EP049

The Magical of Resilience Therapy Intervention (RTI)



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Introduction

The increasing prevalence of adolescents engaging in risk-related behaviours highlights an urgent need to strengthen resilience as a protective factor. Resilience refers to the capacity to adapt positively when faced with adversity, stress, or trauma. Structured interventions such as Resilience Therapy Intervention (RTI) provide a practical, strength-based framework to enhance this capacity. RTI is adapted from the Magic Box Model developed by Angie Hart and Derek Blincow (2007)[1], which encompasses five core domains: Basics, Belonging, Learning, Coping Skills, and Core Self. These domains collectively support holistic adolescent development by addressing both internal strengths and external support systems.

Objectives

This study aimed to:

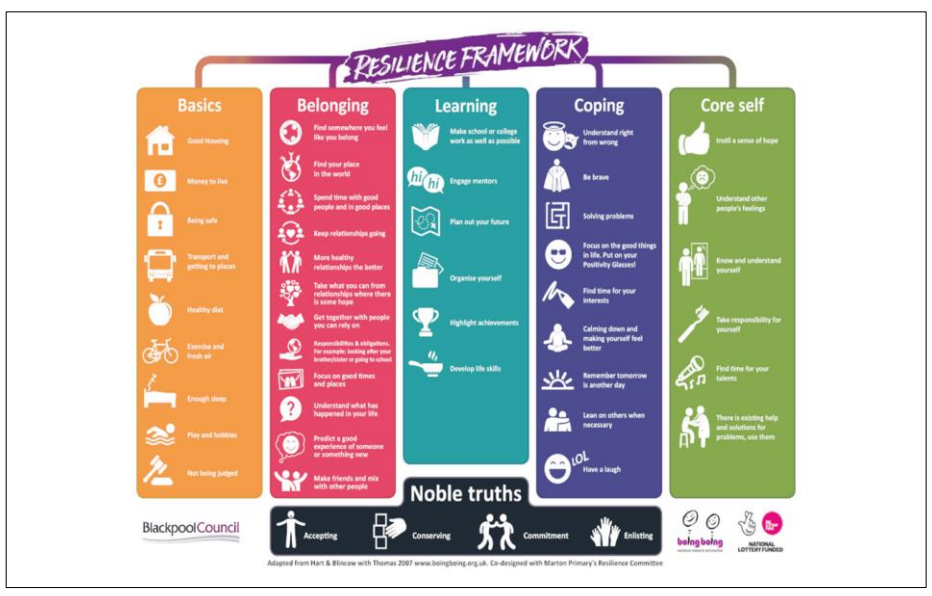
1. To identify the level of resilience among Form 1 students.
2. To enhance students' resilience skills through structured and targeted RTI interventions.

Methodology

This study employed a quantitative pre-post intervention design involving 2,476 Form 1 students from 39 schools nationwide, selected through convenience sampling. Participants were assessed using the Malaysia Resilience Assessment Tool-25 (MyRAT-25) prior to the intervention. Based on their pre-evaluation scores, students underwent a 12-week RTI programme, consisting of 10 structured activities aligned with the five domains of the Magic Box Model. Intervention delivery was adapted into three approaches: Tailored-based (for students with low resilience), Focused (for moderate levels), Routine (for general reinforcement). Post-intervention assessment was conducted to evaluate changes in resilience levels.

Results

Post-intervention data from 2,405 students indicated measurable improvements: 29.3% of students demonstrated increased one or two resilience levels which is 26.4% improved from moderate to high resilience, 2.1% improved from low to moderate resilience and 0.8% showed significant progress from low to high resilience. These findings indicate that nearly one-third of participants benefitted positively from the intervention.





Discussion and Conclusion

The findings demonstrate that RTI, grounded in the Magic Box Model, is effective in enhancing adolescent resilience. The structured yet flexible nature of the intervention allows it to address diverse student needs through differentiated approaches. Consistent with recent literature, resilience-building programmes implemented in school settings contribute significantly to reducing risk behaviours and promoting psychological well-being.[2] Additionally, school-based resilience programmes have been shown to enhance emotional regulation, social connectedness, and adaptive coping strategies.[3] The improvement observed, particularly among students transitioning from moderate to high resilience, suggests that early intervention plays a critical role in strengthening adaptive capacities. Furthermore, the integration of resilience domains such as belonging and coping skills aligns with contemporary evidence highlighting the importance of social support and emotional regulation in adolescent development.[4] In conclusion, RTI presents a scalable and impactful approach for fostering resilience among adolescents. Its implementation within school systems holds strong potential for cultivating resilient future generations while mitigating engagement in risk-related behaviours.

Acknowledgement

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