society is following and that the content was suitable for the intended ages.

Content. All four school boards reported that the content was appropriate for the intended goals. School board 1 reported that the group activities were a good fit. School board 2 commented on the general program:

- “Overall video provides consistency.”
- “Overall sounds like fun!”

School board 4 stated that the DREAM program – Gifted Edition addresses more topics than existing programs:

- “There are points within this, modules in this, that go further than modules that I’ve seen before.”

Parents addressed the age-appropriateness of the program:

- “It was good because it wasn’t just for older kids or little kids.”

Technology. Of the parents who participated in the live administration, 3 out of 7 indicated that they would like this program if it were taught through videos on the computer and they were still able to do the other activities live. Parents from the Waitlist focus group reported on the inevitability of technology being integrated into their children’s lives:

- “Because it is becoming more of their lives it’s important to incorporate it.”
- “I find my [child’s] teachers right now are very much incorporating using video, iPad, online things for teaching and even for adult learning were using simulation for learning. We might as well keep embracing it.”

Games and creative activities. Parents who participated in the live administration and some of the children commented on their enjoyment of the games, songs and other activities that occurred during the program.

- “The game ideas- engages the children which is great!”
- “I liked the interactive games.”
- “I liked the art stuff and the active stuff.”
- “I enjoyed the freedom of movement while we sang.”
- “The songs and the different exercises/ games that you can do with your child.”

Overall Findings

The results of this study show the stakeholders' concerns, recommendations and validation regarding the implementation of the online-live hybrid program. The following section summarizes the key findings for optimizing feasibility, credibility, sustainability, and acceptability.

Feasibility. Stakeholders identified feasibility concerns regarding the logistical implementation of such a program. They indicated that barriers to a feasible program include:

- Identifying a facilitator
- Gifted segregation
- Access to technology
- The attention span of the children

Recommendations for feasibility include:

- Making curriculum links so it's easy to integrate into the existing school day
- Using resource teachers or special education teachers as facilitators (when implemented with gifted children or other selected children who are not already grouped in a classroom)
- Target gifted students, behavioural classes, and regular classrooms
- Include reinforcement activities between lessons
- French and English programs needed (even in English schools due to their significant French immersion population)
- Keeping one activity (each unit) to a maximum 10 minutes

- Use online programs that are compatible with the technology the school uses (or present material on a USB stick for schools who do not have internet access)
- Use the short form of the evaluation

Feasibility validation for the existing program include:

- Existing curriculum links to make it easy for the schools to implement the program
- Some school boards indicated the technology they have available would support the program.

Credibility. While evaluating the credibility of the program stakeholders expressed equal concern and enthusiasm about the online-live hybrid model is capable of achieving the goals of the program. The main point that stakeholders made was:

- The staff should be able to imbed the program into their existing curriculum and they collaborated on developing activities that would be a good fit within the classroom e.g.:
 - Five finger breathing to replace bubble breathing.
 - A read-aloud to fill a gap in a unit wherein the activity was going to be included in the online video delivery.

A key recommendation to increase the credibility of the online-live hybrid program is to ensure links to the curriculum are provided in the program's accompanying brief manual.

Validation for developing the online hybrid program include:

- Existing program goals and activities that reinforce curriculum goals.
- Parents indicated that the program had a positive impact on their lives.
- Parents would like to see it more widely implemented.

Sustainability. Stakeholders reported needing to pilot the program to assess sustainability. Stakeholders reported recommendations which include:

- The use of memory aides
- Unit specific recommendations
- Using activities that include physical movement

Stakeholders validated the face validity of the potential longer-term impact and their willingness to use the online-live hybrid program.

Acceptability. Stakeholders indicated that their willingness to engage in the program were inhibited by the following factors:

- Valuing face to face contact
- Gifted identification
- Language
- Time

Recommendations to improve the program's face validity included:

- Diverse representation in music videos
- Making any online activity very accessible
- Unit specific considerations
- Having a user-friendly manual that clearly guides the discussion
- Fitting the program into class time

Validation of the existing content was highlighted along with:

- Enthusiasm about the games and activities
- The relevance of having the program be an online-live hybrid

Three independent reviewers of the data agreed on the three themes of constructive criticism, recommendations, and validation. They also assessed and agreed upon the accuracy of the interpretation of the data above.

Discussion

To answer the research question of how to best translate the DREAM program – Gifted Edition to an online-live hybrid while optimizing the principles of KTI methodology, the author integrated constructive criticisms noted by the stakeholders with their own recommendations, as well as recommendations made within the literature on the topic. Within each section of feasibility, credibility, sustainability and acceptability, the validation by stakeholders was summarized, indicating what stakeholders liked and, therefore, what should be continued throughout further program development. Stakeholders also collaborated in proposing specific activities that aligned with program goals but would be a good fit within the classroom (e.g., “Teachers love read-alouds.”). Grounded theory and thematic analysis were used, and categories of concerns, recommendations, and validation emerged through the analysis of three independent reviewers. The reviewers also assessed the analysis of data by NVivo, and the lead researcher for validity and interpretations were included if an agreement between reviewers was 100%. Overall, support for the online-live hybrid was generated, as was buy-in from four large school boards that all requested the program within their classrooms after participating in the focus groups. In collaborating on the online-live hybrid development to make it a good fit for schools, school boards and parents provided suggestions in the areas of feasibility, credibility, sustainability, and acceptability.

Feasibility

The theme feasibility captures the stakeholder’s perspectives on how possible the program appears from a time and resource standpoint. The final definition of feasibility generated through the present research appears to be *the stakeholders’ perceived ability to use the program*.

Integrated recommendations. *Implementation.* If only a few students in a school were participating in a program, there was some discussion around who would facilitate the program. One school board indicated that the program could be run by resource teachers or special education staff if conducted with select groups of students (e.g., gifted pull-out groups), in addition to carrying out the program in regular classrooms or behavioural classrooms. School board staff who could see clear curriculum links perceived the ease of implementation within classrooms by teachers. By contrast, school board staff who were unaware of curriculum links had concerns regarding implementation by teachers who already have many responsibilities. However, it should be noted that the only board where there was concerns involved staff who did not know the details of the DREAM program – Gifted Edition at the outset of the focus group, as the focus group attendees replaced others at the last minute who were aware of the program.

School board members mentioned the separation of the students might be difficult in settings where the classes are not divided already. However, this concern was only mentioned by one school board and may not be transferable. To this, it was recommended that the whole class participate in the program, as school boards perceived that the skills taught were relevant for all students. Collectively, even though DREAM – Gifted Edition was designed specifically for gifted students, all the school boards wanted to apply for the program beyond their gifted populations. One school board is interested in applying it specifically within a new pull-out program they have for gifted children. However, they suggested that the skills taught would be applicable for behavioural classes and regular classrooms as well.

After school board 2 mentioned wanting the program for their French-immersion classes, the researchers included the French school boards in this study. This led to the translation of all

the units, the songs and music videos. This increased the program's feasibility by decreasing language as a barrier.

Technology. Access to technology was flagged as a concern of the usability of the program, but this concern varied between school boards. Most of the school boards reported that their schools have a great deal of access to technology, but one school board requested that the program also be offered on a USB stick for schools that may have less technological access. The research did indicate that access could be a barrier. Access to resources is a function of funding that varies between school boards and could explain the differing concerns between school boards (Olofsson et al., 2015, Riel et al., 2016; van Lieshout et al., 2017). Regarding in-class activities, the DREAM program – Gifted Edition is designed to be low cost, only requiring materials that would be readily found in the classroom such as paper, markers and scissors. It could be useful when implementing the program to ask schools specifically what they would require for the online portion to be easily adaptable to their system and see how this can be accommodated.

For the school boards where Internet technology is readily available, facilitation of the program is reportedly simple: Staff click on the weblinks for the videos for each program unit. For the schools where the Internet is limited, the program's online portion will be provided on a USB stick. For the schools where televisions are limited, it is suggested that schools should be aware of the number of sessions needed to complete the program in advance in order to facilitate renting a television, as school board stakeholders suggested. This would look different for each school as they each have different needs.

Evaluation. Length of the evaluation was a concern, and as a response, a shorted six-minute evaluation will be used, using the brief versions of the measures previously validated,

instead of the twelve-minute evaluation. Survey Monkey is the recommended website to use for the evaluation as it is compatible with the system school board four uses. It is, however, recommended that schools using the program be consulted, as a lack of Internet access may mean that the paper-and-pencil versions of the evaluation measures should be used in those schools.

Duration. The duration of the program was a topic of concern, as parents wondered how long each unit would be in the online program. They recommended 10-minute units to match their children's attention spans. The school board members echoed concerns with length and also requested that each unit be brief. In past live administrations, each unit was 5 to 20 minutes in duration, with the longer units involving fun crafts and games. Different perspectives regarding the duration of the program were also discussed in the literature. These perspectives suggested that the limited exposure to the SEL program and insufficient length of the program could hinder the impact of the program (Jones & Bouffard, 2012; Mental Health Commission in Canada, 2013; Tondeur et al., 2017). Regarding program units, school boards suggested that they could deliver two to three units every week or two, with learning reinforcement activities in between. One school board suggested that one unit could be delivered each week, with reinforcement activities in between, and that related curriculum could also be taught to correspond with the program units being delivered.

Parents recommended that, within each unit, each video, discussion, or activity should be kept to under 10 minutes to ensure that focus is kept. The design of the individual units addresses the concern regarding attention span because of the game, craft and play basis.

Feasibility validation. Along with some concerns regarding access to technology, some school board members discussed how the technology requirements would be easy to implement

and indicated that they saw ways that the program related to the existing curriculum. For example, one school recommended using Survey Monkey to disseminate the program evaluations, which is the platform already in place. These factors demonstrate how the online-live hybrid is viable with the existing resources in some cases.

Credibility

The theme of credibility captures the program's ability to *achieve the intended goals*. This section explores the methods to remedy any barriers to that end.

Integrated recommendations. Online-live viability. Just as Tondeur et al., (2017) outlined how the beliefs that teachers hold can impact the implementation of technology in education systems, it can be inferred that parents' beliefs surrounding technology can impact how they implement technology within their home. A minority of parents reported skepticism with the online version reporting that they prefer face-to-face programming. However, this program is designed to be administered in a school setting, and the online-live hybrid has the opportunity to balance the concerns of the families with the practical issues of a busy curriculum. Many parents discussed the importance of technology today, and, with any change in the zeitgeist, there are going to be those who resist the change. Out of the three Saturdays, the program was administered, only six out of nine families were able to attend all three sessions. The families who were not able to attend were presented with the units they missed for at-home completion. The authors recognize the hesitance of incorporating more technology and emphasize the hybrid nature of the program, with the facilitator providing the face-to-face activities and discussions to achieve the meaningful social engagement goals of the program.

Implementation. Research indicated that, for technology and the goals it wishes to achieve, in this case, SEL for gifted children, the whole system needs to be involved (Dinkmeyer

Jr et al., 2015; Durlak, 2011; Jones & Bouffard, 2012; Tondeur et al., 2017). This looks like a systemic approach to implementation that reinforces the program's goals at all levels of the structure. When this is done properly, the goals of the program are not only reinforced with each session but throughout the child's day at school. Regarding the current proposed online program, although the program units would be implemented and reinforced at school, parents also would receive information regarding what children have learned in order to further reinforce these skills at home.

The stakeholders highlighted the reinforcement of skills learned through their comments about incorporating the program's goals into the curriculum. To ensure that the goals of the program are met, connections between the themes of the program and the existing school curriculum will be provided in the program's manual. School board stakeholders made recommendations with how this can be done, and those will be included in the creation of the manuals. The manual, however, has to be brief, as the literature suggests poor implementation fidelity with long manuals (Lean & Colucci, 2013).

Credibility validation. The program demonstrates high credibility with the stakeholders, suggesting that the program meets their needs. One parent commented that the program "Made me more patient [...]". These validations are echoed throughout the acceptability section, where school board 4 commented on how the program "[...] go[es] further than modules that I've seen before". This overlap in credibility and acceptability illustrates how the goals of the program inherently fit with the needs of the stakeholders. The school board's perceived program acceptability is reinforced by the parents noting that the goals of the program were achieved during the live administration. This validation cycle affirms the KTI method because it indicates that, throughout development, stakeholder needs have been integrated. Parents also reported

wanting to see the program widely implemented, which aligns with stakeholders' suggestions in previous research (Armstrong, 2017).

Sustainability

Sustainability captures the program's ability to both *sustain the intended goals* of the program and if the *program itself can be sustained*.

Integrated recommendations. Similar to creating credibility for a program, the sustainability of goals can be cultivated through constant reinforcement. As researchers have found, the most effective way to do this is through meaningful incorporation of program goals into the daily lives of gifted children (Dinkmeyer Jr et al., 2015; Durlak, 2011; Jones & Bouffard, 2012; Tondeur et al., 2017).

There is ambiguity surrounding stakeholder's ability to comment on the sustainability of the program at present. Stakeholders did formulate suggestions to ensure sustainability which includes: incorporating memory aids such as booklets with key take-aways, between unit activities and mnemonics, exercises that help identify the start of feelings, adapting the avoidance game to a read-aloud story, as well as ensure there are many games and a great deal of movement.

It is the author's and stakeholder collaborators' view that, if the program is implemented with the recommendations made by key stakeholders, the program will inherently be sustainable. If once the program has been run, it is found to not be sustainable, there are implementation changes that the school can make so that it addresses any potential issues without affecting implementation fidelity (e.g., who implements the program, who receives the program, how often the program is implemented).

Sustainability validation. Parents who completed the live version of the program directly stated that they have regularly referred to the skills they learned during the program suggesting that the program likely has the ability to sustain the intended goals.

Acceptability

Acceptability captures stakeholder's perspectives on the program's face validity. The theme is defined as stakeholder's *willingness to use the program, meaning it is appealing, and it appears to meet their needs.*

Integrated recommendations. Online-live viability. Some parent stakeholders indicated that face to face programming is important to them with respect to their willingness to use the program. There was no research exploring the parent's beliefs about using technology in education. The Tondeur et al., (2017) study demonstrated that after teachers engaged with technology, they expressed more positive opinions towards technology. If the same logic is used with parents, then with engagement in the online-live hybrid using the constructivist approach of engaging parent stakeholders to inform the program development, parents who are skeptical might express more positive opinions as well.

Gifted identification. Research about the needs of gifted children shows how gifted children internalize negative emotions about being different from their non-gifted peers (Christopher & Shewmaker, 2010; Guénolé et al., 2015; Kitano, 1990; Neihard et al., 2002; Peterson & Ray, 2006; Phelan & Phelan, 2018). Therefore, if gifted students are not already segregated into a congregated gifted classroom, it may be suitable for the program to be run with the whole class. School board members in the study did note gifted identification as a potential issue.

Language. In previous iterations of the DREAM program, the language was not identified as a barrier. Since this is the first edition involving the whole family unit in program evaluation, the comment regarding making sure language is appropriate could reflect different perspectives being evaluated by the parents, or reflect additional units that were specifically a part of a family program. The author recommends that the language used in the program be further assessed and potentially revised in response to this comment. As the children's television-like scripts are being written to deliver the program, classroom teachers, mental health practitioners, and children's media experts should be consulted regarding the child-friendliness of the language used.

Time. Similar to the feasibility integrated recommendation section, school board stakeholders reported finding the time to run the program as a possible barrier for using the program. The author's response in regard to the acceptability of the program is to highlight the program's flexibility in giving the individual school boards autonomy of the dosage of the sessions.

Technology. School board stakeholders made technology-specific recommendations that would increase the program's usability. These recommendations include display lyrics in the music videos with an icon above the lyric indicating the tempo, online platforms should be easy to access like applications, using Pear Deck if it already exists within the school board (Google, 2019), and unit specific recommendations. The unit-specific recommendations were simple and concise, making them appear to be easy to integrate. Stakeholders also recommended there should be diversity among the children in the music videos that each unit of the program uses to reinforce information learned. This aligns with Bonk's (2001) evaluation, which notes that in the

twenty-first century, the technology used in schools should be representative and mirror users' lived experiences.

Facilitator. Research on how to support facilitators is varied. Tondeur et al. (2017) reported that although some teachers' beliefs became more favourable toward technology after professional development, not all teachers' opinions changed. This demonstrates how hard it can be to adapt a person's beliefs and that professional development does not always work. The program's plan to assist facilitators is through a manual that will be provided detailing each activity, as well as brief video-based demonstrations of exercises for teachers. From stakeholder comments, it is clear that supporting the facilitator is important and, with this, a fine balance should be struck, as research also shows that an overly detailed manual diminishes implementation fidelity (Lean & Colucci, 2013).

School board stakeholders indicated specific areas they believed a manual could best support their teachers, which were consistent with the research (Garinger, 2010; van Lieshout et al., 2017), those included: prompting questions, curriculum links, examples of responses and ideas about how to respond. It is the author's recommendation to include each of these areas in the manual.

Acceptability validation. After either participating in the live administration or after hearing a detailed description of the program, stakeholders reported that the program was appealing to them for reasons including interesting and age-appropriate content, depth of learning, use of technology is consistent with current school trends, as well as fun and engaging crafts, games and activities. The acceptability of the program is important because, when a program appears to be helpful, engaging and easy to use, the knowledge users are more likely to use and benefit from the content of the program (Mental Health Commission, 2013).

Theoretical Implications

KTI. The roots of this program, the KTI approach, and the methodology used for the qualitative analysis are in constructivist theory. Constructivist theory creates meaning and understanding through an interaction between the stakeholders' existing knowledge, beliefs and ideas (Hein, 1991). What this study demonstrates is the value of actively consulting with those who are going to be using the product of the research. Reinforcing the importance of constructivism today. This is seen by the alignment of literature and the KTI model. For example, the five elements for effective knowledge translation that Ward et al., (2010) details, support the four main pillars in the KTI model. Specifically, feasibility includes consulting with stakeholders throughout program development to ensure appropriate interventions (element four: interventions). Sustainability and credibility encapsulate Ward et al.,'s emphasis on the product of the research being meaningful to the stakeholders, as well as achieving and sustaining the intended goals of the research (element five: use). Acceptability considers what is important to the stakeholder and what works to address problems that the stakeholders want to solve. To identify these problems, the stakeholders engaged in a discussion where their social context is explicitly stated (elements one: problem and element two: context). Finally, element three: knowledge, considering the pre-existing knowledge on the issue, is incorporated as a foundation of the KTI model because understanding the literature alongside the experiences of stakeholders is the essence of knowledge translation (Jull et al., 2017). KTI easily integrates a range of stakeholders' perspectives. By integrating the different perspectives from parents, children, teachers and school board representatives, all under the four pillars of KTI, all views are hopefully accounted for equally. This equity is important as each stakeholder has an equally

valuable and unique opinion that other methodologies may not balance as well as KTI. For example, the Research Utilization approach (Estabrooks, Wallin & Milner, 2003), relies heavily on the experts on the topic, rather than the knowledge user.

This study illustrates how KTI is a useful way to understand and produce meaningful program development and evaluation recommendations. Feasibility, credibility, sustainability and acceptability can be easily grafted on to future projects, providing a structure for stakeholder engagement. Integrating different perspectives was both a benefit and a barrier to this project as different stakeholders had different interpretations of issues. In some cases, this led to contradictory recommendations. A lesson learned from this experience was to confirm in advance that questions posed to stakeholders have internal validity. For future focus groups and questionnaires, to confirm internal validity, the questions should be analyzed by individuals external to the research. These individuals would be asked how they understood the questions, and their answers would be compared to the intended meaning. If there was a discrepancy, the questions could then be altered to confirm internal validity. This is important because, due to the variety of stakeholders engaged, there were varying levels of knowledge on the topics discussed. The continued engagement of knowledge users proved to be valuable as the different perspectives gave a more holistic view of gifted children (Dinkmeyer Jr. et al., 2015). As discussed above, the continued use of the KTI model throughout the DREAM program's development and evaluation led to an internal consistency that was validated by stakeholders. This is illustrated by the overlap seen in the credibility and acceptability categories. The school board stakeholders thought that the program's goals could be achieved, and the parent stakeholders also perceived that the goals of the program were generally achieved. The comments could be organized into either acceptability or credibility, demonstrating internal

consistency. Other programs that wish to align their program's goals with those of stakeholders can use KTI to achieve similar results.

Gifted children. In reflecting on the use of PP2.0 and REAL within the DREAM program – Gifted Edition, all stakeholders resonated with these approaches. As this program has continued stakeholder consultation throughout its development, the theoretical framework has been validated by many potential program users. Applying meaning-making, attachment principles and rational emotive therapy within a well-rounded context appear to fit the needs of the stakeholders and provide skills that help address the specific needs of gifted children.

The recommendations made by stakeholders for the DREAM program- Gifted Edition, can be generalized to other SEL programs for gifted children. Parents emphasized keeping the activities physically engaging, so as to keep the children's attention. Explicitly discussing emotions and how to notice them was a highlight for parents. School boards mentioned representation was important, along with being able to use the gifted edition with the whole class. This was an interesting comment seeing as research indicates that the specific needs of gifted children are not being addressed based on the lack of SEL programs targeted for gifted children and teachers' lack of knowledge on the topic (Moon, 2006; Meador, 1996). However, this program can meet the needs of both gifted and non-gifted children through the psycho-education within this program aimed at building resilience through developing social-emotional skills, which is beneficial for mental health on the whole (Armstrong, 2018; Manring, 2013; Mental Health Commission in Canada, 2013; Phelan & Phelan, 2018). This would be the first SEL program designed specifically for gifted children that would be used for non-gifted children as well. Further research should explore whether this program is equally effective for gifted versus non-gifted children.

Limitations

The conclusions of this study have many important applications, but, as with any study, it has limitations. The demographics of the stakeholders are representative of the city where the study took place. However, they are not representative of the whole province or country. With the city population being majority White and the socioeconomic status being higher than the national average, the results of this study would not capture the lived experiences of minorities in Canada and those with a lower socioeconomic status. As research indicated, minority gifted children are impacted differently than their peers (Blaas, 2014). Therefore future research should include a more diverse set of stakeholders. There is also a lack of representation for rural stakeholders, both parents and school board members. It is possible that, although some recommendations might be similar, there would be different considerations for rural versus urban environments. This concern is relevant as rural children may benefit the most from resilience programming, given higher mental health concerns in these areas, as well as less access to mental health services (Armstrong, 2011).

While transcribing and analyzing the data, it became clear that there was some confusion around the structure of the program. This led to some recommendations that were not relevant. This lack of clarity could be due to the fact that, although the school boards were given the outline of the program before the start of the focus group, many had not read through it in detail. As well, one school board had members in the focus group who were not the members that were briefed on the program. This meant that, in both cases, the program had to be described to the participants in detail, but the participants were making comments before they fully knew about the program. For future stakeholder engagement, it is recommended that designated time be

assigned to explaining and detailing the structure of the program. This will hopefully lead to more relevant recommendations and more clarity for the stakeholders.

A similar confusion happened with the parent stakeholders regarding the perception of program formatting. Due to time restrictions and stakeholder availability, the live administration was conducted in two-hour sessions over three weekends, with several units grouped together at a time. While making recommendations, the stakeholders reported that the allotted time was too long. This comment was applied to the results. However, it would have been beneficial if it was made clear to the stakeholders that the format they experienced would not necessarily be the same as it would be administered. In fact, as an online-live hybrid program, schools could choose to deliver a single unit each week, with the reinforcement activities in between, giving time to also apply the related Ministry of Education curriculum.

A further limitation includes the over-representation of females throughout the research process. In the translation of French to English focus group transcripts, transcription of the focus groups, and analysis of the data, all but one of the researchers included were female. Due to the subjective nature of language translation and grounded theory analysis, this research could hold a female bias.

Future Directions

The next step for this project is to implement the recommendations made in this paper, while allowing some flexibility for school board specificities, without compromising implementation fidelity. Since KTI is inherent to any further iterations and implementations of the DREAM program – Gifted Edition, stakeholder consultation is a standard. This is important since the demographic used in this study lacked representation for diverse and rural communities and, therefore, consultation with the incoming setting is necessary. Further, consulting classroom

teachers, as well as experts in child mental health and child media once unit video scripts are written, would be beneficial. To date, one of the current research assistants and translators is an expert in children's media, having written scripts and music lyrics for both French and English children's television programming.

It would be interesting to research how this program fits with minority gifted children to see if the program's design allows for enough facilitator support and flexibility to cater to the children's individual needs.

Another interesting research follow-up would be to see the longitudinal benefits of participating in this program. A future planned randomized control trial (RCT) to assess the DREAM– Gifted Edition program online-live hybrid, in comparison to school programming, as usual, could provide evidence in support of the program, or indicate more consultation needs to take place. Within this future RCT, controlling for gender and socioeconomic status could give important insights that may inform further development of the program.

The online-live recommendations can be used to further develop other versions of the program as well, such as a version for families on mental health waitlists, as well as other SEL programs. The recommendations above summarize important considerations stakeholders have while approaching an online-live transition. Therefore, this research can be used to aid other programs looking to transition to or create an online-live hybrid program.

Conclusion

This study highlights the importance of tuning into the needs of gifted children and listening to those who support them. Stakeholders offered many valuable concerns, recommendations and validations that should help shape this iteration of the DREAM program – Gifted Edition, as well as future additional program versions. By engaging gifted children and their peers in this

resiliency program and making sure the program fits their needs, the developmental challenges associated with mental illness risk may be lowered. Ultimately, it is hoped that widespread implementation of this program may improve the quality of life for children, their caregivers, and lessen the economic burden on family systems and society.

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Tables

Table 1. Description of Data Analysis Procedure

Stage	Thematic Analysis (Braun & Clark, 2006)	Grounded Theory (Holton, 2010)
1.	Become familiar with the data.	Create initial memo's that describe initial reactions to the data.
2.	Begin open coding	Researcher reads each line of the data asking the following questions: ‘What is this data a study of?’, ‘What category does this incident indicate?’, ‘What is actually happening in the data?’, ‘What is the main concern being faced by the participants?’, and ‘What accounts for the continual resolving of this concern?’ (Glaser, 1998, p.140). From these questions substantive coding occurs, which is where the data is broken apart. This process includes open coding. Memos are created throughout this process. This step is repeated multiple times.

3.	Search for main themes emerging from the open codes.	A core variable is identified. This variable is related to the other codes and accounts for a portion of the variation in a pattern of behaviour. Memo's are created throughout this process that make conceptual connections and explore theoretical hypotheses.
4.	Start to compare and contrast themes to other emerging themes.	Selective coding begins after the core variable is chosen. Selective coding compares the incidents and the properties of codes.
5.	Define themes, ensure that themes are coherent, distinct from each other, a good fit and identify any sub themes,	At this point, theoretical saturation should have occurred. Memo's are analysed and used to tie together existing codes at a higher conceptual level.
6.	Extract quotes that represent the themes, report on the existing themes and how they relate.	Presentation of the core variable and other codes, along with the researcher's conceptualizations.

Table 2. Definition Table

	1st	2nd	3rd
Acceptability	Uses the literature review and stakeholder opinions	Shows consistency between literature review and previous stakeholder opinions	Willingness to use the program (it's appealing and meets stakeholders needs)
Feasibility	Able to do program from a time and resource standpoint	Could do the program again	Perceived ability to use the program
Sustainability	Little external support	Would like to do the program again	Likelihood to use the program, meets long term goals
Credibility	The program does what its supposed to do	A goal of the program was achieved or could be	A goal was achieved, or could be

Table 3. Parents Comments Regarding Online Videos & Printable Activities

Participant 1:	“Yes- we refer to the tools all the time to resolve conflict.”
Participant 2:	“I’m not sure.”
Participant 3:	“Yes.”
Participant 4:	“Yes- the freedom to talk things through.”
Participant 5:	“Yes- talking in groups is effective.”
Participant 6:	“Yes- Roleplay and discussions helped greatly, discussions with other parents too.”
Participant 7:	“Yes”

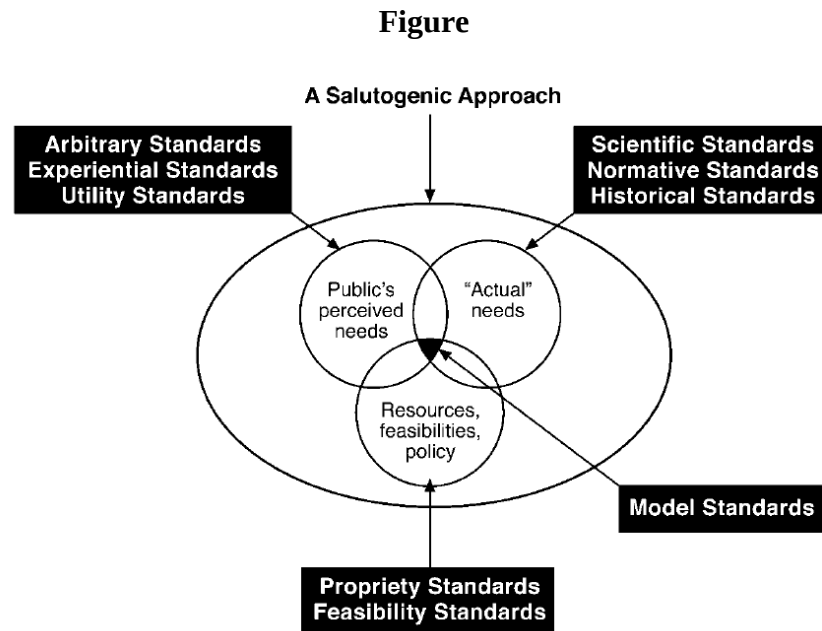


Figure 1. The Salutogenic Approach illustrates where the standards align and diverge.

Appendix A

DREAM Unit Summary

Unit 1 – Mental Health & Gifted Literacy:

- Research demonstrates that young people are less open to receiving mental health promotion information if they have poor mental health literacy. Therefore, the following unit aims to enhance mental health literacy:
- Address common mental health myths and through true/false game
- Common mental health symptoms (song), difference between fear vs. phobia, everyday feelings vs. depression, who kids can turn to for help
- Gifted literacy – typical for bright children to experience strong feelings □ they'll learn tools in the program that can help them manage strong feelings

Unit 2 – Emotion Recognition & Social-Emotional Literacy:

- Six universal feelings that everyone in the world shows on their faces □ discussion: What feelings do they think everyone in the world shows?
- Song about universal emotions and how two people can feel differently in the same situation
- Story to illustrate why two people might feel differently in the same situation (they have different thoughts or actions in response to the situation)
- “Emotions Go Fish” Game – cards printed from internet. Have the children in groups play “Emotions Go Fish” (played just like regular Go Fish; e.g., Do you have “sad?” Yes! Or Go Fish). When matched pairs of emotions are collected (aside from pairs in the initial hand of 5 dealt), the child who collected the pair talks about a situation in which kids in general might feel that feeling (on the matched cards). The rest of the group members

then discuss why someone might feel that way. They then talk about how someone might feel differently, what they might feel, and why they might feel that way in that same situation. The game ends when everyone has had a turn. (If run with a large class, have a small group of 4 to 6 students come to the front to be the ones to ask each other “Do you have sad” and discuss a situation in which someone might generally experience that feeling, but the whole class discusses how someone might feel differently in the same situation and why).

- Follow-on printable worksheet with scenarios for homework or in-class □ common scenarios gifted children face, come up with a feeling and alternative feeling that children might have in these situations and why they might have these feelings.

Unit 3 – Relaxation:

- Body awareness of feelings □ in-class drama or video-presented: Show me what 25% anger would look like, what would 50% anger look like, what would 100% anger look like – where do they feel 100% anger in their body as they demonstrate it? Now show me 5% anger – where do they feel that in their body? Next time they start to feel a bit sad, worried, or angry, notice where they start to feel it in their bodies so they can maybe do something to prevent it.
- Pink elephant activity (led by video) to show why relaxation works to help calm children when they are sad angry to scared
- Balloon demonstration (video-based in case of latex allergy) to illustrate diaphragmatic—belly breathing—specifically

- Everyone gets a bubbles container – deep breath for count of 4 filling up bellies like a balloon, hold breath for count of 7, breathe out for 8, letting out a long string of bubbles. If the group leader cannot find bubble multi-packs at the local dollar store, children can imagine that they have a bubble blower. Do this activity along with the song.
- Take-home or in-class activity: When children notice that they’re starting to feel sad, angry, or worried in their bodies at school or home, try the 4-7-8 breathing a few times. After they do this breathing, colour their before/after feelings on the hand-out to notice how they can have an impact on their own feelings.

Unit 4 – More Calm Down Activities: Worry Time, Imagery, Humour

- Song – what is it teaching? How to create a worry time and how to create an imagery scenario to feel a bit better.
- Imagery activity – Draw the most relaxing scene that they can imagine. Imagine the scene using as many senses as they can (why they would see, hear, touch, smell, and maybe even taste in this scene). Video discussion – how imagery can be helpful.
- Class activity – spaghetti dance (led by video). Purpose: Show how humour or doing something funny can be relaxing.
- Class activity – progressive muscle relaxation □ robot, jellyfish □ led by video
- At home/In-class activity □ continue using the 4-7-8 breathing, add in these other activities, colour the before-after faces to see which ones are most helpful for each child (they get to keep this themselves, for their own reference to know what’s helpful for them).

Unit 5 – Avoidance & Obsessive Behaviours

- Drama activity → what happens to fears when we avoid things? (Can be shown on video or done in class) – kids pretend to be people or a dog, the scenario involves avoiding dogs because of a bite vs. not avoiding dogs after the bite – what happens to fear in each scenario?
- Song about avoidance and physical symptoms → how physical symptoms can be the first sign of stress/anxiety
- Popsicle stick craft → talking back to the mosquito (or whatever other pest the children come up with) → ties into obsessions or gifted perfectionistic behaviours

Unit 6 – Enjoyable Distraction

- Song – how enjoyable distraction/helpful thinking can help children calm down
- Group game – either use 3 balloons, or if there is a latex allergy in the school, use balls → video tells the children the story about a bad day and has the children imagine that they had a bad day like that. How do they feel now that they're thinking about that bad day (0 – feel bad to 10 – feel great). Try to keep the balloons/balls up for 1 minute, if they drop them, that's OK. How do they feel now? 0 to 10 → they'll feel better!
- Generating helpful list of distraction activities → class comes up with list of short, fun activities that they could use to feel less sad, angry, scared, or stressed. This isn't avoidance, it's just helping them feel a bit better/calm down so they can think more clearly about things.

Unit 7 – Meaningful Living

- Children make a card for someone they appreciate. Group discussion during craft: How do they think the person (or animal, as a number of children in our past groups made a card for their pet) will feel when they give them the card. How will they themselves feel when they give the card? Video: When we do things for others, we feel good ourselves.
- Class discussion/brainstorm (continued during craft): What sort of things could they do in their house to make a difference and feel good themselves? What could they do at school to make a difference? Is there a problem in the world that bothers them (environment, bullying, etc.)? Brainstorm things they could do to solve this problem in even a small way.
- Youth Engagement song – regular engagement in enjoyable activities also help us to feel good.
- At home/in-class activity – circle activities on the fun engagement catalogue that they might enjoy doing at school, at home, or in the community regularly

Unit 8 – Connection Between Thoughts & Feelings

- Video story about the connection between thoughts and feelings
- Song that tells a story about a boy whose thoughts got in the way of his running performance → what thoughts led to the boy's tricky feelings? What thought helped him win?
- Crown hand-out → children cut out and decorate crowns (or facilitator could just pre-make crowns to save time). Cut out the print-out of thoughts online and stick one “stinky thought” to each crown. Scenarios are relevant to gifted experiences (oversensitivities,

perfectionism, common worries, particular challenges with peers, etc.). Make the feeling face that goes along with the scenario. Thoughts cause feelings.

- Take-home/in-class solo practice worksheet: Common stinky thoughts for gifted children. Write down the feeling someone might have if they have this thought.

Unit 9 – Choosing to Think Differently

- Thought detective song – feelings as important “alarm bells” like a fire alarm that can tell us we’re having a stinky thought. Remind them about emotions go fish and how people can have the same thing happen, but if they think or act differently, they can feel differently. Remind them how they can use their relaxation tools to feel differently.
- Group activity – Use song verses to figure out the stinky thought and feelings that the characters in the song are having and help the characters come up with more helpful thoughts, good reasons for these more helpful thoughts, and the new feelings that the characters might have with the more helpful thoughts
- Divide the class into pairs. Give each pair two stinky thoughts from Unit 8. Each person hides their thought (taking turns). In pairs, play “hot and cold” as “thought detectives” to try to find the hidden thoughts around the room. Once they find the thoughts, discuss more helpful thoughts a person could have in the same situation, reasons for these thoughts, and how the person might feel if they have these helpful thoughts.
- At-home/In-Class – practice scenarios.

Unit 10 – “Act as If,” Helpful Problem-Solving, and Putting it All Together

- Song about becoming who we want to be
- Story building on the song about becoming who we want to be
- Superhero group activity based on song/story – come up with things that an Anger Shaker Superhero (someone who can control their anger), Joy Waker Superhero (someone who knows how to make themselves feel a little bit better if they’re sad or see the joy in everyday life), Fear Breaker Superhero (someone who can confront their fears), and Peacemaker Superhero (someone who spreads kindness and creates connection between others) can do—or think—to be a superhero. Use strategies learned to date in this discussion.
- Problem-Solving Comics – based on the superhero discussion: Draw the feeling face, the thoughts, and ways to solve the problem (helpful thinking, relaxation, engagement, etc.).

Appendix B

Ethics Approval



UNIVERSITÉ
SAINT-PAUL
UNIVERSITY

01-11-2019
dd-mm-yyyy

Bureau de la recherche et de la déontologie
Office of Research and Ethics

Comité de la déontologie | Certificat d'éthique
Research Ethics Board | Ethics Certificate

REB File Number 1360.20/19

Last name	Name	Affiliation	Role
Parrott	Julia	Faculty of Human Sciences	Student-Principal Investigator
Armstrong	Laura	Faculty of Human Sciences	Thesis Supervisor

Type of project MA Thesis – Secondary use of Data

Title Translating the D.R.E.A.M. Gifted Edition Program to an Online-Live Hybrid Mode

Approval date	Expiry Date	Decision
01-11-2019 (dd-mm-yyyy)	31-10-2020 (dd-mm-yyyy)	1 (Approved)

Committee comments

The Research Ethics Board (REB) approved the project.

The researcher is invited to use the reference number 1360.20/19 if recruiting participants.

1. In accordance with the Tri-Council Policy Statement, the Saint Paul University Research Ethics Board (REB) has examined and approved the application for an ethics certificate for this project for the period indicated and subject to the conditions listed above.

2. The research protocol may not be modified without prior written approval from the REB. This includes, among others, the extension of the research, additional recruitment for the inclusion of new participants, changes in location of the fieldwork, any stage where a research permit is required, such as work in schools. Minor administrative changes are allowed.

3. The REB must be notified of all changes or unanticipated circumstances that have a serious impact on the conduct of the research, that relate to the risk to participants and their safety. Modifications to the project, information, consent and recruitment documentation must be submitted to the Office of Research and Ethics for approval by the REB.

4. The investigator must submit a report four weeks prior to the expiry date of the certificate stated above requesting an extension or that the file be closed.

5. Documents relating to publicity, recruitment and consent of participants should bear the file number of the certificate. They must also indicate the coordinates of the investigator should participants have questions related to the research project. In which case, the documents will refer to the Chair of the REB and provide the coordinates of the Office of Research and Ethics.

Louis Perron
Chair
Research Ethics Board

1/1

Appendix C

Focus Group Guide for School Board Staff

1) Acceptability.

- Which content should be strictly delivered as information provided via video vs. which components are teachers comfortable with for rich in-class discussions?
- In the 1980s, classrooms implemented an assault prevention program delivered through video with group-based activity components to accompany the video. The video from the 1980s program looked something like this:<https://binged.it/2q2YbG0> Is this format/delivery style still relevant to today's children (ages 6 to 10)? What delivery differences would staff suggest to make it more relevant to their students' needs?
- Which activities are teachers comfortable with administered live in the classroom vs. viewed in an online video?
- What would facilitate classroom delivery of the program from a time, resource, and ease of administration perspective?
- Do you have any suggestions for a user-friendly web interface allowing the program to be delivered to the whole class at once?
- How do staff visualize child-friendly "music video" delivery of some program information? What would make the music videos "cool" to kids?
- To ensure quality and program success, if program evaluation is built in to the online interface, what would facilitate pre-post brief survey completion online? In our pilot study, children either took turns at their leisure clicking on video-based items on computers with headphones in settings in which the program was delivered (pre-post program administration) or completed them at home (pre-post program administration). Sample evaluation survey which could be built into the web-interface:<https://www.surveymonkey.ca/r/RL5TC6D> - pilot version of survey.
- Of note, 3 children currently enrolled in the OCDSB congregated gifted program (2 primary, 1 older) acted in these survey video clips, the younger 2 in the spring prior to September 2016 CGP program entry.

- What would enhance teacher/school board interest in program uptake?
- When gifted children aren't participating within a congregated gifted classroom, how might gifted children in a regular classroom be grouped together for program administration?

2) **Feasibility.**

- Is the proposed online-live hybrid program perceived to be feasible to use within classroom and community group settings?
- Are there suggestions to make the program more feasible from a time and resource perspective? For example, how should units be grouped together to facilitate program administration, balanced with other classroom demands?
- In community groups, we ran the full program in three 1.5h sessions? Might the program be best delivered in a classroom in the individual 10-unit (5 to 30 minutes each) format or is there a particular time chunking that would be better?

3) **Sustainability.**

- Does the proposed online D.R.E.A.M. Program appear to be sustainable for use by organizations?

4) **Credibility.**

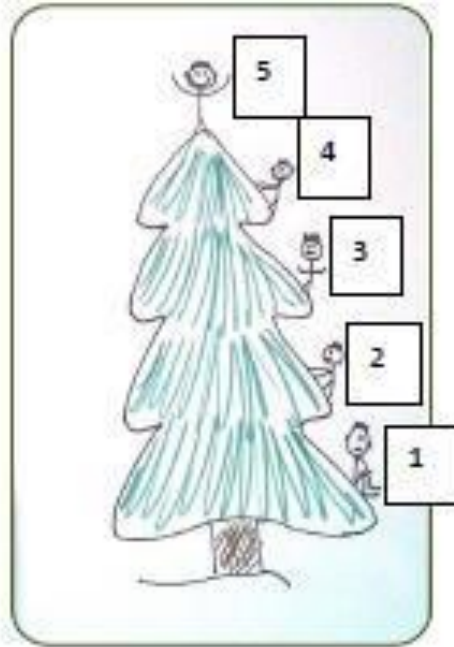
- Do teachers/school board staff perceive that the hybrid online-live program would lead to the following desired outcomes: Reduced perfectionism, enhanced openness to learning, emotion regulation, good problem-solving skills, meaningful engagement in the community, and enhanced socio-emotional literacy relevant to gifted children.

Appendix D

Satisfaction Survey Items

- 1) How happy were you with the DREAM program (songs, what you learned, what we did)? Circle the person on the tree

5[top of tree] = happy
 4 = mostly happy
 3 = so-so
 2 = mostly unhappy
 1[bottom of tree] = unhappy



What did you like? Do you have ideas to make this program better:

Do you think this program gives people "tools" to help them be more in control of their feelings (e.g., through healthy thinking, mindful relaxation, doing enjoyable activities to feel better, and problem solving)? Circle the person on the tree:

5 (top of tree) = yes
 4 = probably yes
 3 = so-so
 2 = probably not
 1 = no



Do you think this program might help people feel better about themselves? Circle the person on the tree:

5 (top of tree) = yes

4 = probably yes

3 = so-so

2 = probably not

1 = no



Do you think this program helps people feel more "connected" to the other kids, to their family, or to their community? Circle the person on the tree:

5 (top of tree) = yes

4 = probably yes

3 = so-so

2 = probably not

1 = no



Do you think this program helps people to have more courage to try tricky or other new things? Circle the person on the tree:

- 5 (top of tree) = yes
- 4 = probably yes
- 3 = so-so
- 2 = probably not
- 1 = no



Do you think this program helps people feel hopeful about the future and what they can do? Circle the person on the tree:

- 5 (top of tree) = yes
- 4 = probably yes
- 3 = so-so
- 2 = probably not
- 1 = no

1) If the DREAM program were to be presented in video clips online at home to go along with print-off activities to do together at home (i.e. the activities you did here), what would be the best length for each teaching video clip, music video, and activity combined (e.g., 5 minutes, 10 minutes, 15 minutes)? Why?

8) Participation Level:

Passive: Do you want to watch videos to learn? or **Active:** Do you want to do activities and talk as a family? Circle the number that fits the amount of passive vs. active activities that you want for this program.

Passive 0 1 2 3 4 5 6 7 8 9 10 Active

2) Would you like this program if it were taught to you through videos on the computer, but you still got to do the other activities? (Circle) Yes/No. If no, why not:

3) What parts of the program did you like the best? In other words, what should we keep the same if we put the program online?

5) What parts of the program did you like the least? In other words, what should we change if we put the program online?

6) For children and families, what parts of the program do you think will help you to remember to use the things that you learned?

9) Do you have any suggestions for things that we could add to the program online to help you to remember to use the things that you learned?

12) The short-term goals of this program are to: increase dialogue and knowledge around mental health and reduce stigma, increase well-being and meaning, and build a toolbox of skills:

a) Does the program seem to do these things? (Circle) Yes/No. Why? Or Why Not?

b) What could we do better to meet these goals?

15) Do you believe that online videos with printable discussion topics and activities could help achieve these goals? (Circle) Yes/No. Please briefly explain your answer.

Appendix E

DREAM Waitlist Focus Group Questions

- 1) Hearing your concerns about screen time- would you recommend airing more on the live discussion side versus the tv/ computer?
- 2) If the children were to come home with homework to do with the family could you see yourself engaging with that?

Appendix F

Waitlist Focus Group Consent

Dreaming of a Solution: D.R.E.A.M-O.F. an Online Mental Health Promotion Program for
Children and Their Families on Mental Health Waitlists

Purpose of the Study

Emmalyne Watt, Ph.D candidate in Counselling and Spirituality at Saint Paul University, supervised by Dr. Laura Armstrong, is carrying out a research study examining whether families on mental health waitlists could benefit from a brief mental health promotion program prior to accessing standard mental health services. Key implications of the study involve examining whether promoting resilience and meaning, enhancing family quality of life and family resilience will ultimately result in a reduction of childhood mental health symptoms and, potentially, shorten service time needed.

Procedure

If you and your family agree to take part in the study, you will be asked to participate in a focus group where you will be presented with a series of questions. Your responses to these questions will help us to incorporate the lived experiences and needs of families directly into our program in order to better meet your needs. The focus group will be auditory-recorded so that the content may be further referenced for accuracy. Following the completion of the focus group, at a later date, you will be invited to participate in the family mental health promotion program.

If you or your family members feel uncomfortable answering some of these personal questions, then you or they may refrain from doing so. Participation in the focus group may take approximately 60 minutes of your family's time.

Rights of Participants

If you and your family decide to participate, you will be free to withdraw from the study at any time. In addition, you are free to refuse to answer any question during the focus group or on the questionnaires. Participation in the study is fully voluntary. The information that your family provides will help greatly in our understanding of family meaning and resilience as it related to reducing childhood mental health symptoms and enhancing family coping. All information collected from your family will remain completely confidential and will be stored in a locked office on an encrypted, password protected computer. Questionnaires will be number or letter coded and anonymous. Answers will remain confidential and will be used for research purposes only. If consent for participation is withdrawn, then your family's data will not be included in our analyses and will be securely deleted.

Limits to Confidentiality and Benefits of Participation

Although participation risk is minimal, anonymity isn't guaranteed due to the nature of group-meeting. However, participants may benefit from meeting others experiencing similar concerns. For research purposes, anonymity is guaranteed in all publications, as data will be number coded. Furthermore your son/daughter will have an opportunity to participate in a program that has been shown to promote resilience, reducing internalizing and externalizing symptoms of childhood mental illness. Given this, participation may be beneficial for your child. The addition of family focused strategies are new in the current research. This program, therefore, will hopefully also be

beneficial for the whole family. Participation in the pre-group and post-group questionnaires may also be fun for children, as they get to watch brief video clips.

Contact Information

This research has been reviewed by the Saint Paul Research Ethics Committee. This committee helps ensure and protect the rights and welfare of those participating in research. If you have any other concerns or questions, they can be directed to Dr. Laura Armstrong at ***-***-****, ext. ****. The chair of research and ethics can also be reached at ***-***-****.

Please sign below to provide your consent and the consent of your child to participate.

Appendix G

School Board Focus Group Consent

"All information collected will be used to develop recommendations for the creation of the online version of our program. Everything that we discuss will be written down anonymously, so your names will not appear in the data collected. You can choose to answer or not answer any questions asked about the design of the program. You're also welcome to leave at any point in time before the end of the meeting or at the end. Do you have any questions?"

Appendix H

Live Administration, Pre and Post-Test Consent

Satisfaction Survey Consent Dreaming of a Solution: D.R.E.A.M-O.F. an Online Mental Health Promotion Program for Children and Their Families on Mental Health Waitlists

We are delivering a socioemotional educational program for families in Ottawa in Winter 2019.

DREAM (Developing Resilience through Emotions, Attitudes, and Meaning) is a program developed by Dr. Laura Armstrong, a Clinical Psychologist and Assistant Professor at Saint Paul University. Emmalyne Watt, Ph.D. Candidate, has further designed family units for this program (DREAM-OF).

In the program, families will learn social and emotional skills to manage worries, sadness, anger, obsessions, conflict, perfectionism, and much more. The goal is to have fun while learning lifelong, evidence-based skills through games, music, drama, and crafts.

This is the first year that we have offered the family version of this program, so we ask that you and your children complete our pre-group and post-group questionnaires. We will use these questionnaires to measure what the program is doing well and what we can improve upon to refine the program. Ms. Watt will also use the data to complete her doctoral dissertation.

If you agree to participate in our pre and post group questionnaires, please ask your child to complete the 2 online links, which relate to skills taught in the program, both before and after

your child takes part in the program activities. Parents have 5 questionnaires to complete.

Participation in the surveys will take approximately 20-25 minutes of your child's time.

Rights of Participants

If you and your family decide to participate, you will be free to withdraw from the study at any time. In addition, you are free to refuse to answer any questions on the questionnaires.

Participation in the study is fully voluntary. The information that your family provides will help greatly in our understanding of family meaning and resilience as it related to reducing childhood mental health symptoms and enhancing family coping. Although we initially ask you to put your names on questionnaires, our research assistant will only use this to match parent and child data, as well as pre and post group data. These names will then be removed and number-coded.

Therefore, all information retained from your family will become completely confidential and will be stored in a locked office on an encrypted, password protected computer. If consent for participation is withdrawn, then your family's data will not be included in our analyses and will be securely deleted.

Limits to Confidentiality and Benefits of Participation

Although participation risk is minimal, anonymity isn't guaranteed due to the nature of group-meeting. However, participants may benefit from meeting others experiencing similar concerns. For research purposes, anonymity is guaranteed in all publications, as data will be number coded.

Participating in this program could promote resilience, reduce internalizing and externalizing symptoms of childhood mental illness. Given this, participation may be beneficial for your child.

The addition of family-focused strategies are new in the current research. This program, therefore, will hopefully also be beneficial for the whole family. Participation in the pre-group and post-group questionnaires may also be fun for children, as they get to watch brief video clips.

Contact Information

This research has been reviewed by the Saint Paul Research Ethics Committee. This committee helps ensure and protect the rights and welfare of those participating in research. If you have any other concerns or questions, they can be directed to Dr. Laura Armstrong at ***-***-****, ext. ****. The chair of research and ethics can also be reached at ***-***-****.

Sincerely,

Emmalyne Watt, Ph.D. Candidate

Question Title

* 1. Please click here if your family consents to participate

Yes

No