PREPaRE CRISIS PREVENTION AND INTERVENTION TRAINING CURRICULUM
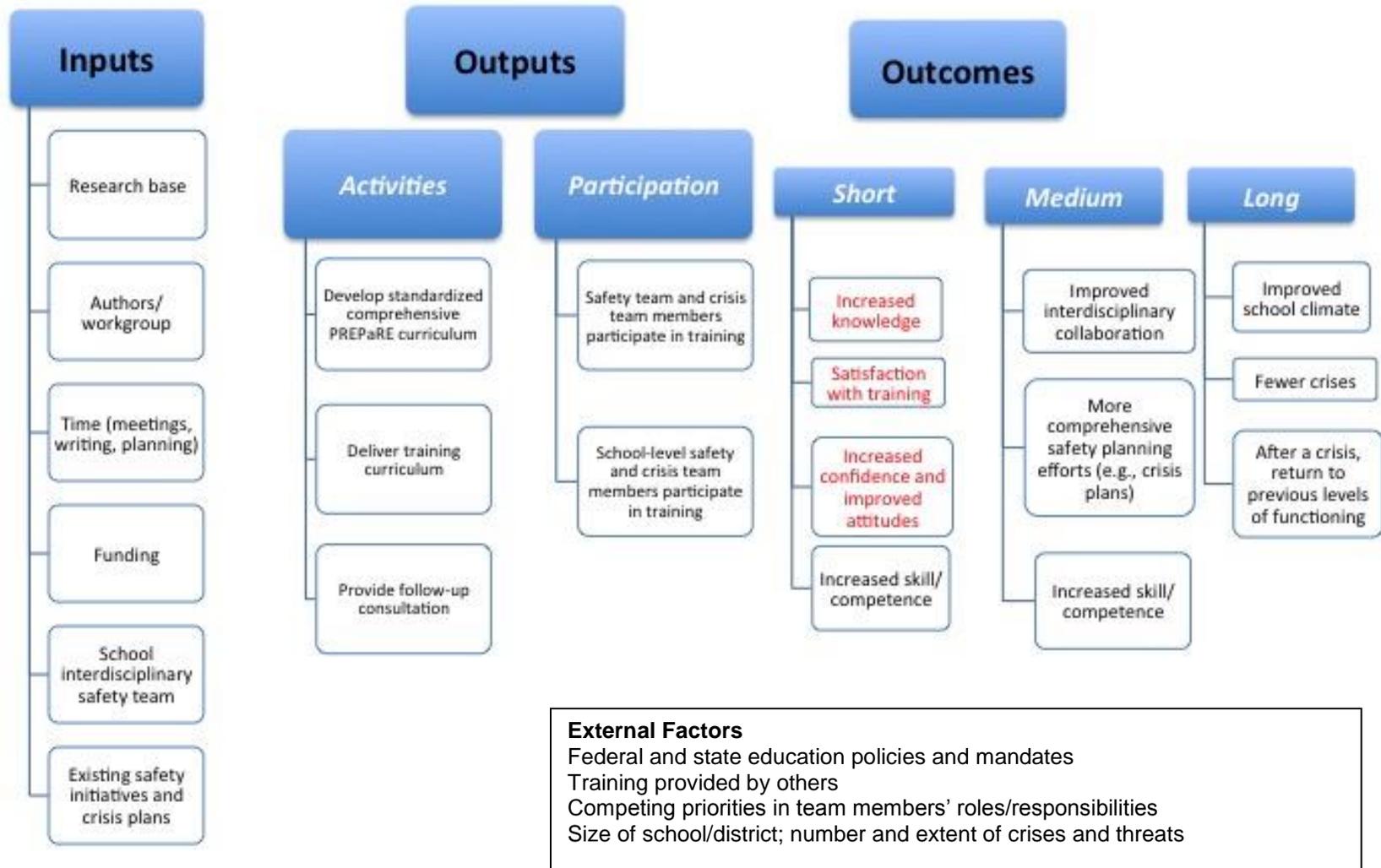## 2017 PROGRAM EVALUATION SUMMARY

Due to the detrimental outcomes following school crises, school crisis prevention and intervention training is necessary (Agnich, 2015; Cloitre & Beck, 2017). School crises may include a wide array of events such as accidents, deaths, fires, bomb threats, medical emergencies, shootings, and natural disasters (Reeves, Brock, & Cowan, 2008). Planning and preparing for crises helps professionals conduct a more efficient and effective response that minimizes the traumatic impact (Nickerson & Heath, 2008; Osher, Dwyer, & Jimerson, 2006). Despite the importance of prior training, many school-based professionals lack adequate training and expertise necessary for 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). The *PREPaRE School Crisis Prevention and Intervention Training Curriculum* (Brock et al., 2009, 2016) was designed to aid school-based practitioners in planning, preparation, and organization for school safety and crisis events and is focused (a) specifically on *school* safety, (b) addresses all aspects of school safety from prevention through recovery (U.S. DOE, 2003, 2013), (c) balances physical safety and security with psychological safety, and (d) builds interdisciplinary collaboration skills using the NIMS/ICS (U.S. Department of Homeland Security, 2004, 2008).

OVERVIEW AND PURPOSE

The PREPaRE curriculum consists of two separate, but complimentary 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*. Furthermore, the name of the training is an acronym that guides 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. The material of both workshops addresses the U.S. Department of Education's (2013) five mission areas of crisis preparedness: prevention, protection, mitigation, response, and recovery. Last, the material of the training is aligned closely with the U.S. DOE's (2013) *Guide for Developing High Quality School Emergency Operations Plans* (see NASP, 2013).

The PREPaRE training focuses strongly on balancing *physical safety and security* (grounded in principles of Crime Prevention Through Environmental Design; Sprague & Walker, 2005) and *psychological safety*, emphasizing resiliency, school climate, social support, psychological first aid, and multitiered intervention based on students' needs (Brock et al., 2009, 2016; Sugai, Horner, & McIntosh, 2008). Figure 1 below displays the logic model for PREPaRE, indicating the inputs, outputs, and outcomes of the curriculum. In order to evaluate the effectiveness of the PREPaRE, 2nd edition workshops, participant satisfaction (qualitative and quantitative data) and pre- and posttests of knowledge and attitudes are collected as a standard element of all workshops. 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 2017 (January to December).

Figure 1. Logic Model of PREP<u>a</u>RE

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

PREP<u>a</u>RE includes Training of Trainers (ToT) workshops, which provide participants with the information and practice needed to deliver the workshops in a standardized way. Participants must complete the corresponding core workshop before attending the ToT training. Workshop 1 ToT is an additional 5 hours of training, and Workshop 2 ToT is an additional 11 hours. The ToT includes a careful review of the trainer's manual and guided practice of the different training elements. Each PREP<u>a</u>RE trainer used an extensive manual that includes scripted information about content to include when presenting each Power Point 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 Power Point slides, handouts, and activities with instructions. The PREP<u>a</u>RE ToT workshops help ensure long-term sustainability so that districts can have their own trainers conduct the PREP<u>a</u>RE workshops with their school personnel, new district employees, and other community professionals.

PROGRAM EVALUATION MEASURES AND DATA ANALYSIS

Pre- and Posttests: Attitudes and Knowledge. These measures, administered immediately before and after each workshop, assess demographic information about participants, attitudes, and knowledge. The Workshop 1 pretest and posttest contain four items to measure attitudes 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 includes 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. Data were analyzed to produce overall means and standard deviations, as well as for changes in knowledge and attitudes toward crisis prevention and preparedness (Workshop 1) and crisis intervention and recovery (Workshop 2).

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 is 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 7 items pertaining to workshop objectives (or self-assessment of knowledge) and 9 items related to workshop satisfaction.

Missing Data. Not all participants supply complete data. The percentage of and reasons for missing data for each workshop are presented below in Figures 2 and 3.

Figure 2. Workshop 1 Missing Data
Data
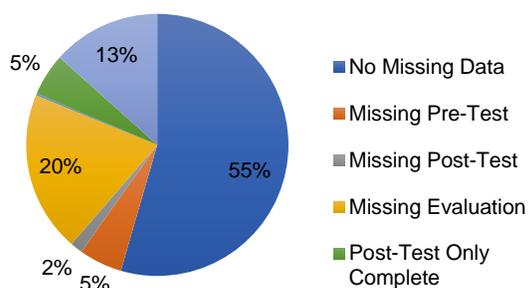
Figure 3. Workshop 2 Missing
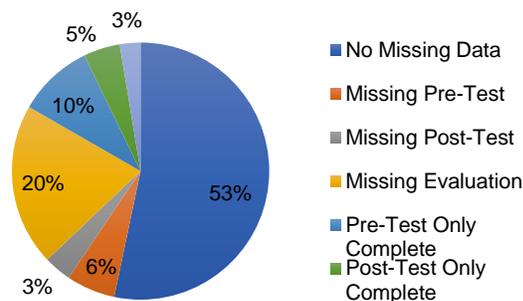
If analyses were run using exclusion of cases that are not present, the resulting amount of data missing could limit the implications made and would produce a biased estimate (Institute for Digital Research and Education Statistical Consultant Group, n.d.). In order to account for missing data and provide accurate and unbiased estimates, multiple imputation was used. All results reported for the quantitative analyses used multiple imputation.

Qualitative Analyses. In addition to the quantitative evaluation survey, participants are asked three open-ended questions about strengths of the workshop, specific knowledge and/or skills gained, and recommendations for improvement. A qualitative analysis was conducted to evaluate numerous potential themes that emerged from each of the three open-ended evaluation questions. Only themes found to be occurring in at least 10% of the sample were deemed common enough to summarize (Ryan & Bernard, 2003). The 10% threshold provided an opportunity to analyze a sufficiently robust, yet manageable, number of themes. This level was determined based on the procedures of a similar qualitative study of the PREPaRE curriculum (Brock et al., 2011). The themes, as developed, were intended to be mutually exclusive. That is, each theme category could stand on its own, and participants wrote responses that fit into the separate categories. This convention was employed based on the observations of the two graduate-level university faculty members and two graduate student assistants and agreed upon through consensus according to the guidelines established by Hill et al. (2005).

PREP**a**RE Workshop 1

Participant Information

Workshop 1 is appropriate for all members of multidisciplinary school crisis teams. Specific demographic information for all 2,488 participants from 2017 is presented below in Figure 4.

Figure 4. Demographic Data for Participants From PREP_a_RE Workshop 1
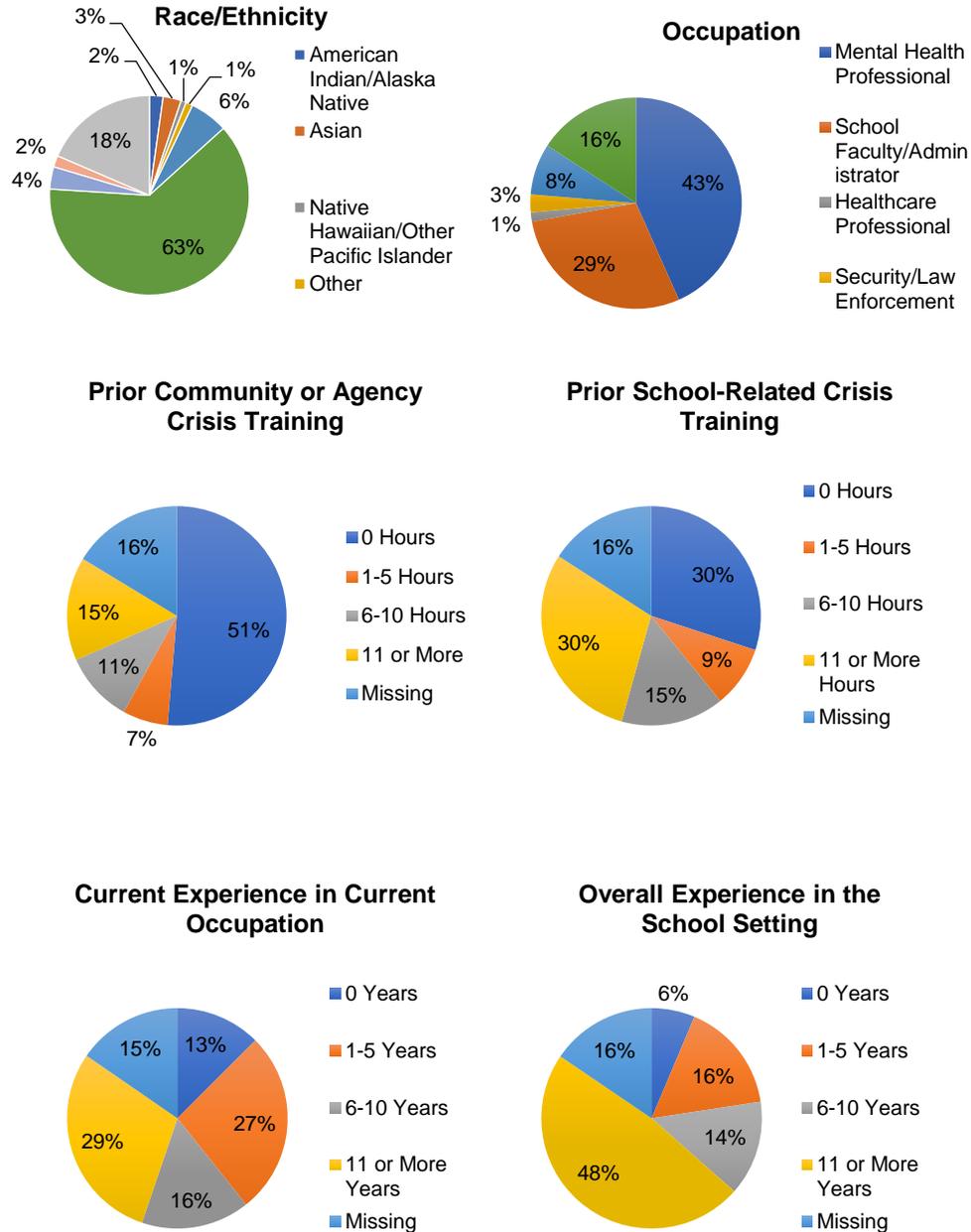
Results: Pre and Posttests

 Attitudes. As seen in Figure 5 below, Workshop 1 participants reported more positive attitudes, $t(788) = 37.76$, $p < .001$, $\eta^2 = .64$, from the pretest ($M = 3.36$, $SD = .61$) to the posttest ($M = 3.84$, $SD = .62$) for the total attitudes (i.e., mean of the four separate attitude questions). Significant changes were found for knowledge, $t(2811) = 56.63$, $p < .001$, $\eta^2 = .53$, confidence, $t(202) = 27.67$, $p < .001$, $\eta^2 = .79$, and enthusiasm, $t(324) = 19.10$, $p < .001$, $\eta^2 = .53$. There were no significant changes in participants' feelings of the importance of crisis knowledge and skills, as participants reported similar mean scores from pretest ($M = 4.62$, $SD = .67$) to posttest ($M = 4.61$, $SD = .71$). Attitude toward crisis prevention and preparedness differed as a function of years spent in their current profession (i.e., those with 0 years of experience had significantly greater attitude change from pretest to posttest than all other years of experience, while those with 1 to 5 years of experience had significantly greater attitude change from pretest to posttest than those with 0 years of experience and those with 11 or more years of experience). Attitude changes were also greater for graduate students as opposed to those not in graduate school. Prior crisis training also made a difference, with those with less previous training reporting greater improvements in attitudes from pre- to post-PREPaRE training. More specifically, those with 0–10 hours of prior school crisis training had significantly greater attitude changes than those with 11 or more hours of prior school crisis training; those with 0 hours of prior community crisis training had significantly greater attitude changes than those any prior community crisis training). In terms of occupation, mental health professionals had significantly greater changes in attitude from pretest to posttest than healthcare professionals, school faculty/administration, and security/law enforcement professionals.

Figure 5*.* **Mean Changes in Attitude Toward Crisis Prevention and Preparedness From Workshop 1**
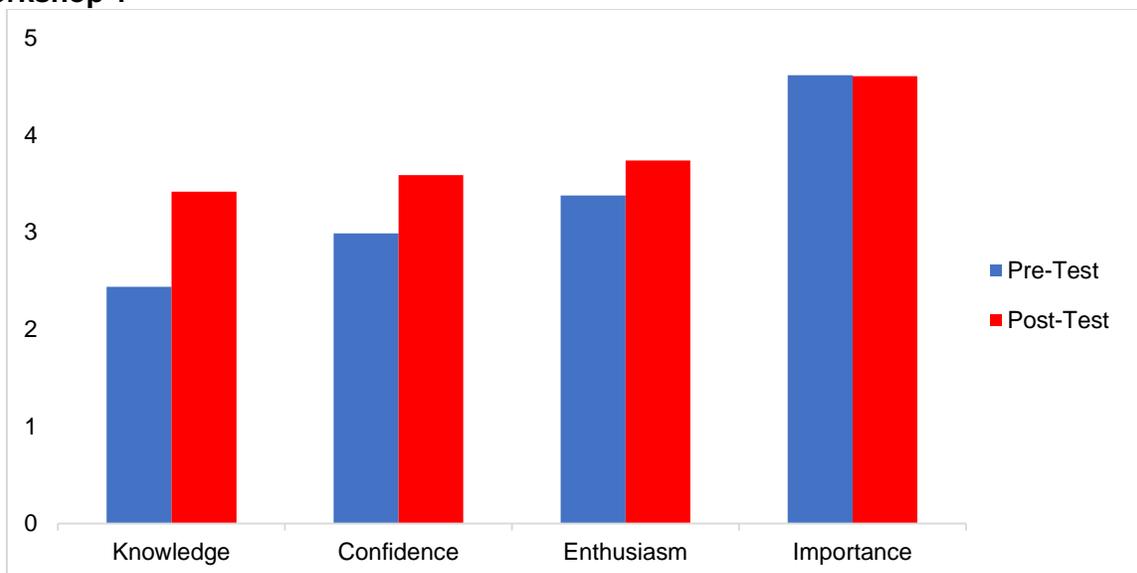
Note. Items on a 5-point scale, higher scores indicated more positive attitudes.

 Knowledge. Workshop 1 participant responses indicated large, significant increases in knowledge, $t(79) = 63.46$, $p < .001$, $\eta^2 = .98$, from pre-test ($M = 5.20$ out of 10; 52% correct, $SD = 1.54$) to post-test ($M = 8.06$ out of 10; 81% correct, $SD = 1.78$). These results are presented graphically in *Figure 6* below. Knowledge gains differed as a function of years spent in the current occupation (i.e., those with 1 to 5 years had higher knowledge gains than those with 11 or more years).

Figure 6. Mean Percentage of Items Correct From the Pretest and Posttest for Workshop 1
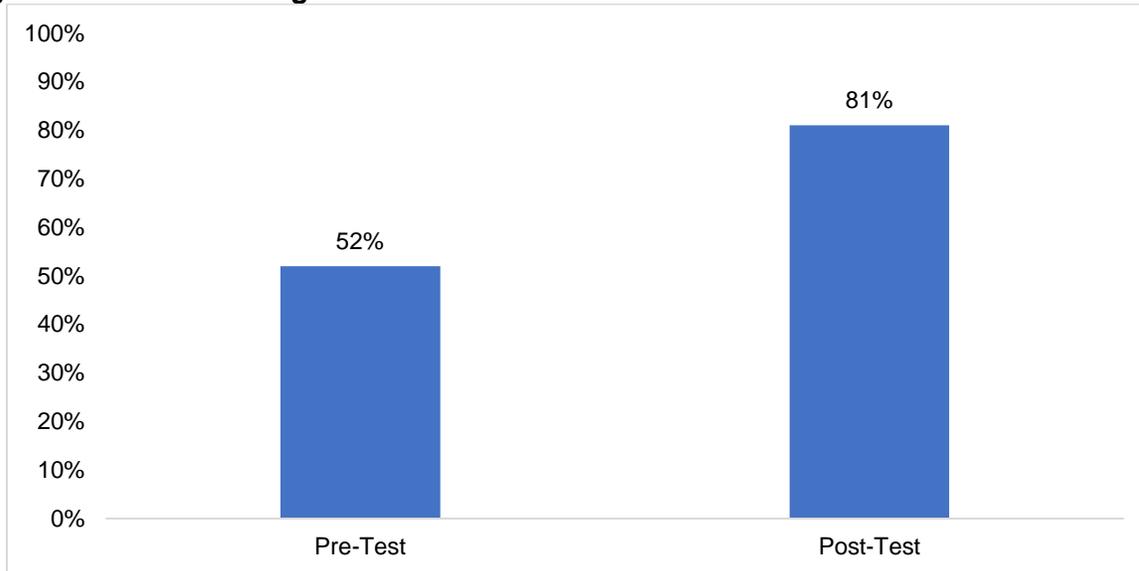
Results: Workshop Satisfaction

Overall, participants in Workshop 1 indicated high satisfaction with their workshop experience (M = 4.46 out of 5, SD = .60) and that the workshop objectives were clearly stated and met during instruction (M = 4.31 out of 5, SD = .56). In addition to the quantitative analysis, qualitative analyses were conducted on a sample from 167 Workshop 1 participants from 11 different workshops. The percentages presented are the percentage of statements relative to the total number of evaluations (typically smaller than the total number of participants in the workshop).

Strengths of this workshop. Seven broad strength themes emerged from the Workshop 1 qualitative analysis. The most prominent theme was the participant approval of discussions/group time/opportunities to collaborate (24%). Other prominent themes included good instructor knowledge (23%), clear and easy to understand content (21%), helpful/useful/informative/awareness raising content (17%), appreciated use of scenarios/examples (17%), that workshop handouts (13%), and practical/real-world issues addressed (12%).

"The scenarios were thought provoking."

"The workshop shed light on the importance of preparation."

"The information was vast and allowed us to think in global terms."

Development of crisis prevention and/or intervention knowledge and skills. The four prominent themes that emerged during analysis included: (a) the structure/roles/responsibilities/chain-of-command of a crisis team (27%); (b) the ability to plan for and prepare for school crises (26%); (c) the ability to design, create, and revise a school crisis plan (26%); and (d) awareness of "my school's" shortcomings or needs for improved crisis

preparedness (13%). Specific exemplar participant statements supporting these themes included learning about "The program generated discussion and thoughts to help my school stay safe" and "The crisis team in my building needs to meet more frequently."

Suggestions for improvement. Analysis of Workshop 1 evaluations resulted in two broad improvement themes. The two themes were a desire for additional role-plays/practical small group work (21%) and the desire for more visual aids/picture/videos (17%). Noteworthy statements about these themes from Workshop 1 suggestions for improvement included "Increase opportunity for active engagement with the material," "Would like more time to discuss plans as a team," and "I struggle with sitting still so long—something more active/interactive...."

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 3,154 Workshop 2 participants can be found below in Figure 7.

Figure 7. Demographic Data for Participants From PREPaRE Workshop 2
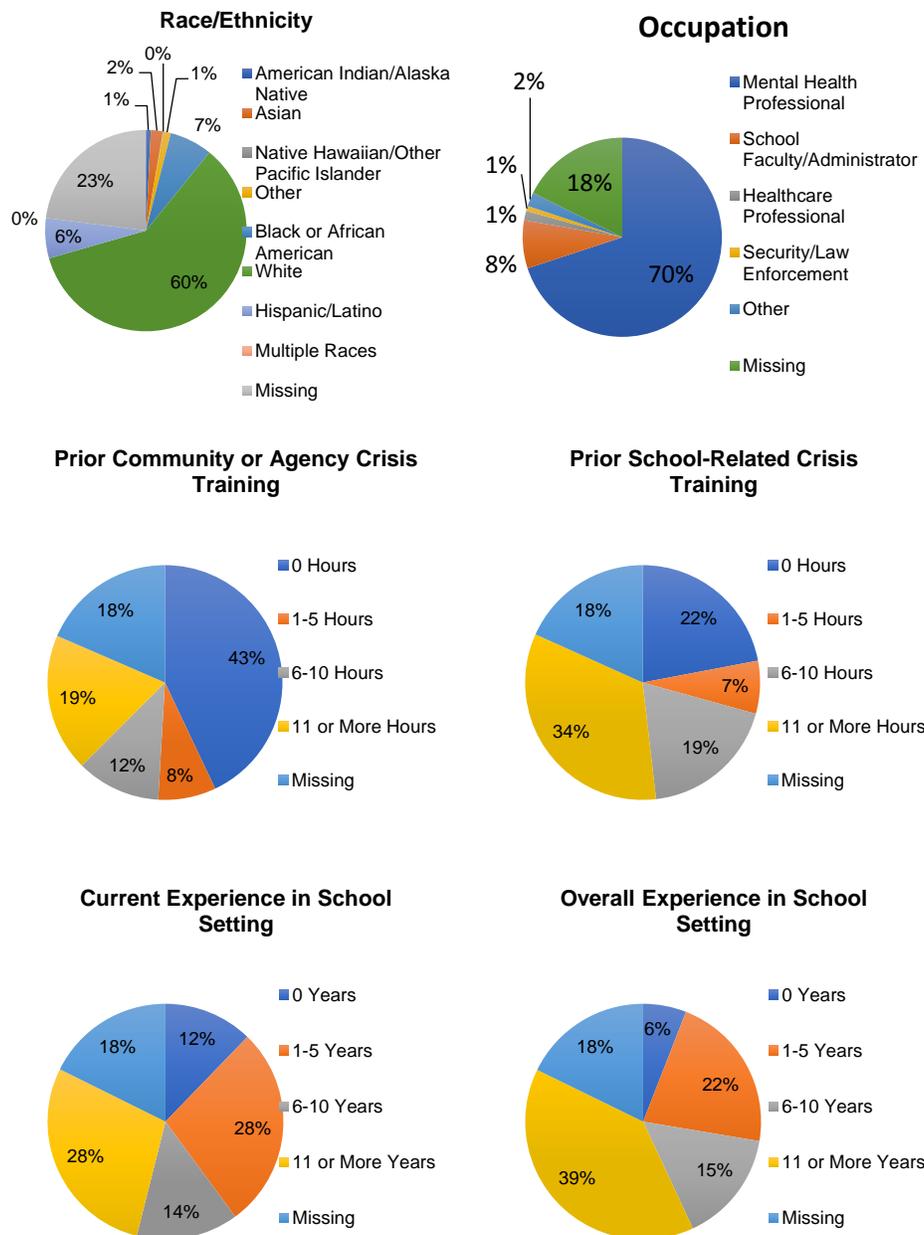
Results: Pre- and Posttests

Attitudes. As seen in Figure 8 below, Workshop 2 participants reported more positive attitudes, $t(296) = 47.40$, $p < .001$, $\eta^2 = .88$, from the pretest ($M = 3.10$ out of 5; $SD = .80$) to the posttest ($M = 3.76$; $SD = .61$). Significant changes from pre- to posttest were found for less anxiety to conduct intervention, $t(1882) = 34.85$, $p < .001$, $\eta^2 = .39$, less fearful of making a mistake, $t(146) = 33.36$, $p < .001$, $\eta^2 = .88$, and increased confidence in responding, $t(185) = 45.80$, $p < .001$, $\eta^2 = .92$. Significant differences in attitude toward crisis prevention and preparedness were found as a function of years spent in their current profession (i.e., each category—0, 1 to 5, 6 to 10, and 11 or more years of experience—had significant changes in attitude than the proceeding category with 0 years having the highest change). Furthermore, significant differences were found for student status (i.e., students had significantly greater attitude change than nonstudents), prior school crisis training hours (i.e., participants with 0 and 1 to 5 years of crisis training hours had significantly greater changes in attitude), non-school crisis training hours (i.e., participants with 1 to 5 years of crisis training hours had significantly greater changes in attitude than all other hours of crisis training), and by occupation category (i.e., mental health professionals had significantly greater changes in attitude than school faculty/administration, but no other occupation category).

Figure 8. **PREPaRE Workshop 2 Participants' Changes in Attitude Toward Crisis Intervention and Recovery**
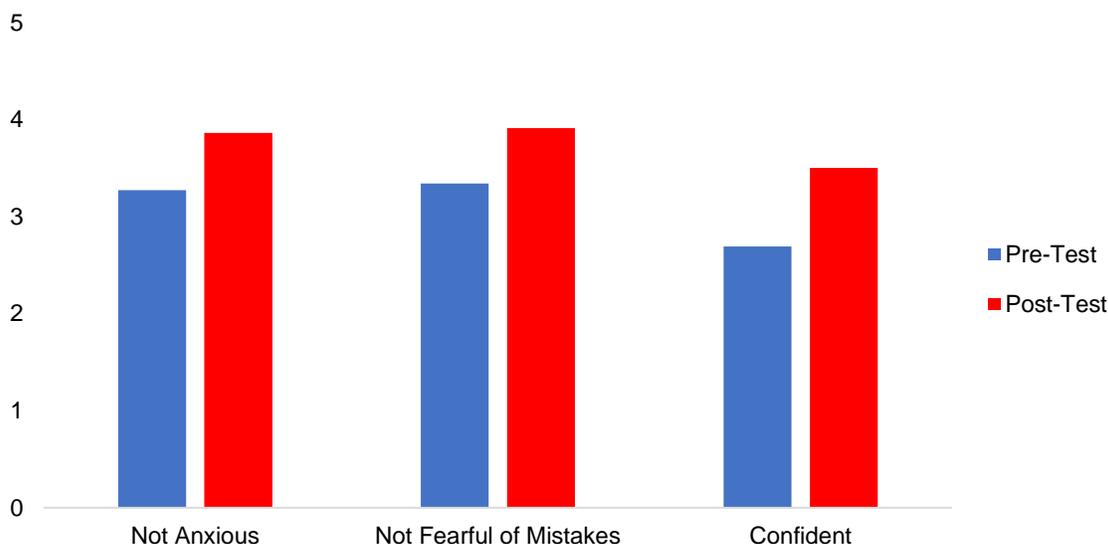
Note. Items on a 5-point scale, higher scores indicate more positive attitudes (e.g., *5 = not at all anxious, 1 = extremely anxious; 5 = extremely confident, 1 = not at all confident; and 5 = not at all fearful to 1 = extremely fearful*).

Knowledge. Workshop 2 participant responses indicated large, significant increases in knowledge, $t(31) = 53.38$, $p < .001$, $\eta^2 = .99$, from the pretest ($M = 7.51$ out of 13; 58% correct, $SD = 2.01$) to posttest ($M = 10.51$ out of 13; 81% correct; $SD = 2.01$); these data are displayed graphically in Figure 9 below. There were no significant differences in knowledge gains from pretest to posttest based on participant demographics.

Figure 9. Mean Percentage of Items Correct for the Pretest and Posttest From PREPaRE Workshop 2
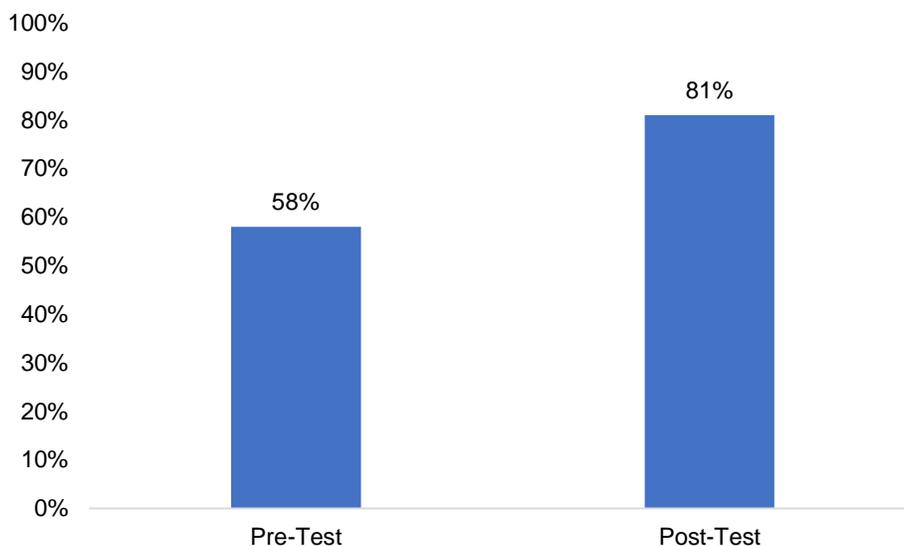
Results: Workshop Satisfaction

Overall, participants in Workshop 2 indicated high satisfaction with their workshop experience (M = 4.63 out of 5, SD = .50) and that the workshop objectives were clearly stated and met during instruction (M = 4.48 out of 5, SD = .53). The qualitative analyses were performed on 472 Workshop 2 open-ended evaluations from 42 different workshops. Similar to Workshop 1 responses, the percentages presented are the percentage of statements relative to the total number of evaluations (typically smaller than the total number of participants in the workshop).

Strengths of this workshop. Four broad strength themes were identified for Workshop 2. The most prevalent theme endorsed by the sample was related to participants reporting experiencing knowledgeable trainers (27%). Further strengths emerging from the Workshop 2 data included workshop materials being helpful or useful to the participant (23%); good and real-world examples being shared by the presenters (22%); and the helpfulness/usefulness of role plays (11%).

"I know the steps and procedures to follow to ensure best practices in the event of a crisis."

"I have a greater comfort level in responding to a crisis."

Development of knowledge and skills. Analysis of Workshop 2 evaluations, two particular areas of new knowledge and skills emerged: new knowledge related to triage or evaluating needs after a crisis (25%) and an improved understanding of crisis interventions and/or intervention within a tiered model (25%). One participant captured elements of these themes quite well when stating, "Triage is a big part of my work and this course helped clarify that within a crisis." Another participant noted, "As a future school psychologist, I will be able to utilize several of the forms and interventions ..."

Suggestions for improvement. The most common response to what needs improvement and the only clear theme that emerged from the qualitative analysis of the Workshop 2 responses involved comments related to a desire for more role plays (12%). Several other themes neared but did not reach the 10% frequency level and are offered here for cautious interpretation (e.g., more real-life examples, more opportunities for small group interaction). While occurring in slightly less than 10% of the responses, these additional minor themes are included for consideration because they are consistent with previous program evaluations and are similar in nature to Workshop 1 feedback. Exemplary comments highlighting these themes for Workshop 2 included many statements like "I only encourage more role playing and dialogue. Practice, practice, practice!"

Summary and Recommendations

Participants in both workshops displayed significant gains in crisis prevention and intervention related knowledge and in their attitudes. Differences in Workshop 1 participants' attitudes differed as a function of their years spent in the current profession, status as a graduate student, prior school and nonschool crisis training hours, and occupation category. Similarly, Workshop 2 participants' attitudes differed as a function of years spent in the current profession, status as a graduate student, prior school and nonschool crisis training hours, and by occupation category. Results from these analyses suggest that professionals working as a mental health professional or those that have less experience both in the field and with crisis learn more and have improved attitudes as compared to other occupations and those with more experience. Furthermore, a study on training transfer with PREPaRE participants found that participants transferred more of the material and knowledge learned to their workplace when they had the opportunity and motivation to use the newly learned material, perceived the newly learned material as valid, had the support of their supervisors, and when the outcomes of the training were viewed as being positive when applied to their practice (Parks, Nickerson, Cook, & Cruz, 2018).

Quantitative and qualitative analyses revealed consistent responses from the previous year's analysis, and participants were very satisfied with both workshops. Strengths identified by Workshop 1 participants were (a) discussions/group time/opportunities to collaborate, (b) instructor knowledge, (c) clear and understandable content, (d) content (e.g., helpful, useful, informative, awareness raising), (e) use of scenarios/examples, (f) workshop handouts, and (g) practical/real-world issues addressed. Participants identified that they (a) better understood the structure/roles/responsibilities/chain-of-command of a crisis team; (b) had the ability to plan and prepare for school crises; (c) were able to design, create, and revise a school crisis plan; and (d) had an awareness of "[their] school's" shortcomings or need for improved crisis preparedness. Analysis of Workshop 2 participant responses indicated the following as strengths: (a) having knowledgeable trainers, (b) workshop material being helpful or useful to the participant, and (c) good and real-world examples being shared by the presenters. Workshop 2 participants identified that they had (a) new knowledge related to triage or evaluating needs after a crisis and (b) an improved understand of crisis interventions and/or intervention within a multitiered model.

Workshop 1 participants identified that they had a desire for additional role-plays/practical small group work and wanted more visual aids/picture/videos. Workshop 2 participants also had a desire for additional role-plays during the training; this is in contrast to the previous year's report where Workshop 2 participants identified that there were no improvements to identify. Included in the report because of the consistency with previous years' reports and consistency with Workshop 1 evaluation results, Workshop 2 participants noted less prominent themes (i.e., less

than 10% of evaluations endorsed these themes), such as more real-life examples and more opportunities for small group interactions.

Workshop 1 had 55% of the participants completing the pretest, posttest, and evaluation while 53% of Workshop 2 participants had complete data. Despite efforts focused on improving the rate of nonmissing data, the percentages from the current year's report decreased from last year for Workshop 1 participants (69% complete data) and Workshop 2 participants (68% complete data); however, there was an increase in the total number of workshop participants for both workshops from 2016 to 2017. Furthermore, this report does not address long-term outcomes or workplace transfer outcomes. Currently, the third edition of the PREPaRE curriculum is being developed and results are being used to inform the revisions.

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