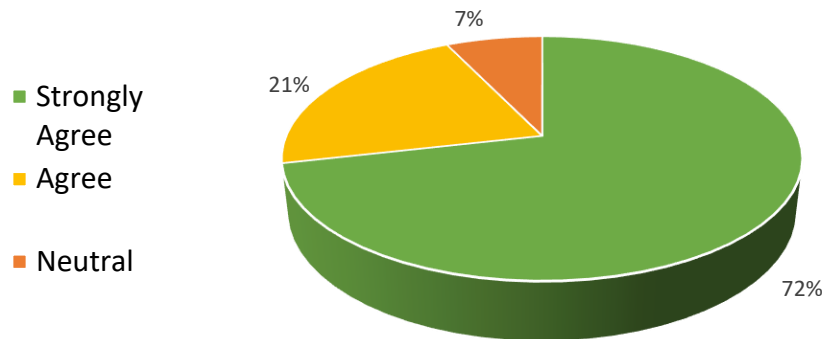


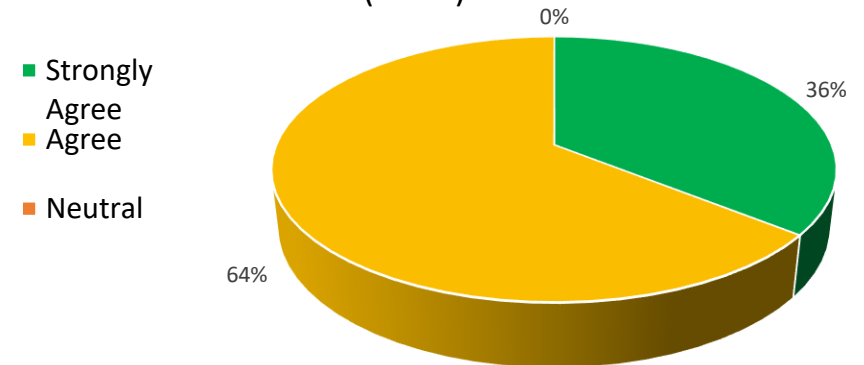
## BBF Qualitative Data

Data from Questionnaires using Likert Scales 2016/17:

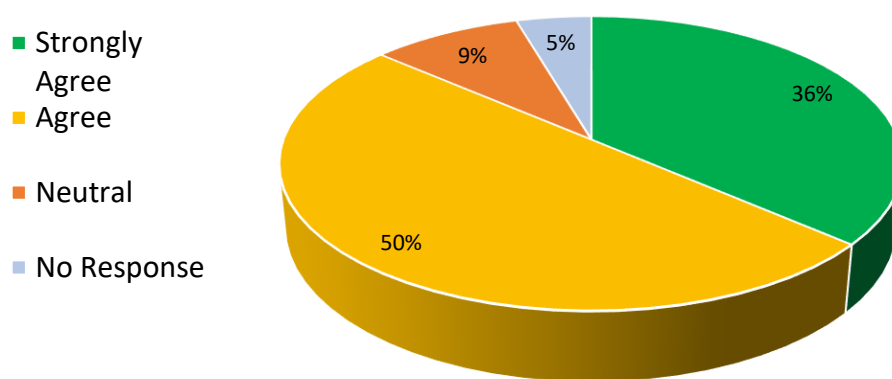
The Early learning Program has made a positive impact in my child's mental health and well-being (N=14)



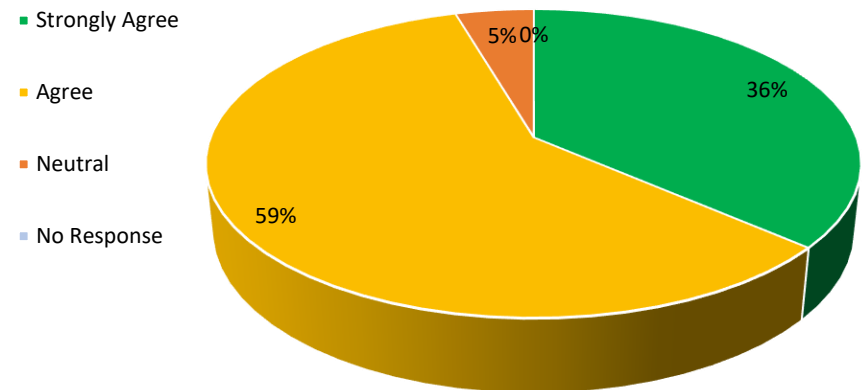
My child's participation in the Early Learning Program has made a positive impact on how my child listens, remembers and performs tasks (N=14)

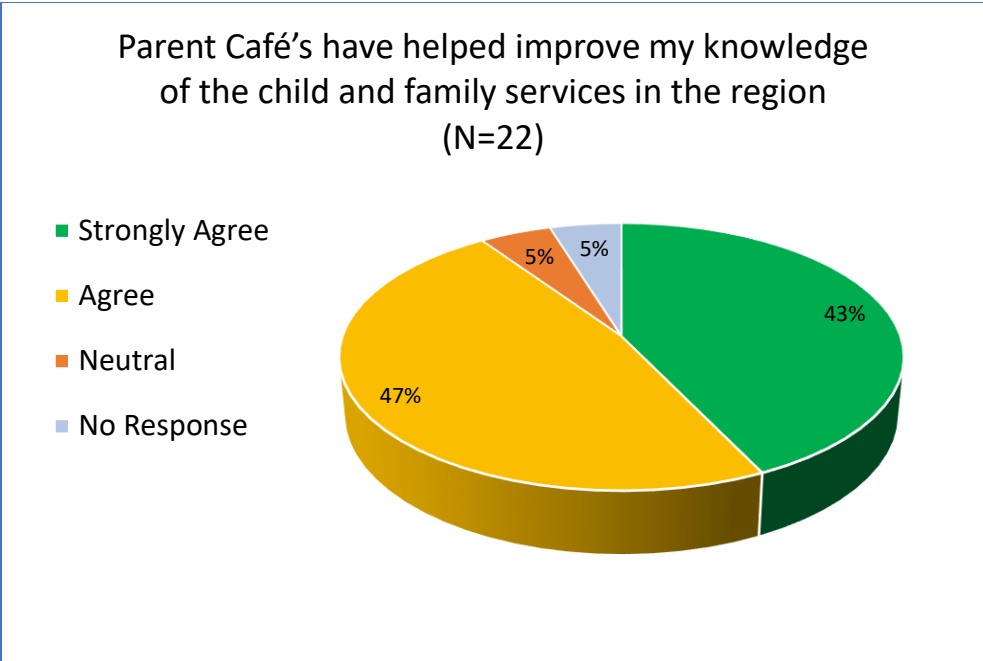


As a parent, the knowledge learned from the Parent Café has helped improve my relationship with my child (N=22)

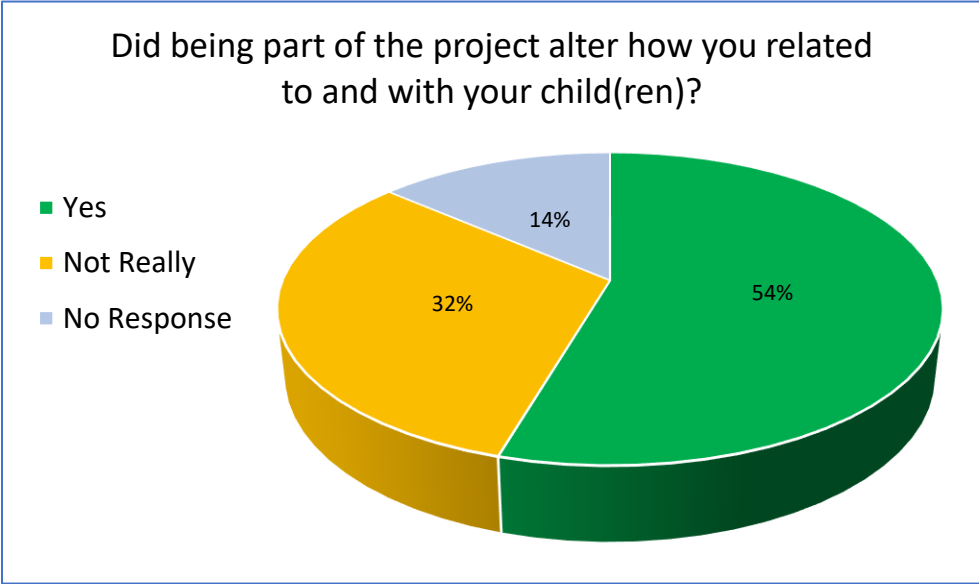


Parent Café's have helped improve my knowledge on topics of child development (N=21)





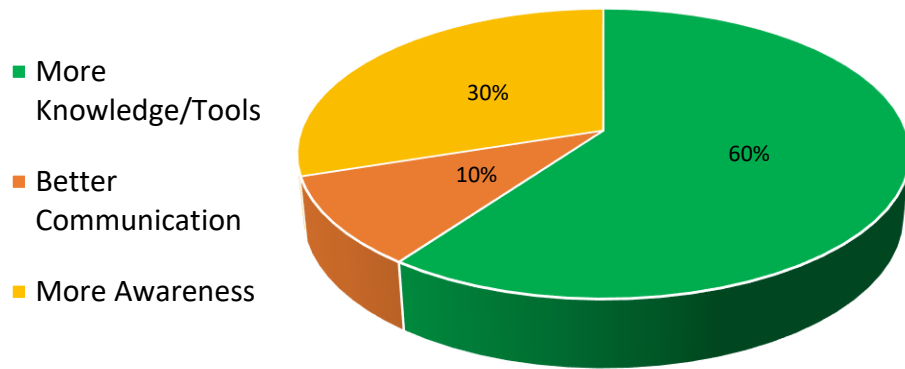
Data from Questionnaire 2017/18:



Responses of “Not Really” indicate that parents did not actually change their thoughts or behaviours (alter) with their children. Some mention they have a great relationship with their child. Some of the “Not Really responses” come from parents that are educated in the same field.

Most of the “Yes” responses included examples of how much parents had noted the beneficial aspects of the program in the classroom, but also from Parent cafes’ that address concerns parents have about their children. These come primarily from 2 sites that held regular cafes as part of their program.

Did being part of the project alter how you related to and with your child(ren)? How? (N=20)

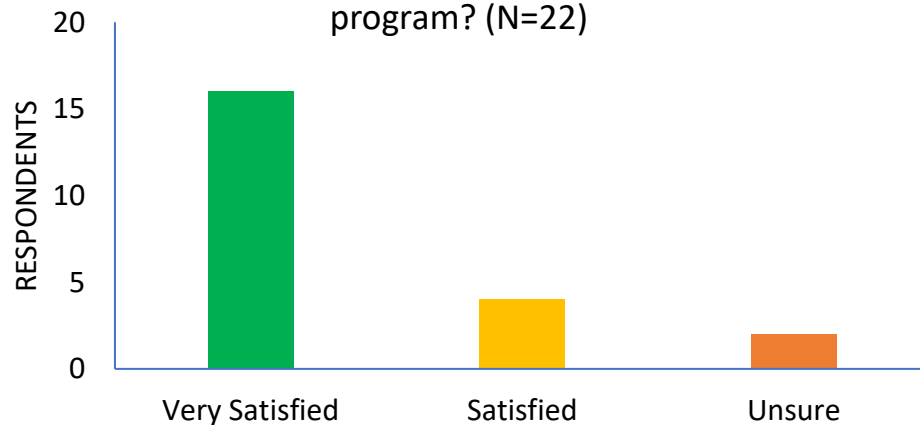


More knowledge/Tools include information about the effectiveness of the games, and information received from Parent Cafés such as child development, tools for resilience and overall more parenting knowledge.

Better Communication is from parents who have expressed better communication with their children via discussions and learning more from child through communication.

More Awareness includes information about parents becoming more aware of their own moods and parenting skills, understanding child's behaviours better, aware of children's sensitivities to learning in their environments, and becoming closer to their children.

How satisfied were you with the executive function activities that were used in the classroom program? (N=22)

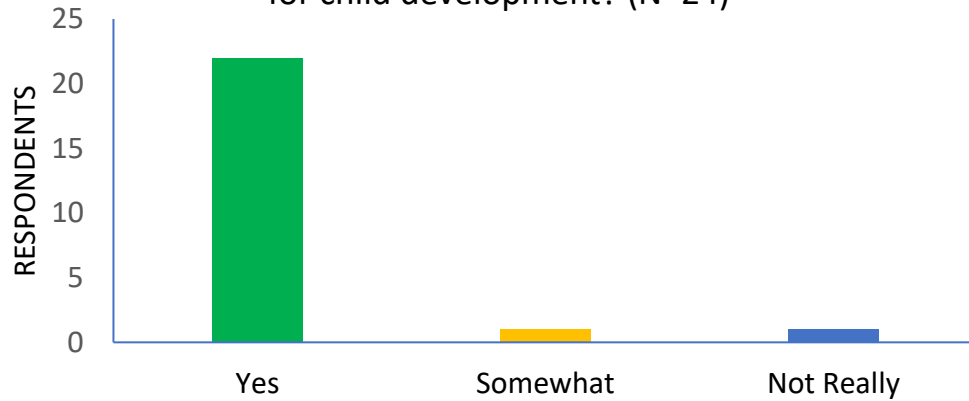


Some respondents who are "Very Satisfied" with the activities have added claims that they have noticed changes in their child's growth and success, it has helped out at home, the children really enjoyed the games in class and at home.

Some responses of "Satisfied" mentioned that the games are good and are fun and relevant for the children.

Respondents of "Unsure" has mentioned that their child still seems unsure about making decisions and one respondent claims they actually did not hear of it. This claim comes from a person that could not attend café's and was not involved in taking children to school. A binder was left with the teacher for parents to pick up. This project may not have been communicated well with this person.

Did being a part of the project increase your knowledge about why the activities were important for child development? (N=24)

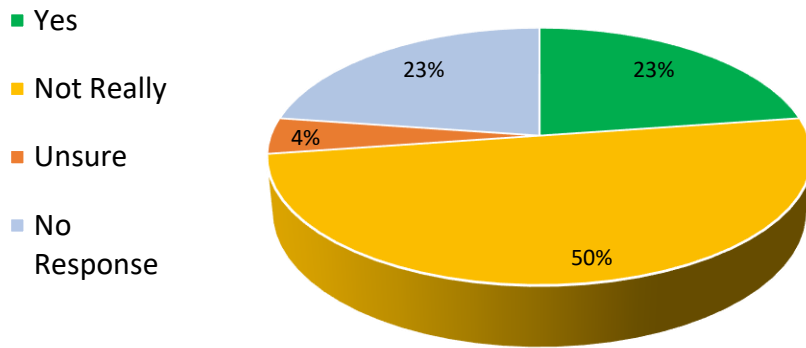


Many “Yes” responses were just Yes. Some included explanations of surprise that children’s games can be so beneficial for children’s development. Although 2 respondents mentioned visiting websites for children’s development, the websites don’t explain how the games improve child development (brain) and how to implement the activities.

One response of somewhat didn’t include an explanation but comes from a site without frequent Parent cafes.

One response of “Not Really” was explained as have a related degree.

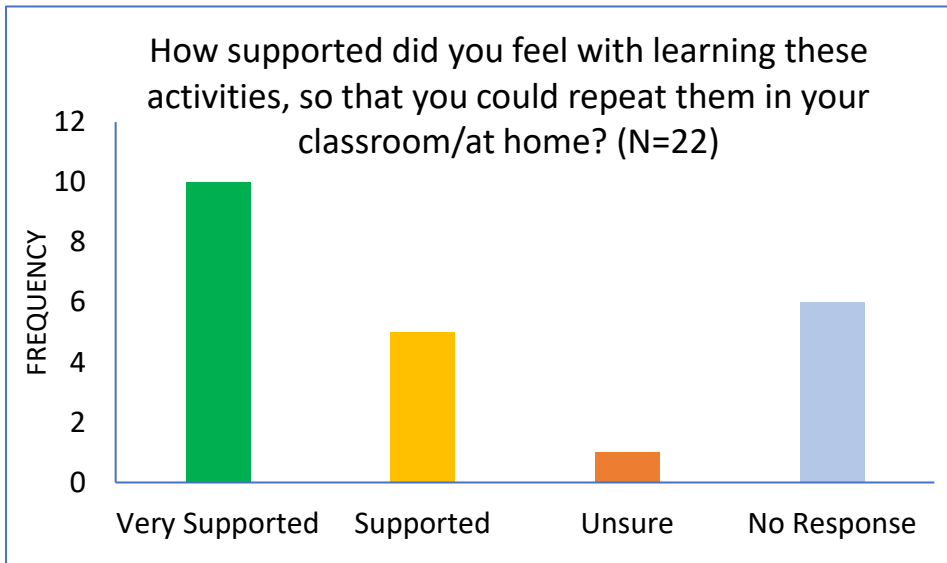
Were there times that you wanted more information about the activities? (N=22)



Some of the “Yes” responses mention that more information was requested and was received, one mentions when their child is playing with classmates, the curriculum helped a lot at home.

“Not Really” responses claim that the binder content was sufficient and some just responded No.

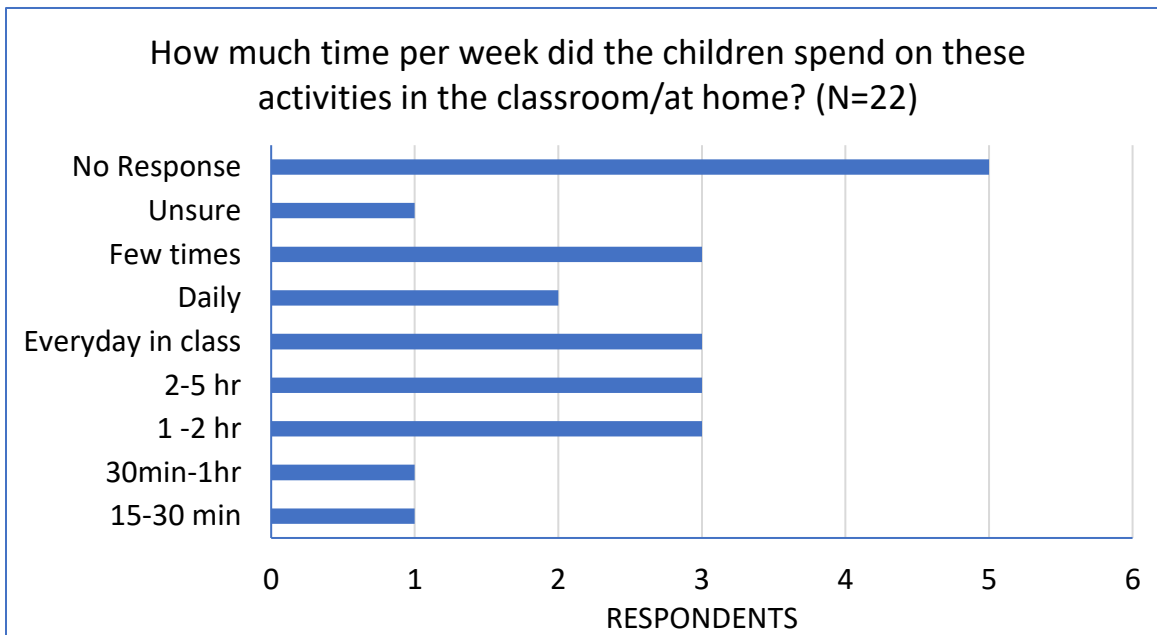
Unsure was derived from a response that did not indicate yes or no, rather responded with “I do my research on stuff”.



The positive responses of Very Supported are primarily from 2 sites where there was a strong attendance in Parent Cafés. These two sites also have parents attend cafes as part of the program that their children are enrolled in. The other 2 sites had a weak attendance at Parent Cafes and/or cafes were not part of the children’s program.

Both answers of “Very Supported” and “Supported” included mentions of having good support with the binder of activities and explanations.

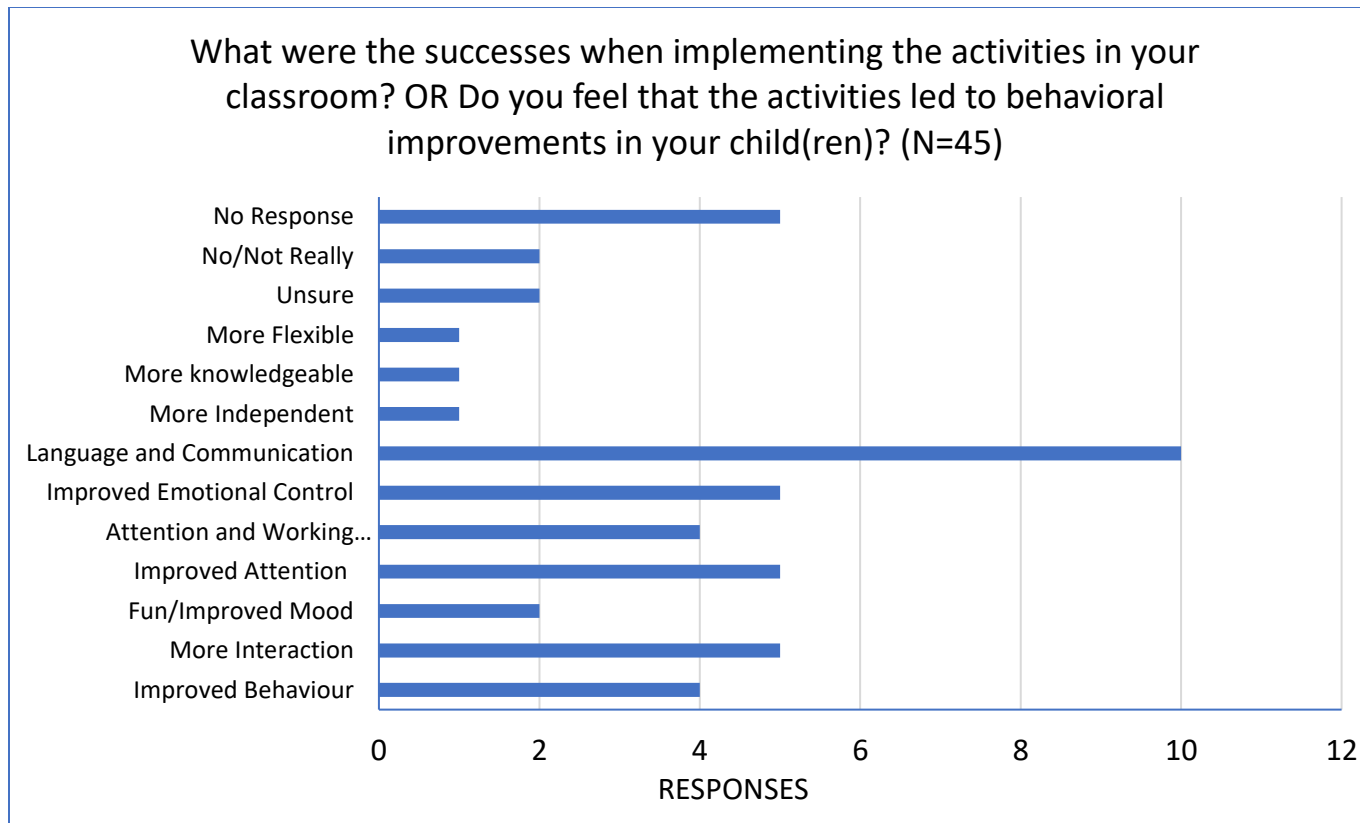
One “Unsure” response indicated that interactive groups or observations of activities in the classroom would have been helpful. This came from a site that do not have many Parent Cafés for extra support.



Those who responded with “No Response” and “Unsure” possibly were not aware of how much time was spent in class and may/or may not have tried the games outside of class.

Responses of a “Few Times” include tried a couple of times, initially played the games at home for a few weeks.

Responses of “Daily” did not indicate whether in school or class. Others suggested in “Everyday in class” such as majority of time.



**Language and Communication** includes responses of talks more, speaks better, talks more and reads better, better communication with child, communicates better, speech has improved, child is more verbal and sparkle words.

**Improved Emotional Control** includes improved self-regulation, child takes turns and is more patient, child is calmer, child adjusts thinking without having meltdowns and can use words before blowing his lid.

**Attention/Working Memory** Includes responses of improvements in following directions, takes better care for pet, follows rules better and remembers what to pack in mornings.

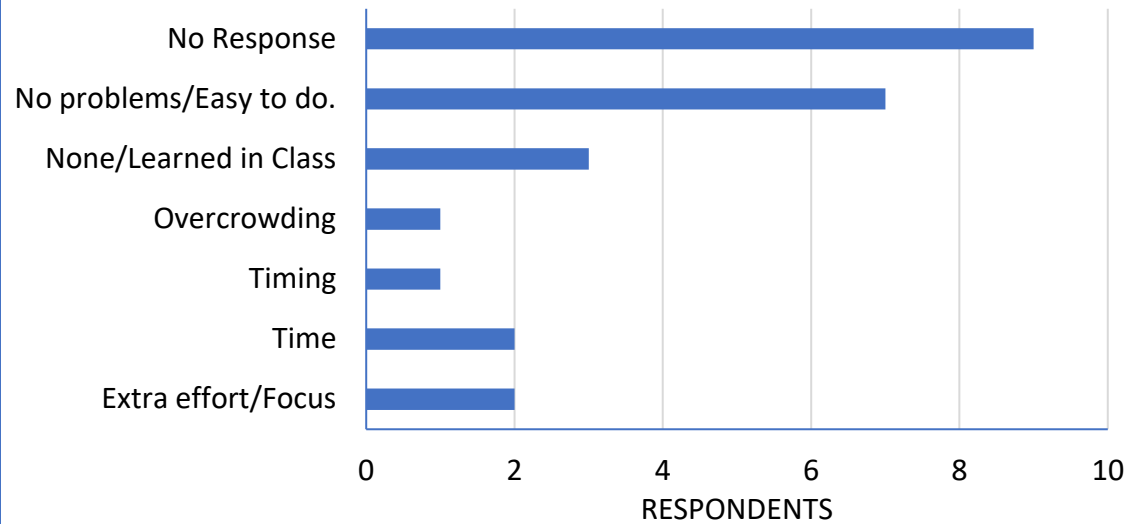
**Attention** includes responses of listens better, listens better to teachers, listens more carefully, and pays better attention to a story.

**Fun/Improved Mood** includes the children learn through fun games and the children's moods improved from fun and playing games.

**More Interaction** includes teaches younger brother to play games, more outgoing. Makes friends faster and the successes were through play and interaction.

**Improved Behaviour** includes general improvement noted in child, offers to help without coaching, improved behaviour in class, the fun improved their moods and behaviours.

### What were the barriers in implementing the activities in your classroom/home?

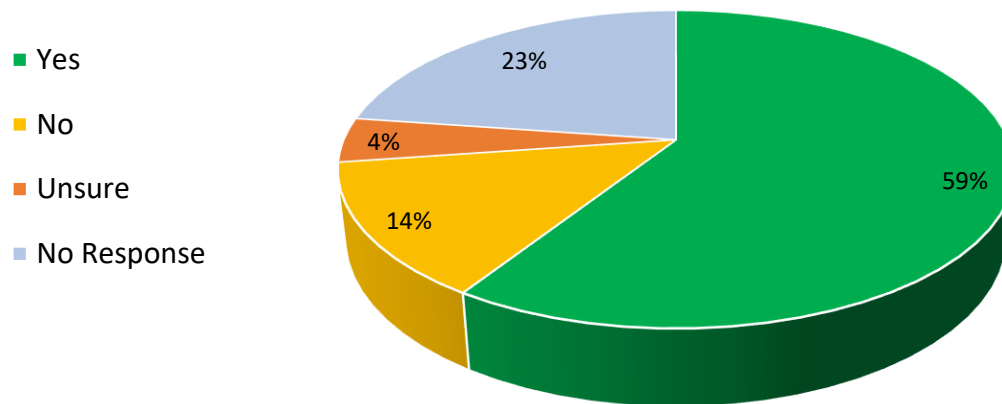


Some of the respondents replied to this question as a classroom-oriented question and others kept it to a home-oriented question.

The high “No Response” rate could be due to some parents not realizing that we were promoting having them play the games at home, as well as the games at home. This information was conveyed to the parent during the first interview, however, there also was quite a bit of information at that interview. A follow-up interview would have found more success if it was possible. Time is a very important factor in parents with young children.

### Were there any moments when you realized how much of an impact these activities were having on the children?

(N=22)



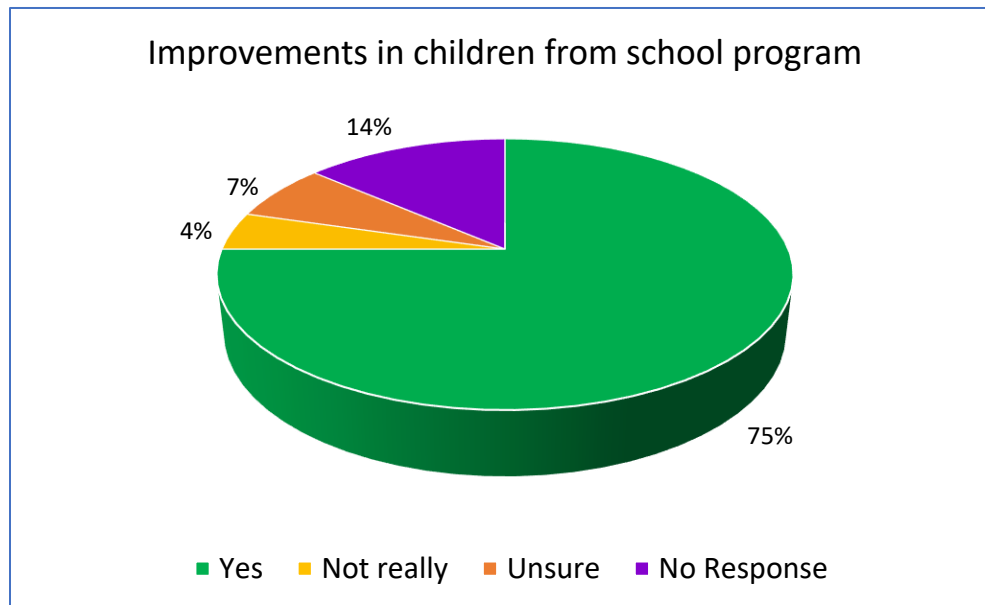
Responses of Yes included information given about what was noticed by parents during the school year with the enhanced curriculum.

Responses of No did not come with an explanation.

One response of Unsure was from parents that didn't see notable differences at home but thought behaviours were improved in the school setting.

Additional information given with the Yes responses are detailed below:

Responses of Yes with additional information are provided in the graph:



Overall, responses to questions pertaining to improvements in children from exposure to the BBF program over the school years 2016-2018 are collapsed.



**Do you have any suggestions for improvements for the entire project?**

- Classroom activities and the Parent Connection Café is very much helpful.
- No, I was very impressed with the different aspects of the project.
- Thank you. I enjoyed the activities and resources.
- I am a very busy working mom, a lot of the cafes, if not all were impossible to attend.
- I think being able to see the child with teacher and child with parents might be beneficial for strategies.
- Newsletters or updates via email would be beneficial since cafes occurred during times when my husband and I work.
- They were awesome and very informative.
- Parent Cafes were awesome. I would have liked to have had more of them.
- I would have liked having more contact throughout the year, like more one on one with the person who introduced this to us at the beginning of the year and my family.

**Do you have any other comments that you would like to share about the activities or your involvement in this project?**

- I am very thankful that I involve in this project, I apply this to my children's specially to my son that has a speech and language delayed.
- A very awesome program.
- Just to thank you for the opportunity to be involved with it. It has helped me to be more confident in parenting and I can tell it will be beneficial to all of my children.
- No just keep doing what you are doing.
- None other than I loved it!
- Review of cafes would have been nice.
- It was a positive experience for our daughter.
- This program has helped me understand the important things that helped with the development of my child.
- Enjoyed the project and the intentions behind it. Would gladly participate again.
- It would be nice to hear feedback on child (which was provided upon request).