

## Pre- and Post-training Ratings

Assessment	Scale $\alpha$	Pre- training mean <sup>a</sup>	Post- training mean <sup>a</sup>	Mean differ- ence	SD of differ- ence	Signifi- cance <sup>b</sup>	Effect Size <sup>c</sup>
<b>Skills self-assessment</b>							
Youth-/young adult-driven practice	.85	77.91	88.67	10.75	8.61	<.001	1.25
Strengths, passions, assets, motivators (SPAM)	.81	80.32	88.61	8.30	7.55	<.001	1.10
Self-determination skills	.83	77.90	86.75	8.84	13.39	.01	.66
Peerness	.87	81.54	89.66	8.13	7.99	<.001	1.02
<b>Video observational rating system</b>							
Structured/flexible planning facilitation		2.05	2.42			.07	.29
Youth/young adult-driven practice		1.89	2.40			.06	.30
Strengths, passions, assets, motivators (SPAM)		1.95	2.00			.80	.04
Self-determination skills		1.47	2.16			.001	.43
Community activities and connections		1.84	2.26			.06	.31
Overall (mean of subscores)		1.84	2.25			.04	.33
<b>Training satisfaction</b>							
Importance of training goals			7.75				
Trainer credibility			9.10				
Training clarity and organization			7.45				
Level of impact on work			6.55				
Confidence to apply skills in work			7.79				
<b>Role Clarity</b>	.74	3.97	3.88	-.09	.77	.61	.12
<b>Role-related anxiety/inefficacy</b>	.91	3.08	2.64	-.43	.66	.01	.66

<sup>a</sup> For the skills self-assessment, role clarity and role-related anxiety scales, item scores were summed and then divided by the number of items on the scale.

<sup>b</sup> Wilcoxon signed-rank tests were used for the observational ratings, paired samples t-tests for others.

<sup>c</sup> Where significance was assessed using Wilcoxon signed-rank test, effect sizes were computed using  $Z/\sqrt{N}$ ; otherwise, Cohen's  $d$  was used.