PREPaRE CRISIS PREVENTION AND INTERVENTION TRAINING CURRICULUM, SECOND EDITION, 2019 PROGRAM EVALUATION SUMMARY
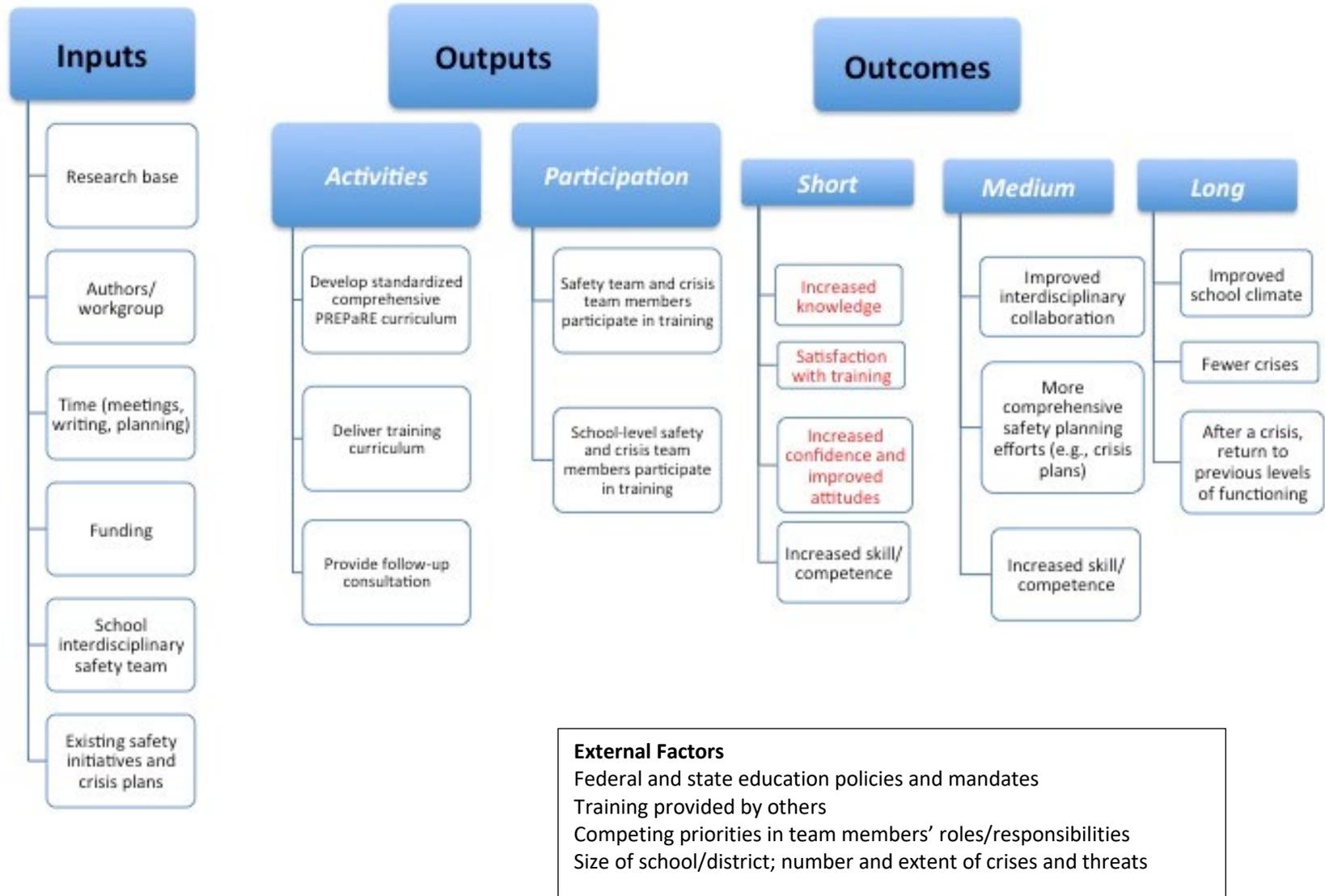
School safety is important for schools and districts to address as the effects of a crisis can range from a small degree of maladjustment (e.g., tension, anxiety, difficulty concentrating; National Institute of Mental Health, 2017) to profoundly debilitating (e.g., trauma- and stressor-related disorders, posttraumatic stress disorder, prolonged emotional maladjustment, myocardial infarction, stroke; American Psychiatric Association, 2013; Cloitre & Beck, 2017; Du et al., 2018). School crises include a range of events (e.g., natural disasters, chemical spills, infectious disease outbreaks, and unexpected deaths) that are characterized as (a) extremely negative, (b) uncontrollable/unpredictable, and (c) having the potential to impact a large number of people (Brock et al., 2016). Although crises are unpredictable, it is important for schools and districts to develop emergency operations plans to help mitigate the impact of potential crises.

OVERVIEW AND PURPOSE

Because of the many detrimental effects following a crisis, the National Association of School Psychologists developed the *PREPaRE School Crisis Prevention and Intervention Training Curriculum* (Brock et al., 2009; Brock et al., 2016). The *PREPaRE* curriculum was designed in accordance with recommendations from the U.S. Department of Education's (2013) *Guide for Developing High Quality School Emergency Operations Plans* and the complementary *The Role of Districts in Developing High-Quality School Emergency Operations Plans* (U.S. Department of Education, 2019) to aid in the planning, preparation, and organization for school safety through the five mission areas of preparedness: prevention, protection, mitigation, response, and recovery. The training curriculum has a specific focus on (a) *school* safety; (b) addressing all aspects of crisis preparedness from prevention through recovery (U.S. Department of Education, 2013); (c) balancing physical safety and security with psychological safety (Sprague & Walker, 2005) by emphasizing resiliency, school climate, social support, psychological first aid, and multitiered interventions based on students' needs (Brock et al., 2009; Brock et al., 2016; Sugai & Horner, 2009); and (d) building interdisciplinary collaboration skills using the National Incident Management System (FEMA, 2019).

The PREPaRE curriculum consists of two separate, but complementary workshops: *Workshop 1: Crisis Prevention and Preparedness: Comprehensive School Safety Planning* and *Workshop 2: Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals.* The name of the training curriculum is an acronym that serves to guide practitioners in the sequential and hierarchical steps of crisis prevention and intervention: **P**revent/Prepare for psychological trauma; **R**eaffirm physical health, security, and safety; **E**valuate psychological trauma; **P**rovide interventions **a**nd **R**espond to psychological needs; and **E**xamine the effectiveness of prevention and intervention efforts. Figure 1 displays the logic model for PREPaRE, indicating the inputs, outputs, and outcomes of the curriculum. The current evaluation focuses on the short-term outcomes (i.e., highlighted in red in Figure 1) of training participation, including changes in knowledge, changes in attitudes, and satisfaction from 2019 (January to December).

Figure 1. Logic Model of PREPaRE

Inputs
- Research base
- Authors/ workgroup
- Time (meetings, writing, planning)
- Funding
- School interdisciplinary safety team
- Existing safety initiatives and crisis plans

Outputs

Activities
- Develop standardized comprehensive PREPaRE curriculum
- Deliver training curriculum
- Provide follow-up consultation

Participation
- Safety team and crisis team members participate in training
- School-level safety and crisis team members participate in training

Outcomes

Short
- Increased knowledge
- Satisfaction with training
- Increased confidence and improved attitudes
- Increased skill/ competence

Medium
- Improved interdisciplinary collaboration
- More comprehensive safety planning efforts (e.g., crisis plans)
- Increased skill/ competence

Long
- Improved school climate
- Fewer crises
- After a crisis, return to previous levels of functioning

External Factors
Federal and state education policies and mandates
Training provided by others
Competing priorities in team members' roles/responsibilities
Size of school/district; number and extent of crises and threats

PROGRAM INTEGRITY

The PREPaRE training curriculum includes Training of Trainers (ToT) workshops (i.e., for both Workshops 1 and 2) which help to ensure long-term sustainability by allowing districts to have their own trainers who can conduct PREPaRE workshops for their school personnel, new district employees, and other community professionals. The ToT workshops provide participants with the information and practice necessary to deliver Workshop 1 and 2 in a standardized way; participants must have completed the corresponding core workshop before attending the ToT workshop. In order to ensure the standardization of each presentation, each PREPaRE trainer uses an extensive manual that includes scripted information about the appropriate content to include when presenting each PowerPoint slide, detailed directions for facilitating discussion and activities, and the appropriate amount of time and corresponding logistical information that may be helpful.

PROGRAM EVALUATION MEASURES AND DATA ANALYSIS

Pre- and posttests: Attitudes and knowledge. These measures are administered immediately before and after each workshop to collect demographic information about participants and to assess participant attitudes and knowledge. The Workshop 1 pretest and posttest contain four items to measure attitudes toward crisis prevention using a 5-point Likert scale (e.g., How enthusiastic are you to collaborate with other to develop a comprehensive school safety and crisis response management plan?); the Workshop 2 test material includes three items that assess attitudes toward crisis intervention. To assess school-safety related knowledge, multiple choice pre- and posttests are administered to measure the extent to which the learning objectives have been mastered by participants. The Workshop 1 test includes 10 multiple-choice items, and the Workshop 2 test includes 13 items. Items are scored 0 for incorrect and 1 for correct. Changes in knowledge and attitudes were analyzed for attitudes toward crisis prevention and preparedness (Workshop 1) and for crisis intervention and recovery (Workshop 2) to produce outcome statistics.

Satisfaction. Participants are asked to complete an evaluation survey at the conclusion of each workshop to assess their satisfaction with the training content and experience. Participants respond on a 5-point Likert scale (i.e., *1 = Strongly Disagree; 5 = Strongly Agree*) to 20 evaluation items for Workshop 1 and 16 evaluation items for Workshop 2. An evaluation of the internal consistency produced Cronbach's alphas of .96 and .97 for Workshop 1 and 2, respectively (Nickerson et al., 2014). The Workshop 1 evaluation has 11 items addressing workshop objectives (e.g., "The workshop objectives were clearly stated"; "The workshop objectives were clearly met and I can now identify four characteristics of a crisis event") and 9 items related to workshop satisfaction (e.g., "The content was clear and understandable," "I recommend this workshop."). The Workshop 2 evaluation has 7 items pertaining to workshop objectives (i.e., self-assessment of knowledge) and 9 items related to workshop satisfaction.
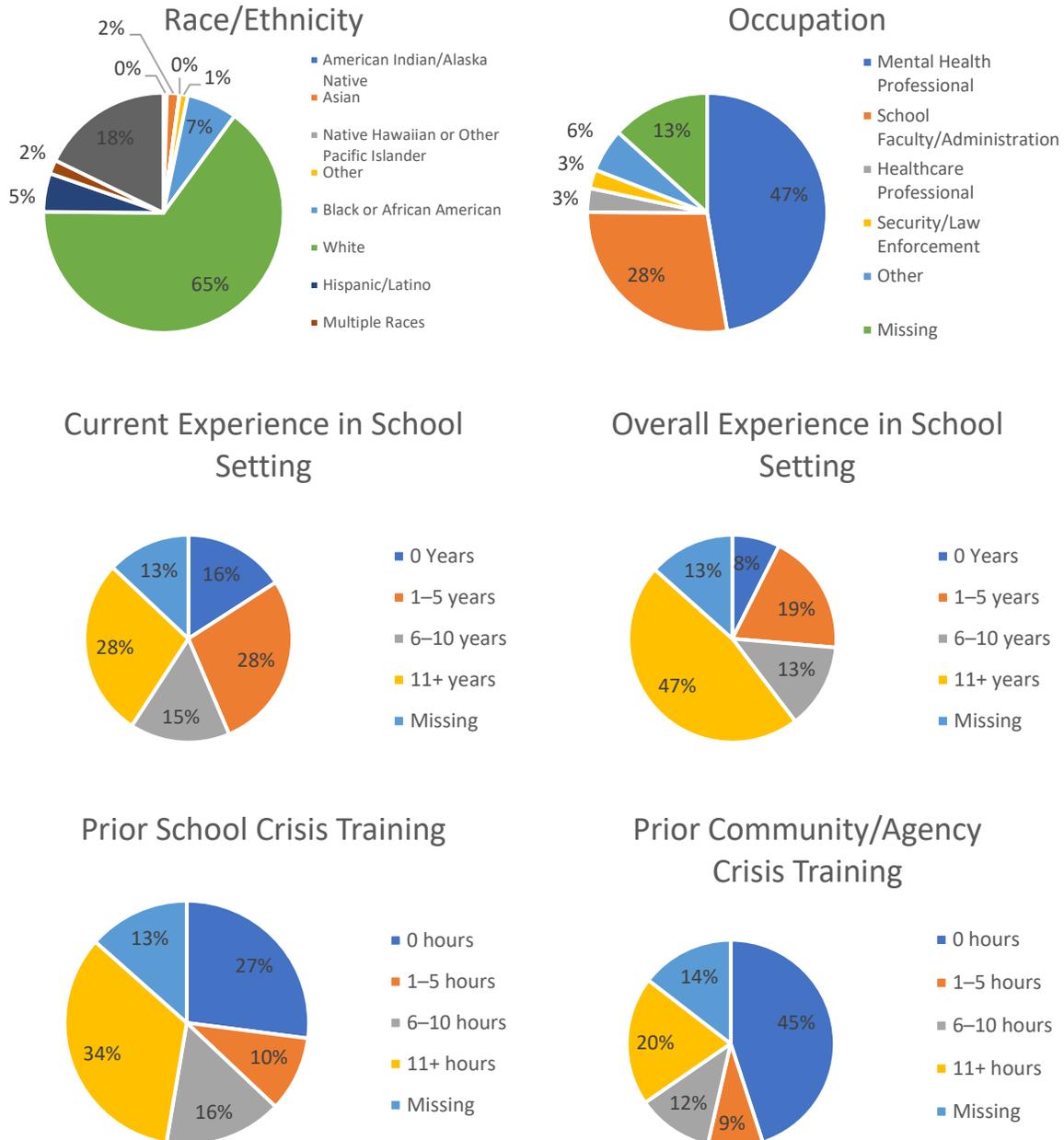
Missing data. Not all participants provide complete data. Missing data were handled using listwise deletion and the percentage of missing data for each category is reported.

PREPaRE WORKSHOP 1

Participant Information

Workshop 1 is appropriate for all members of multidisciplinary school crisis teams. Specific demographic information for all 1,927 participants from 2019 is presented in Figure 2.

**Figure 2. Demographic Data for Participants From PREPaRE Workshop 1**

Race/Ethnicity

- American Indian/Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Other
- Black or African American
- White
- Hispanic/Latino
- Multiple Races

2%, 0%, 0%, 1%, 7%, 18%, 2%, 5%, 65%

Occupation

- Mental Health Professional
- School Faculty/Administration
- Healthcare Professional
- Security/Law Enforcement
- Other
- Missing

6%, 13%, 3%, 3%, 47%, 28%

Current Experience in School Setting

- 0 Years
- 1–5 years
- 6–10 years
- 11+ years
- Missing

16%, 28%, 15%, 28%, 13%

Overall Experience in School Setting

- 0 Years
- 1–5 years
- 6–10 years
- 11+ years
- Missing

8%, 19%, 13%, 47%, 13%

Prior School Crisis Training

- 0 hours
- 1–5 hours
- 6–10 hours
- 11+ hours
- Missing

27%, 10%, 16%, 34%, 13%

Prior Community/Agency Crisis Training

- 0 hours
- 1–5 hours
- 6–10 hours
- 11+ hours
- Missing

45%, 9%, 12%, 20%, 14%

Results: Pre- and Posttests

Satisfaction. Overall, participants reported a high degree of satisfaction with their workshop experience (M = 4.55 out of 5, SD = .65) and the workshop objectives (M = 4.40 out of 5, SD = .58). On average, participants reported that the content was clear and understandable (M = 4.52 out of 5, SD = .76) and that both the workshop material (M = 4.55 out of 5, SD = .76) and the trainers (M = 4.56 out of 5, SD = .78) were well organized.

Attitudes. As seen in Figure 3, Workshop 1 participants reported more positive attitudes, t (1387) = 34.20, p < .001, η^2 = .46 from the pretest (M = 3.44, SD = .60) to the posttest (M = 3.96, SD = .57) for their overall attitudes about the workshop (i.e., mean of the four separate attitude questions). Overall, there was a large effect of the workshop on attitude from pretest to posttest and there were significant changes for participant knowledge t (1395) = 45.07, p < .001, η^2 = .59, confidence, t (1394) = 27.77, p < .001, η^2 = .36, and enthusiasm, t (1396) = 15.08, p < .001, η^2 = .14. However, participants reported no significant change in the perceived importance of the training from pretest to posttest, which were very high at pretest, perhaps indicating a ceiling effect.

Attitude towards crisis prevention and preparedness differed as a function of years spent in their current profession (i.e., those with 0 and 1–5 years of experience had significantly greater attitude change from pretest to posttest than those with 6–10 or 11 or more years of experience). With regard to the number of pre-PREPaRE crisis training hours, changes in attitude from pretest to posttest significantly differed between groups (i.e., those with 0 or 1–5 pre-PREPaRE crisis training hours had greater changes in their attitudes than those with 6–10 or 11 or more pre-PREPaRE crisis training hours). Similar results were seen for prior community crisis-training as those with 0 or 1–5 hours had significantly greater changes in their attitudes than those with 6–10 or 11 or more hours of prior community crisis-training. Regarding occupation, mental health professionals had significantly greater changes in attitude from pretest to posttest than school faculty/administration and security/law enforcement professionals but not healthcare professionals. Last, participants who were graduate students demonstrated greater changes in their attitudes as compared to those who were not in graduate school.

Figure 3. Workshop 1 Mean Changes From Pretest to Posttest in Attitude Toward Crisis Prevention and Preparedness
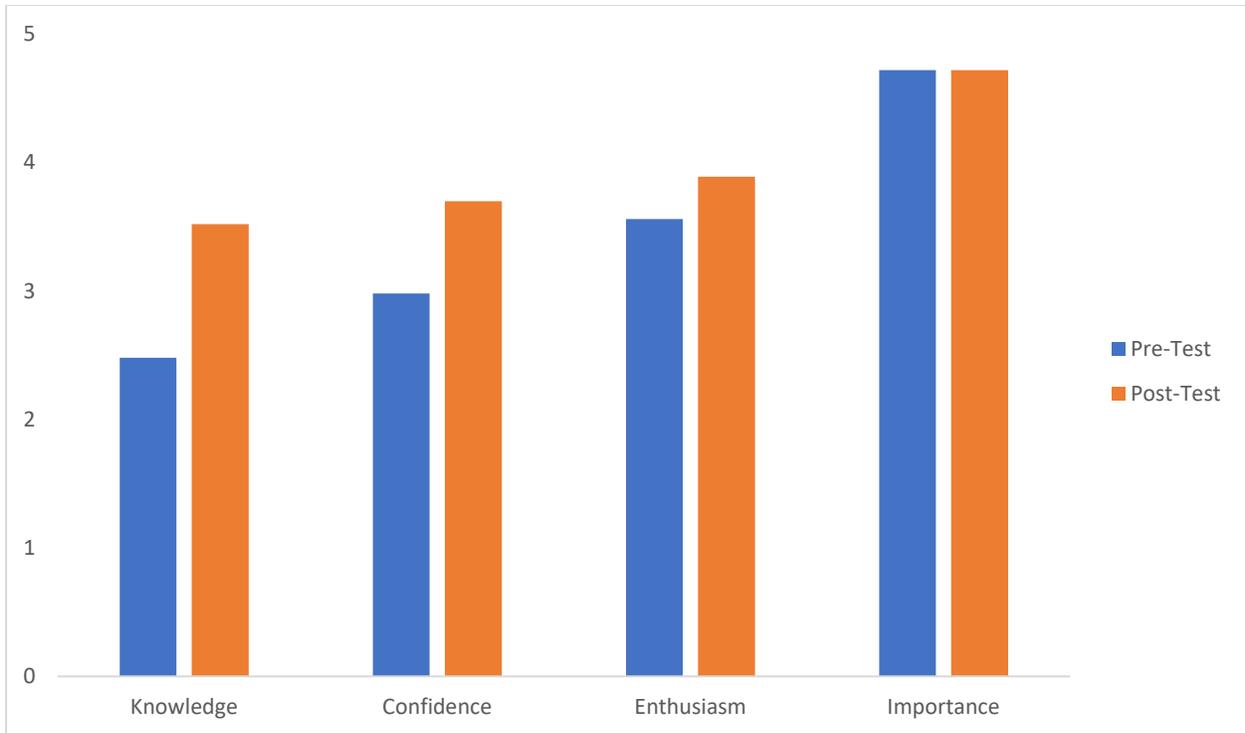
Note. Items are on a 5-point scale, where higher scores indicate more positive attitudes.

Knowledge. Workshop 1 participant responses indicated large, significant increases in knowledge, $t(1382) = 57.86$, $p < .001$, $\eta^2 = .71$ from pretest ($M = 5.30$ out of 10, $SD = 1.57$) to posttest ($M = 8.20$ out of 10, $SD = 1.63$). Overall, there was a large effect of the training on knowledge from pretest to posttest and these results are presented graphically in Figure 4. Knowledge gains only differed as a function of the number of prior school crisis training hours (i.e., those with 0 prior school crisis training hours had higher knowledge gains from pretest to posttest than those with 11 or more hours of prior school crisis training) and not among other demographic variables.

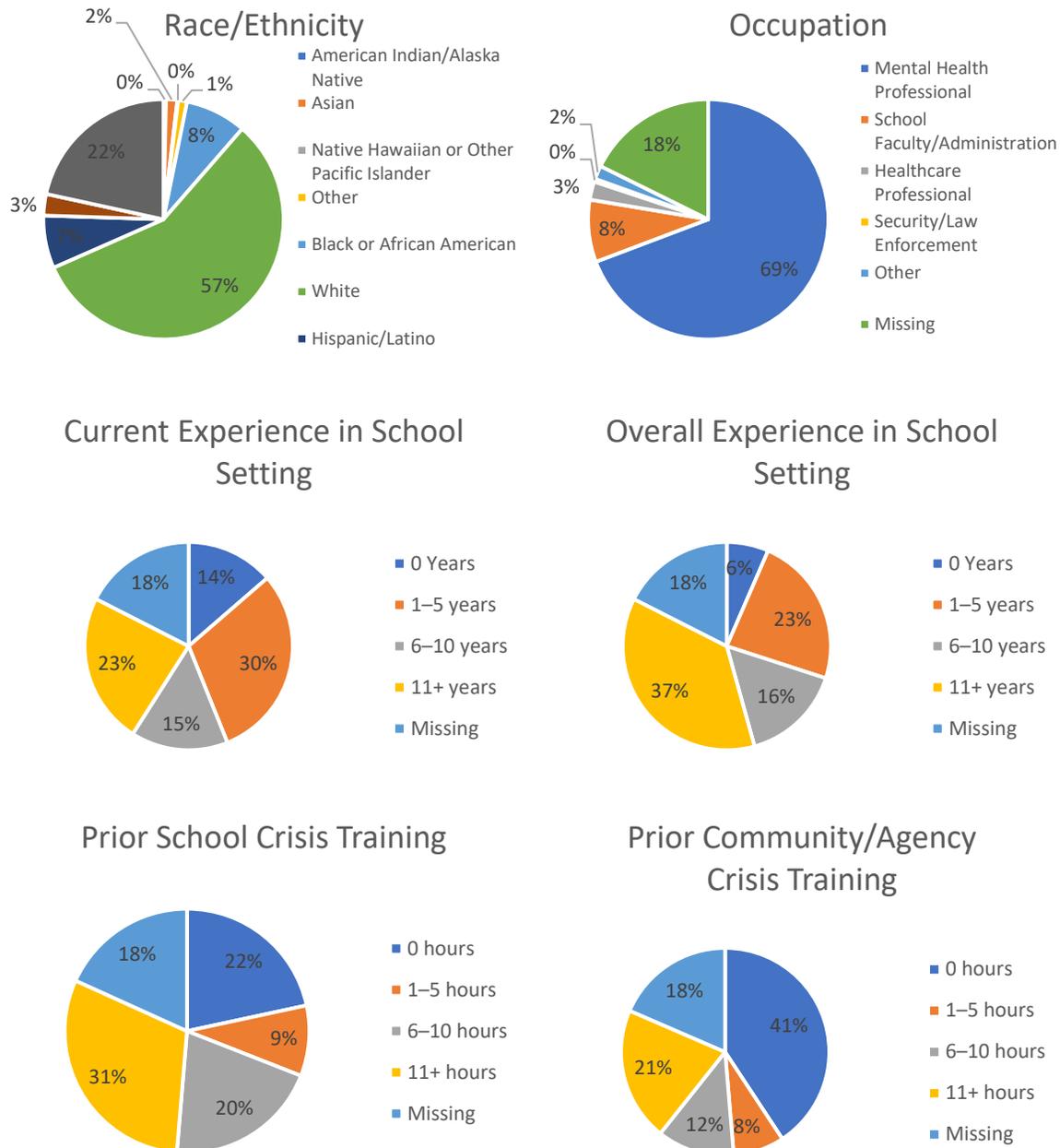**Figure 4. Mean Percentage of Items Correct From the Pretest and Posttest for Workshop 1**
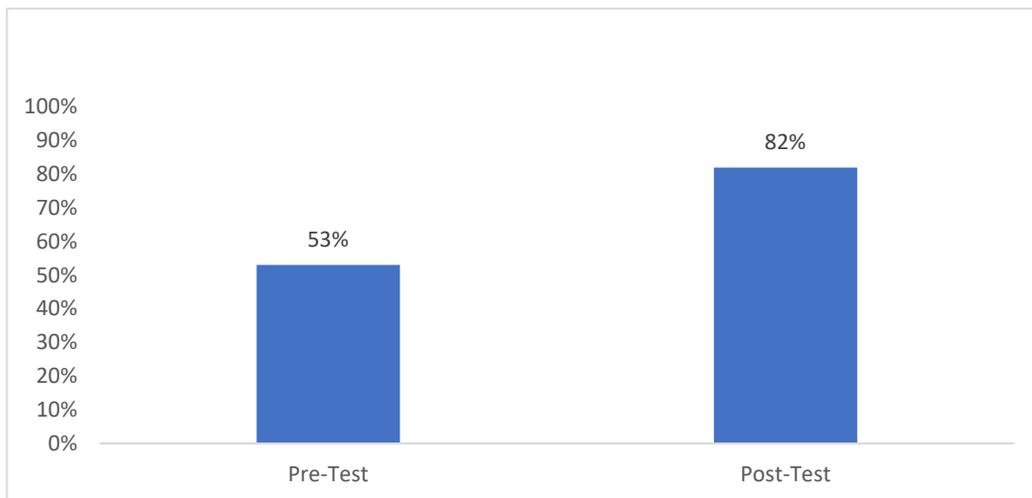
PREPaRE Workshop 2

Participant Information

Workshop 2 is intended for school-based mental health professionals and other school crisis team members involved in meeting the mental health needs of students and staff following a school-associated crisis event. Demographic information from the 3,291 Workshop 2 participants from 2019 can be found in Figure 5.

Figure 5. Demographic Data for Participants From PREPaRE Workshop 2

Race/Ethnicity
- American Indian/Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Other
- Black or African American
- White
- Hispanic/Latino

2%, 0%, 1%, 8%, 22%, 3%, 57%, 0%

Occupation
- Mental Health Professional
- School Faculty/Administration
- Healthcare Professional
- Security/Law Enforcement
- Other
- Missing

2%, 0%, 3%, 18%, 8%, 69%

Current Experience in School Setting
- 0 Years
- 1–5 years
- 6–10 years
- 11+ years
- Missing

14%, 30%, 15%, 23%, 18%

Overall Experience in School Setting
- 0 Years
- 1–5 years
- 6–10 years
- 11+ years
- Missing

6%, 23%, 16%, 37%, 18%

Prior School Crisis Training
- 0 hours
- 1–5 hours
- 6–10 hours
- 11+ hours
- Missing

22%, 9%, 20%, 31%, 18%

Prior Community/Agency Crisis Training
- 0 hours
- 1–5 hours
- 6–10 hours
- 11+ hours
- Missing

41%, 8%, 12%, 21%, 18%

Results: Pre- and Posttests

Satisfaction. Overall, participants in Workshop 2 indicated that the objectives of the workshop were stated clearly (M = 4.50 out of 5, SD = .55) and that they were highly satisfied with their workshop experience (M = 4.64 out of 5, SD = .54). On average, participants reported that the content was clear and understandable (M = 4.61 out of 5, SD = .66) and that both the workshop material (M = 4.64 out of 5, SD = 67) and the trainers (M = 4.70 out of 5, SD = .62) were well organized.

Attitudes. As seen in Figure 6, Workshop 2 participants reported more positive attitudes t (2299) = 48.63, p < .001, η^2 = .51, from pretest (M = 3.01, SD = .84) to posttest (M = 3.75, SD = .58). Overall, there was a large effect of the workshop on attitude from pretest to posttest and there were significant changes from pretest to posttest for participants being less anxious to conduct interventions, t (2301) = 33.88, p < .001, η^2 = .33, less fearful of making a mistake, t (2302) = 35.49, p < .001, η^2 = .35, and more confident in responding, t (2301) = 45.88, p < .001, η^2 = .48.

Significant differences in attitude toward crisis prevention and preparedness were found as function of years spent in their current profession as well as overall experience (i.e., practitioners with 0 years and 1–5 years of experience had significantly greater changes in attitude than those with 6 or more years of experience), status as a graduate student (i.e., graduate students demonstrated significantly greater improvements in attitude than nonstudents), prior school crisis training hours (i.e., practitioners with 0 years and 1–5 years of experience had significantly greater changes in attitude than those with 6 or more years of experience), nonschool crisis training hours (i.e., those with 0 and 1–5 prior nonschool crisis training hours demonstrated significantly greater changes in attitudes than those with more prior nonschool crisis training hours), and by occupation category (i.e., mental health professionals had significantly greater changes in attitude than school faculty/administration).

Figure 6. PREPₐRE Workshop 2 Participants' Changes in Attitude Toward Crisis Intervention and Recovery

Note. Items on a 5-point scale, higher scores indicate more positive attitudes (e.g., *5 = not at all anxious, 1 = extremely anxious; 5 = extremely confident, 1 = not at all confident; and 5 = not at all fearful, 1 = extremely fearful*).

Knowledge. Overall, Workshop 2 participant responses indicated large, significant increases in knowledge, t (2114) = 57.97, $p < .001$, $\eta^2 = .61$, from the pretest ($M = 7.51$ out of 13, $SD = 2.06$) to posttest ($M = 10.59$ out of 13, $SD = 1.98$). Overall, there was a large effect of the workshop on knowledge gain from pretest to posttest, and these data are displayed graphically in Figure 7. Graduate students demonstrated smaller knowledge gains than non–graduate students, and aside from status as a graduate student, there were no significant differences in knowledge gains based on participant demographic variables.

Figure 7. Mean Percentage of Items Correct for the Pretest and Posttest From PREP_aRE Workshop 2
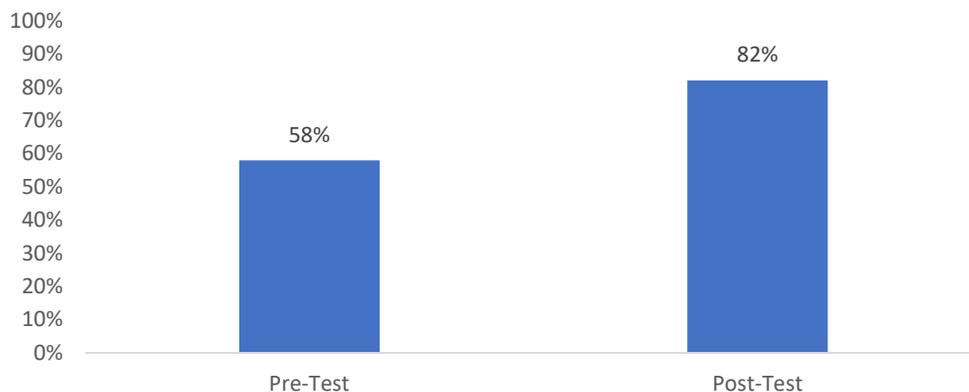
Summary and Recommendations

Consistent with previous years' reports, participants in both workshops demonstrated significant gains in their overall attitudes towards crisis prevention and intervention. In both workshops, participants with less experience (i.e., fewer years in their current profession, fewer years in their career in general, fewer prior school-related crisis training hours, and fewer community crisis training hours), graduate students, and mental health professionals demonstrated greater changes in their attitudes as compared to those with greater experience, non–graduate students, and other occupation categories, respectively. With regard to changes in school crisis preparedness and intervention related knowledge, participants in both workshops demonstrated large, significant changes. For participants in the first workshop, those with fewer prior school-related crisis training hours demonstrated larger changes in knowledge from pretest to posttest than those with more prior school-related crisis training hours; there were no other significant differences between participant demographic variables. Participants in the second workshop also demonstrated large, significant gains in knowledge from pretest to posttest. The only participant demographic variables that had significant differences between groups was status as a graduate student—graduate students demonstrated smaller changes in knowledge compared to non–graduate students. All other participant demographic variables were not significant. Lastly, participants in both workshops indicated that they were highly satisfied with the workshop material, that the objectives were clearly met, and that both the workshop material and trainers

were organized. These results are consistent with previous years' reports in that participants are highly satisfied with their workshop experiences.

This report marks the final report using data from the PREP<u>a</u>RE second edition workshop curriculum. The third edition curriculum was developed with a specific focus on updating material based on the guidelines and recommendations from the U.S. Department of Education (2013, 2019). Additionally, the administration of each workshop was updated based on participant suggestions for improving their workshop experiences as well as methods that support participant transfer of knowledge and skills back to their workplaces (Nickerson, Cook, Cruz, & Parks, 2019). With regard to participant suggestions for improvement, participants now complete the pretest, posttest, and evaluation online rather than using a paper form. Additionally, there have been large portions of missing data for second edition workshop responses, which impacts the implications that can be drawn from the results. Using online administration, the percentage of missing data has been drastically reduced, and participant responses are more complete. Participant evaluations also indicated the need for greater interactions during the workshop as well as different presentation media. To address these requests, the third edition curriculum includes more opportunities for participant discussion and reflection with one another, greater usage of videos to facilitate discussion, and more interactive tabletop activities to help participants practice newly learned skills and knowledge. The third edition curriculum was piloted during the 2019 NASP convention in Atlanta and revealed similar participant improvements to the second edition curriculum. Future research will investigate the effectiveness of the PREP<u>a</u>RE Training of Trainers model as well as the effect of the work environment, training design, and personal characteristics on the transfer of PREP<u>a</u>RE-specific knowledge and skills.

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