

PREPARE CRISIS PREVENTION AND INTERVENTION TRAINING CURRICULUM 2015 ANNUAL EVALUATION REPORT

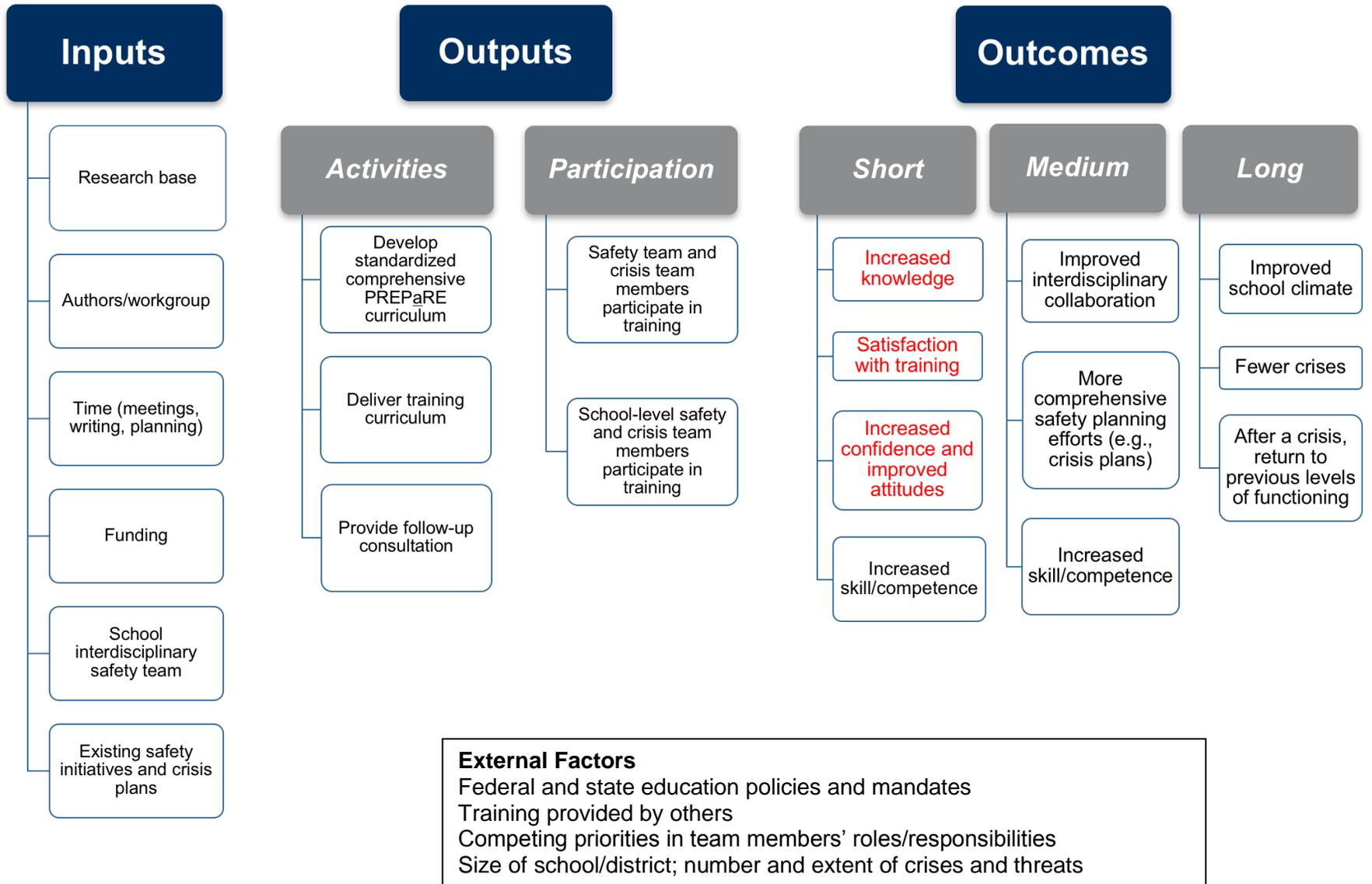
Comprehensive efforts addressing crisis prevention and intervention are necessary to promote safe, supportive, and effective schools (Osher, Dwyer, Jimerson, & Brown, 2012). Advanced planning and preparation is invaluable to professionals responding to a crisis event impacting the school and community (Nickerson & Heath, 2008; Osher, Dwyer, & Jimerson, 2006). A lack of training or expertise is often cited as a reason for inadequate comprehensive school safety planning and preparedness (Adamson & Gimple Peacock, 2007; Allen et al., 2002; Bolnik & Brock, 2005; U.S. Government Accountability Office [U.S. GAO], 2007). Recognizing the need for comprehensive professional development that is (a) focused specifically on *school safety*; (b) addresses all aspects of school safety from prevention through recovery (U.S. Department of Education [U.S. DOE], 2003, 2013); (c) balances physical safety and security with psychological safety; and (d) builds skills of interdisciplinary collaboration using the National Incident Management System/Incident Command System (U.S. Department of Homeland Security, 2004, 2008), the *PREPARE School Crisis Prevention and Intervention Training Curriculum* (Brock et al., 2009, 2016) was developed.

Overview and Purpose

PREPARE includes *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 curriculum addresses all five mission areas of crisis preparedness: prevention, protection, mitigation, response, and recovery (U.S. DOE, 2013), whereas most existing trainings focus on only one aspect (e.g., preparedness in terms of safety drills and exercises). A cornerstone of the model is a balance of *physical safety and security* (grounded in principles of crime prevention through environmental design; Sprague & Walker, 2005) and *psychological safety*, including an emphasis on resiliency, school climate, social support, psychological first aid, and multitiered intervention based on students' needs (Brock et al., 2009, 2016; Sugai, Horner, & McIntosh, 2008). PREPARE aligns closely with the U.S. DOE's (2013) *Guide for Developing High Quality School Emergency Operations Plans* (see NASP, 2013). PREPARE stands for **P**revent/Prepare for psychological trauma; **R**eaffirm physical health, security, and safety; **E**valuate psychological trauma; **P**rovide interventions (**and**) **R**espond to psychological needs; and **E**xamine the effectiveness of prevention and intervention efforts.

The PREPARE logic model, including inputs, outputs, and outcomes, is presented in Figure 1. Although evaluation of training programs is critical to ensuring effectiveness (Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012), there is a lack of rigorous research examining the impact of comprehensive school safety/crisis response training on outcomes of importance. In order to evaluate the PREPARE 2nd edition curriculum workshop effectiveness and inform implementation, participant satisfaction (quantitative and qualitative data) and pre- and posttests of knowledge and attitudes workshop are collected as a standard element of all workshops offered. The current evaluation focuses on the short-term outcomes (highlighted in red in Figure 1) of training participation, including changes in knowledge, changes in attitudes, and satisfaction (also referred to as participant reactions) from 2015 (January to December).

Figure 1. Logic Model of PREPaRE



Program Integrity

The PREP_aRE curriculum is standardized. Accordingly, Training of Trainers (ToT) workshops are designed to provide participants with the information and practice needed to become PREP_aRE workshop trainers. Participants are required to complete the corresponding core workshop before attending ToT training. Workshop 1 ToT is an additional 5 hours of training, and Workshop 2 ToT is an additional 11 hours and includes careful review of the trainer's manual and guided practice of the different training elements. The PREP_aRE Training of Trainers workshops help ensure long-term sustainability by having their own PREP_aRE local trainers to then train school personnel, new district employees, and other community professionals and school districts.

Each PREP_aRE trainer used an extensive manual that includes scripted information about content to include when presenting each PowerPoint slide, detailed directions for facilitating each discussion and activity, and the corresponding time and other logistical information necessary to deliver the workshops in a standardized fashion. The participant materials are also extensive, and include all PowerPoint slides, handouts, and activities with instructions.

Program Evaluation Measures

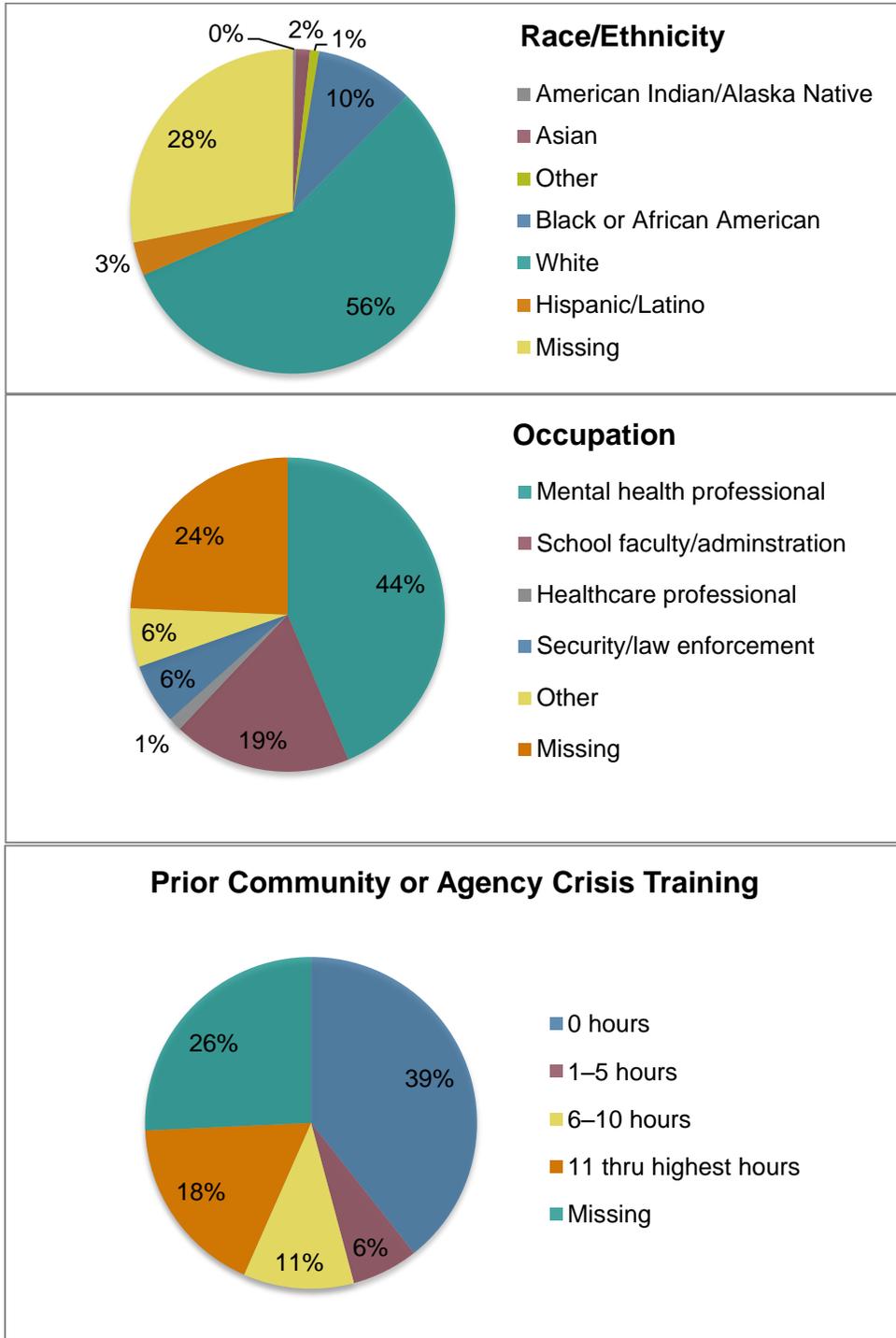
Satisfaction. Participants are asked to complete an evaluation survey at the conclusion of each workshop to assess their satisfaction with the training content and experience. Internal consistency reliability has previously been reported to be high, with Cronbach's alphas of .96 and .97 for Workshop 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 seven items pertaining to workshop objectives (or self-assessment of knowledge) and nine items related to workshop satisfaction. There is also a qualitative evaluation where participants can write comments about strengths of the workshop, knowledge and skills gained, and suggestions for improvement.

Pre- and Posttests: Attitudes and Knowledge. This measure, administered immediately before and immediately after each workshop, assesses demographic information about participants, attitudes, and knowledge. The Workshop 1 pretest and posttest contain four items to measure attitude toward crisis prevention using a 5-point Likert type scale (e.g., "How enthusiastic are you to collaborate with others to develop a comprehensive school safety and crisis response management plan?"). The Workshop 2 test comprises three items assessing attitudes toward crisis intervention. To assess school safety-related knowledge, multiple choice quantitative 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 assessing knowledge. Items are scored 0 for incorrect and 1 for correct. This measure is administered before the training and immediately after the training.

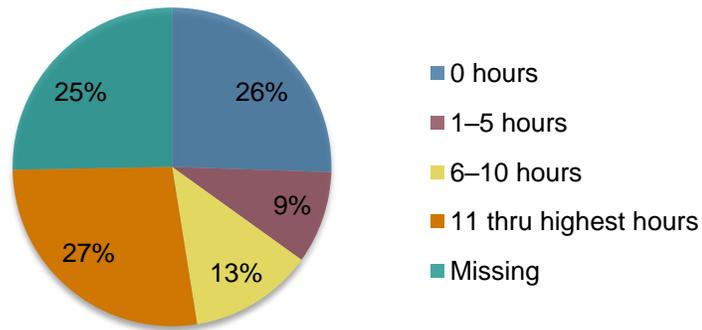
PREP_aRE Workshop 1: Participants

Workshop 1 is intended to meet the need of all potential members of multidisciplinary school crisis teams, including school-based mental health professionals, administrators, security professionals, and other educators. More specific demographic information on the 2,005 Workshop 1 participants from 2015 is presented in Figure 2.

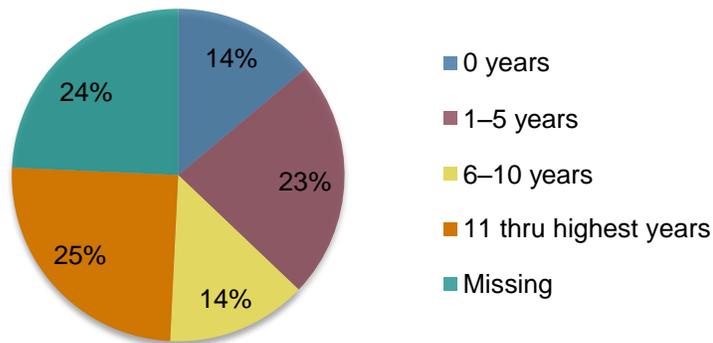
Figure 2. Workshop 1: Participant Information



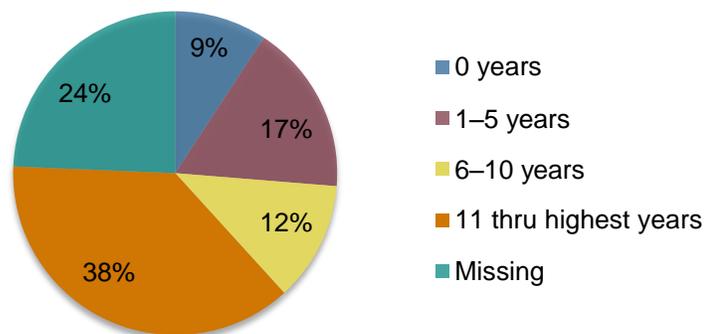
Prior School-Related Crisis Training



Current Experience in School Setting



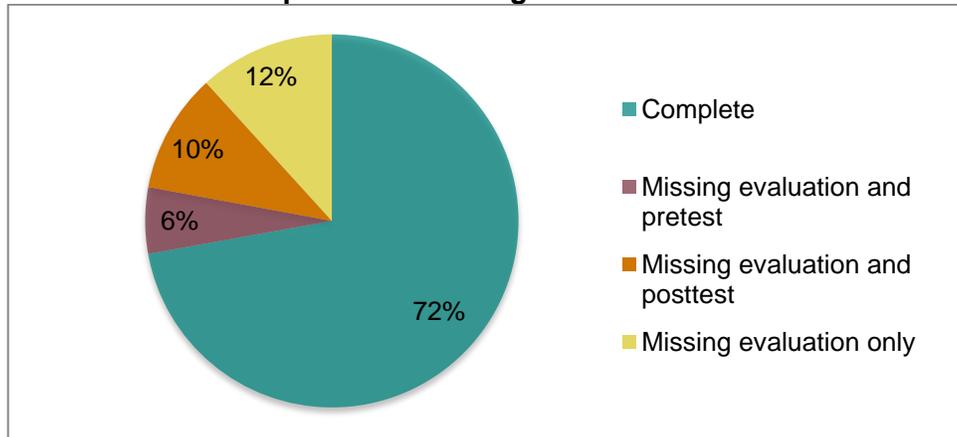
Overall Experience in School Setting



Workshop 1: Satisfaction Results

Of the possible 2,005 responses, there were 1,444 participants (72%) with valid evaluation data, defined as an evaluation with $\geq 50\%$ of items complete and no user errors (i.e., patterned responses, answering incorrect number of items). Roughly 28% of participants were missing an evaluation or the evaluation contained user errors as shown in Figure 3.

Figure 3. Evaluation Data: Complete and Missing



Overall, participants reported a high degree of satisfaction with their workshop experience ($M = 4.57$, $SD = .53$) and workshop objectives ($M = 4.38$, $SD = .52$). Participants also commented on specific strengths of the workshop, and representative comments are included in the call-out boxes.

- 95.9% of participants *agreed* or *strongly agreed* that workshop objectives were clearly stated.
- 90% of workshop participants *agreed* or *strongly agreed* that each training objective was met.
- Workshop participants *agreed* or *strongly agreed* that they would recommend this workshop (87%) and the trainers (86%).
- 89% of workshop participants *agreed* or *strongly agreed* that the workshop materials and the trainer were organized.
- Suggestions for improvement included more interaction and concrete examples of applications.

“Very pertinent and useful for my role as an administrator.”

“Collaborative, interactive, engaging!”

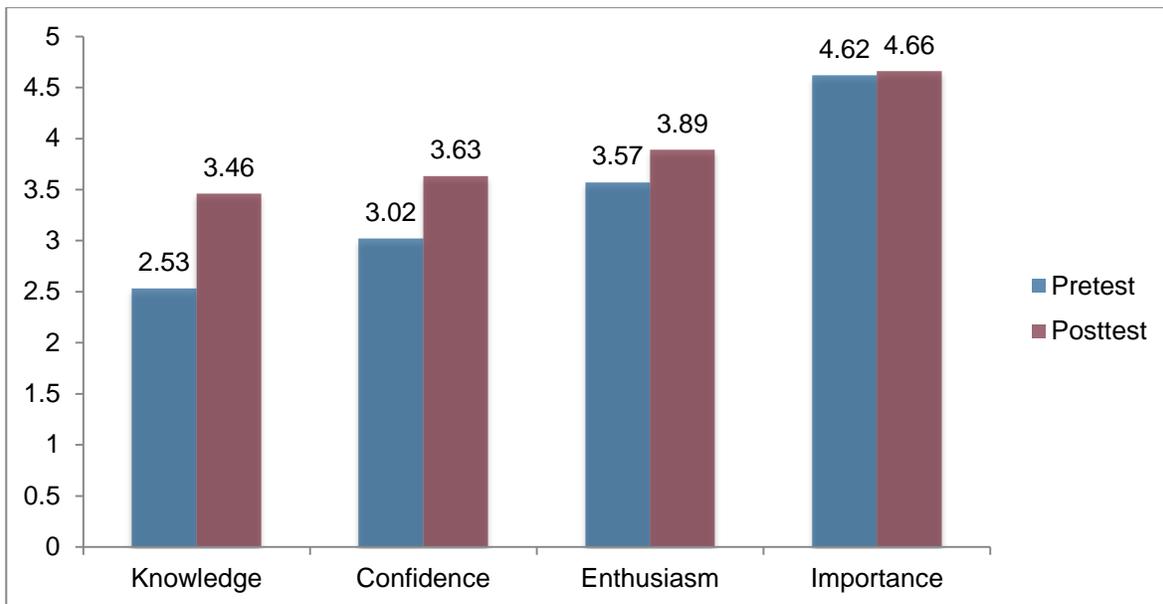
“Lots of good information. Puts pieces of safety and crisis response in context. Helps one see the big picture.”

Workshop 1: Pretest and Posttest Results

Of the possible 2,005 responses, there were 1,302 participants (64.9%) with valid pre- and posttest data, defined as pre- and posttests completed with $\geq 50\%$ of items complete and no user errors (i.e., patterned responses, answering incorrect number of items). Reasons for missing data included: missing pretest only (11%), missing posttest only (13%), and missing pre- and posttest (11%).

Attitudes. Workshop 1 participants reported more positive attitudes, $t(1257) = 30.61, p < .001, \eta^2 = .27$, from the pretest ($M = 3.42; SD = .62$) to the posttest ($M = 3.92; SD = .58$). Significant changes ($p < .001$) were found for knowledge, confidence, enthusiasm, and importance, as shown in Figure 4. Attitude toward crisis prevention and preparedness differed as a function of prior school and nonschool crisis training hours (i.e., those with fewer hours of prior training had greater attitude change than those participants with more hours of prior crisis training), occupation (i.e., mental health professionals had greater attitude change than healthcare professionals, school faculty/administration, and security/law enforcement professionals), years spent in their current profession (i.e., those with 0 and 1–5 years of experience had significantly greater attitude change than those with 11 or more years of experience), and prior school and agency crisis training (i.e., respondents with 11 or more hours indicated significantly lower changes in attitude than those with 0 and 1–5 hours).

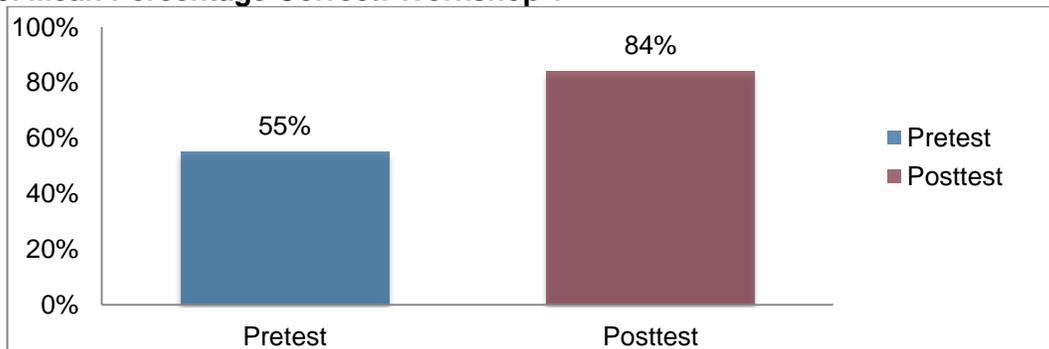
Figure 4. Changes in Attitude Toward Crisis Prevention and Preparedness



*Items on a 5-point scale, higher scores indicate more positive attitudes.

Knowledge. Workshop 1 participant responses indicated large, significant increases in knowledge, $t(1184) = 57.52, p < .001, \eta^2 = .58$, from pretest ($M = 5.47$ out of 10; 55% correct, $SD = 1.52$) to posttest ($M = 8.42$; 84% correct, $SD = 1.44$), as shown in Figure 5. There were no significant differences in knowledge gains from pre- to posttest based on participant demographics.

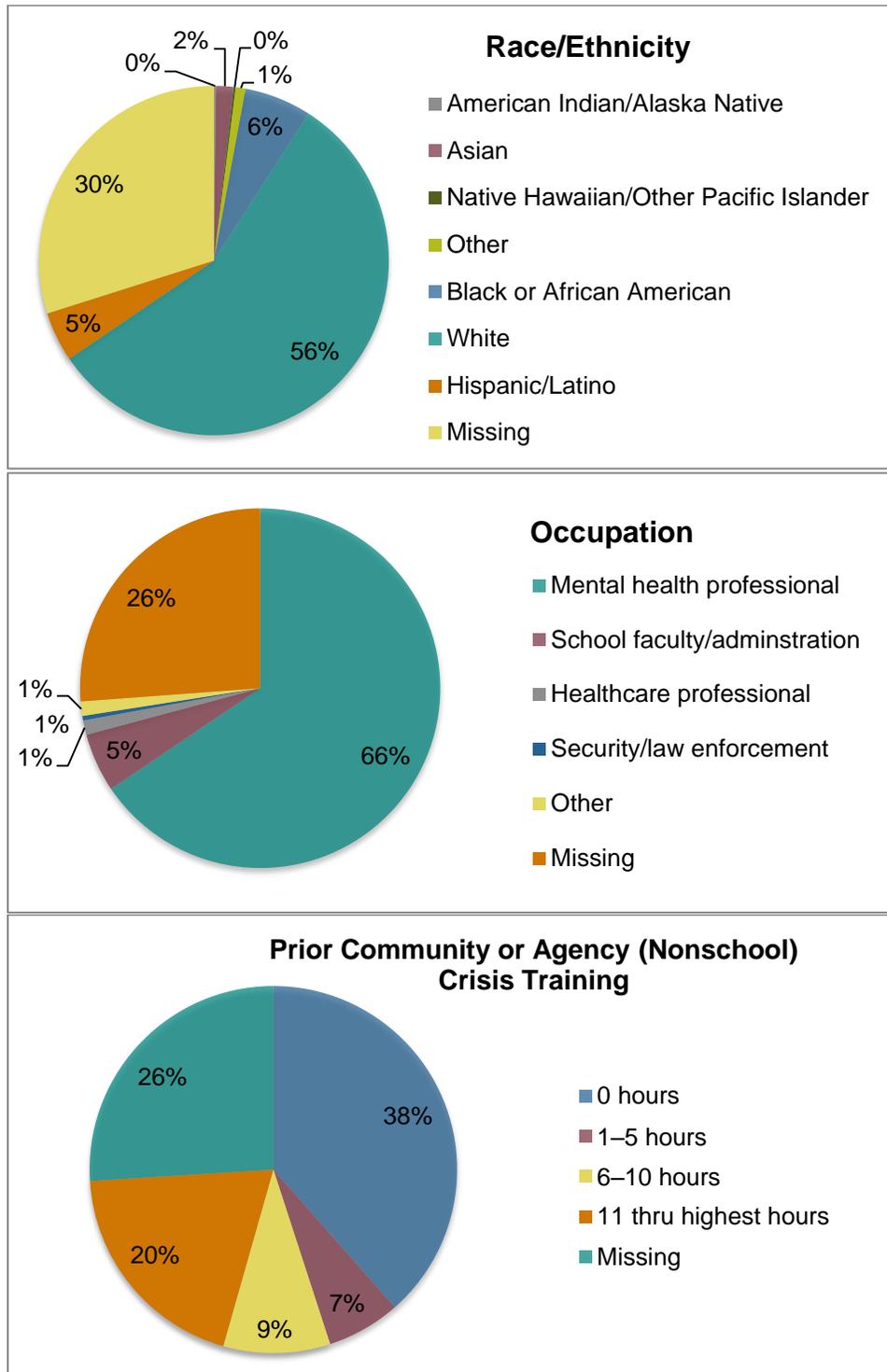
Figure 5. Mean Percentage Correct: Workshop 1

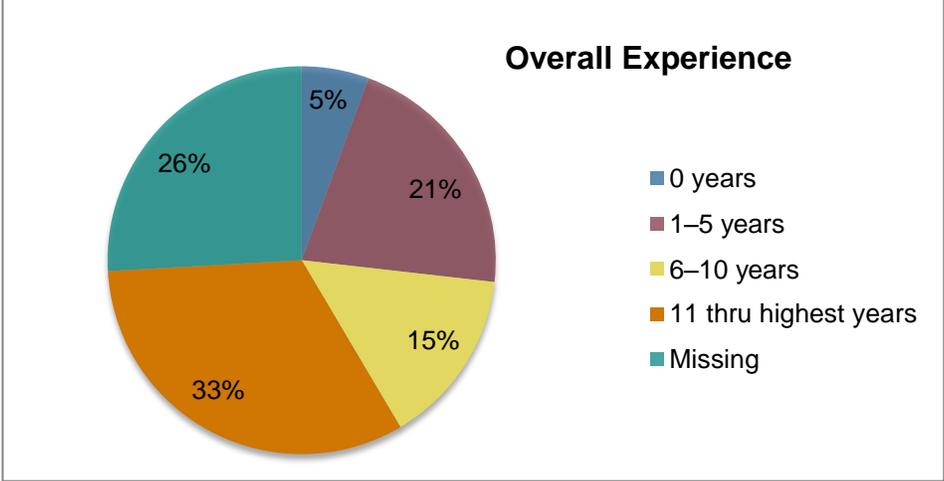
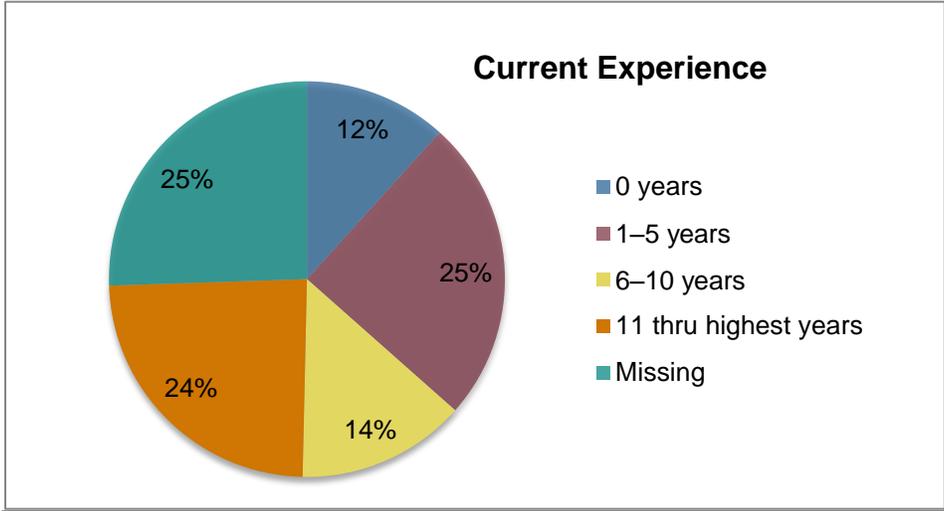
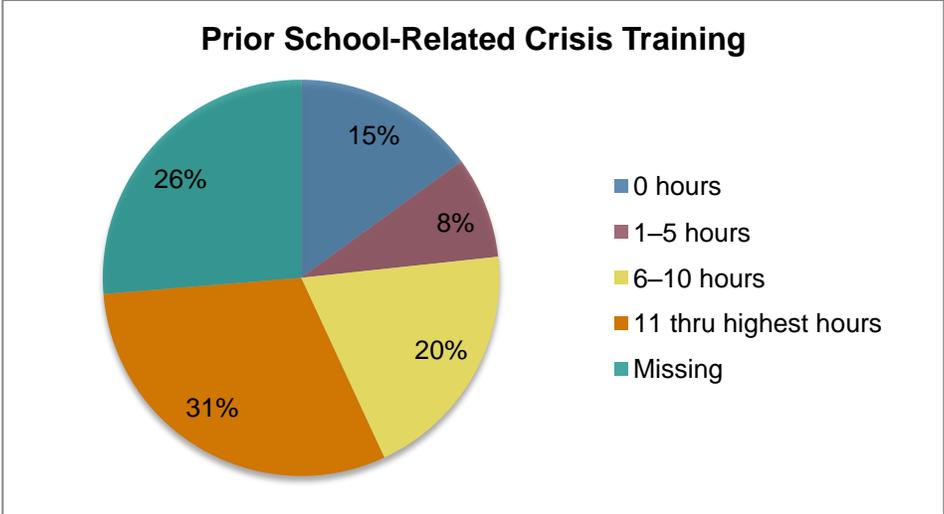


Workshop 2: Participants

Workshop 2 participants are school-based mental health professionals and other school crisis intervention team members in roles where they will be meeting the mental health needs of students and staff following a school-associated crisis event. More specific demographic information on the 2,749 Workshop 2 participants from 2015 is presented in Figure 6.

Figure 6. Workshop 2: Participant Information

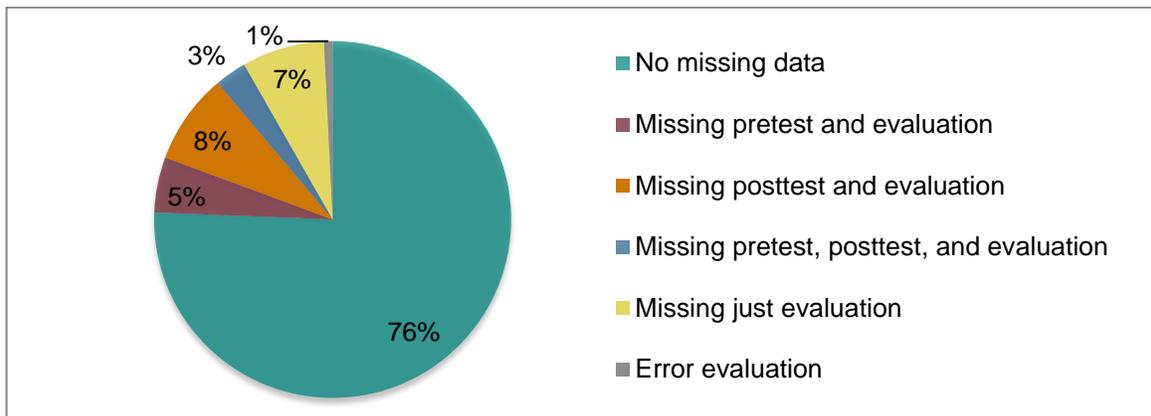




Workshop 2: Satisfaction Results

Of the possible 2,749 responses, there were 2,079 participants (76%) with valid evaluation data, defined as an evaluation completed with $\geq 50\%$ of items complete, and no user errors (i.e., patterned responses, answering incorrect number of items). Roughly 25% of participants were missing an evaluation or the evaluation contained user errors, as shown in Figure 7.

Figure 7. Frequency, Missing Evaluation Data



Overall, participants reported a high degree of satisfaction with their workshop experience ($M = 4.67$, $SD = .52$) and workshop objectives ($M = 4.52$, $SD = .53$). Participants also commented on specific strengths of the workshop, and representative comments are included in the call-out boxes.

- 97.1% of participants *agreed* or *strongly agreed* that workshop objectives were clearly stated.
- Over 90% of workshop participants *agreed* or *strongly agreed* that after the training they had gained knowledge and skills.
- 96% of workshop participants *agreed* or *strongly agreed* that the workshop content was clear and understandable, workshop materials and the trainer were organized, and that the trainers facilitated participation.
- 93% of workshop participants *agreed* or *strongly agreed* that the trainers facilitated participation and that they would be able to apply the information and skills learned to their professional duties.
- Suggestions for improvement included more interaction and role-plays of skills.
- Participants *agreed* or *strongly agreed* that they recommend the workshops (91%) and trainers (84%).

“One of the best organized and best presented workshops I have attended in a long time!”

“Clear action steps to take in a crisis; real scenarios for problem solving.”

“Interactive, thought-provoking, real-world. Teaches how to be more efficient and effective. Provides ready-made resources that cover most things.”

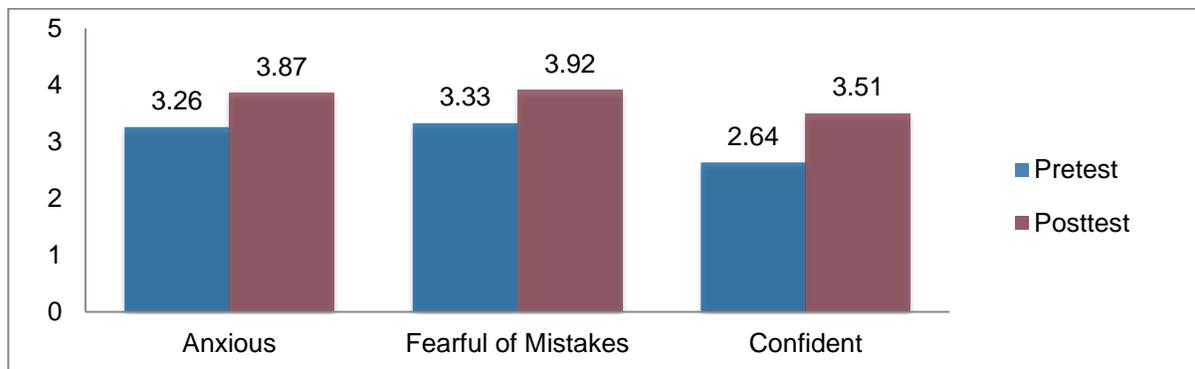
“...taught me how to effectively work with other crisis team members, what roles are included, how to stay calm in a crisis situation, and how to engage with community agencies.”

Workshop 2: Pretest and Posttest Results

Of the possible 2,749 responses, there were 1,738 participants (63%) with valid pre- and posttest data defined as pre- and posttests completed with $\geq 50\%$ of items complete and no user errors (i.e., patterned responses, answering incorrect number of items). Reasons for missing data included: missing pretest only (17%), missing posttest only (10%), and missing pre-and posttest (10%).

Attitudes. Workshop 2 participants reported more positive attitudes, $t(743) = 27.68$, $p < .001$, $\eta^2 = .34$ from the pretest ($M = 3.11$ out of 5; $SD = .78$) to the posttest ($M = 3.77$; $SD = .53$). Significant changes ($p < .001$) were found for less anxiety to conduct intervention, less fearful of making a mistake, and increased confidence in responding (see Figure 8). Significant differences in attitude toward crisis prevention and preparedness were found as a function of years spent in current profession (i.e., those with 0 had significantly greater attitude change than those with 1–5, 6–10, and 11 or more years of experience), student status (i.e., students had significantly greater attitude change than nonstudents), and prior school and nonschool crisis training hours (i.e., those with fewer hours of prior training had greater attitude change than those participants with more hours of prior crisis training). Occupation did not significantly influence attitude change.

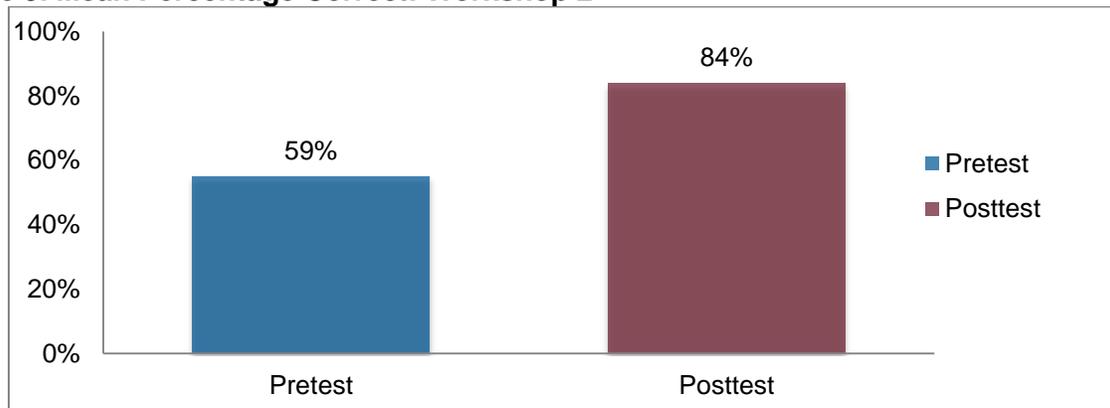
Figure 8. Changes in Attitude Toward Crisis Prevention and Preparedness



*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 to 1 = extremely fearful).

Knowledge. Workshop 2 participant responses indicated large, significant increases in knowledge, $t(1579) = 52.81$, $p < .001$, $\eta^2 = .64$, from pretest ($M = 7.67$ out of 13; 59% correct, $SD = 2.03$) to posttest ($M = 10.88$, 84% correct; $SD = 1.84$), as shown in Figure 9. There were no significant differences in knowledge gains from pre- to posttest based on participant demographics.

Figure 9. Mean Percentage Correct: Workshop 2



Summary and Recommendations

Participants are highly satisfied with their experience with the PREP_aRE workshops. Furthermore, participants show significant knowledge gains and improved attitudes toward crisis prevention and intervention. Comments indicate Workshop 1 was perceived to be informative, timely, and relevant. Workshop 2 was described as engaging, thought provoking, and applicable. Participants indicated that workshop handouts, resources, and role-plays were strengths of the workshops.

Over one quarter of participants were missing an evaluation, and only roughly 63% of participants had valid pre- and posttest data. Reasons for missing data should be examined to determine whether participants with missing data are different from those without missing data, whether patterns of missing data are identifiable, and what data are missing most often. This will help inform efforts to address this limitation.

Participants with fewer hours of prior training and fewer years of experience reported greater attitude change than more experienced participants with more training, suggesting the training may need to be modified to better meet the needs of older participants with more experience and prior training. As one participant suggested, it may be helpful to further “consider learning styles of adult learners and unique ways to engage folks; don’t save the fun until the end.” However, it should be noted that participant characteristics did not impact knowledge gains.

While the present evaluation examines satisfaction, knowledge gain, and attitude change, it does not examine long-term outcomes of the PREP_aRE trainings (i.e., improved interdisciplinary collaboration, more comprehensive safety planning efforts, increased skill competence, improved school climate, fewer crises) or whether the training transfers to the workplace. A follow-up evaluation should be completed to examine whether the training content, materials, knowledge, and skills are used in the workplace.

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