

## **Program Evaluation Summary September 2012 through April 2013**

To evaluate workshop effectiveness of the PREPaRE 2<sup>nd</sup> edition curriculum, collection of participant satisfaction and pre- and post- workshop data is a standard element of all workshop offerings. This document summarizes the program evaluation data collected from September 2012 through April 2013.

### **Workshop 1**

Of the possible 855 responses, there were 537 (63%) participants with valid pre- and post-test data defined as pre- and post-tests completed with  $\geq 50\%$  of items complete, and no user errors (i.e., redundant responses, answering too many items). Eighty participants (9.4%) were missing pretest data, 132 (15.4%) were missing posttest data, 94 (11%) were missing both pre and post test data, and 12 (1.4%) had invalid pre and post-test data based on  $>50\%$  of items unanswered or user errors in completion.

### **Demographic Information**

Table 1 offers descriptive statistics of participant demographic information. The distribution of years in the participants' current profession was: 0 years (10.6%;  $n=91$ ), 1-5 years (28.2%;  $n=241$ ), 6-10 years (17.5%;  $n=150$ ), 11 or more years (23.5%,  $n=201$ ), and 172 responses (20.1%) were missing.

The number of prior school crisis training hours Workshop 1 participants reported varied, with the majority of participants indicating they had more than 10 hours (32.4%,  $n=277$ ) or 0 hours (27.6%,  $n=236$ ); of the remaining participants, 7.8% ( $n=67$ ) had 1-5 hours of prior school crisis training, 11.6% ( $n=99$ ) had 6-10 hours, and 176 responses (20.6%) were missing.

Almost half of the respondents reported having no community or agency (non-school) crisis-related training (45%,  $n=385$ ), however 15.2% ( $n=130$ ) reported having more than 10 hours. The remaining respondents varied in reported non-school crisis-related training as 6.4% ( $n=55$ ) had 1-5 hours of prior training, 10.8% ( $n=92$ ) had 6-10 hours, and 22.6% ( $n=193$ ) were missing.

**Table 1. Demographic Data of Participants for the Crisis Prevention and Preparedness Workshop (Workshop #1, N=855).**

<b>Demographics</b>	<b>Workshop #1</b>	
	<i>N</i>	<i>Percent</i>
Occupation		
<b>Mental Health Professionals</b>	<b>374</b>	<b>43.7</b>
School Psychologist	202	23.6
School Social Worker	37	4.3
Agency Social Worker	3	0.4
School Counselor	115	13.5
Other School Based Mental Health	13	1.5
Other Community Based Mental Health	4	0.5
<b>Educators</b>	<b>252</b>	<b>29.5</b>
General Education Teacher	24	2.8
Special Education Teacher	12	1.4
School Administrator	151	17.7
District Administrator	53	6.2
University Professor	12	1.4
<b>Health-Care</b>	<b>11</b>	<b>1.3</b>
<b>Safety Officer</b>	<b>8</b>	<b>0.9</b>
<b>Other</b>	<b>31</b>	<b>3.6</b>
<b>Missing</b>	<b>179</b>	<b>20.9</b>
Graduate Student	119	13.9
Intern (School Psychology)	33	3.9
<b>Race/Ethnicity</b>		
Asian	9	1.1
Black or African American	65	7.6
White	558	65.3
Hispanic/Latino	15	1.8
Other (American Indian, Pacific Islander, Other)	14	1.7
Missing	194	22.7

### **Workshop Satisfaction**

Of the available 565 Workshop 1 Evaluation forms, 561 included complete information. Overall, participants reported a high degree of satisfaction with their workshop experience ( $M=4.54$ ,  $SD=.55$ ; Questions 1, 12-20) and workshop objectives (Questions 2-11;  $M=4.35$ ,  $SD=.56$ ). Specific questions and participant responses are summarized in Table 2.

**Table 2. Participant Workshop Satisfaction Ratings for the Crisis Prevention and Preparedness Workshop (Workshop #1).**

Question	Workshop #1		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
Crisis Team			
1. The objectives were clearly stated.	562	4.64	.63
The workshop objectives were clearly met and I can now identify the:			
2. Four characteristics of a crisis event.	563	4.33	.71
3. Key concepts associated with the PREPaRE acronym.	562	4.42	.71
4. Four phases of crisis management.	562	4.31	.79
5. Three concepts related to crime prevention through environmental design.	559	4.44	.68
6. Four elements related to promoting psychological safety.	560	4.28	.75
7. Purpose of a comprehensive safety team.	561	4.52	.62
8. Major functions of the Incident Command System (ICS).	559	4.32	.72
9. Guiding principles in crisis plan development.	560	4.32	.66
10. Difference between the crisis team response plan and the school staff response plan.	561	4.24	.77
11. Three strategies for examining effectiveness of crisis prevention and preparedness.	556	4.31	.69
Workshop satisfaction			
12. The content was clear and understandable.	523	4.47	.71
13. Workshop materials were well organized.	521	4.55	.72
14. The trainer(s) was/were well organized.	520	4.58	.71
15. Workshop materials facilitated participation among participants.	508	4.39	.79
16. The trainer(s) facilitated participation among participants.	507	4.47	.72
17. This workshop increased my knowledge.	505	4.59	.62
18. I will be able to apply the information/skills learned to my professional duties.	505	4.48	.63
19. I recommend this workshop.	500	4.48	.72
20. I recommend this/these trainer(s).	492	4.57	.69

### Workshop Effect on Participants' Attitudes Toward School Crisis Work

Table 3 offers descriptive statistics for the pre- and post- workshop questions asked of participants to assess their attitudes toward crisis prevention and preparedness. Despite participants starting off with a positive overall mean attitude toward crisis prevention and preparedness work, scores still increased significantly,  $t(540)=17.50$ ,  $p<.001$ , eta squared =.36 from the pre-test ( $M=3.42$  out of 5;  $SD=.53$ ) to the post-test ( $M=3.83$ ;  $SD=.59$ ). When examining individual items, participants reported significant changes ( $p<.001$ ) on three out

of the four questions. The only question that did not have a significant change involved perceptions of the importance of school crisis prevention and preparedness knowledge and skills, which was quite high to begin with ( $M=4.70$ ,  $SD=0.56$ ). The largest gain in attitude was seen for item 1, which indicates participants felt more knowledgeable about school crisis prevention and preparedness after participating in this workshop,  $t(547)=25.29$ ,  $p<.001$ ,  $\eta^2=.54$ .

An exploration of the association of demographic factors with changes in attitude found moderate, significant differences between participants in attitude toward crisis prevention and preparedness as a function of years spent in their current profession,  $F(3, 528)=8.98$ ,  $p<.001$ ,  $\eta^2=0.05$ ), with those who reported no experience ( $M_{diff}=.64$ ,  $SD=.54$ ) making significantly larger gains in attitude than participants with 6-10 years experience ( $M_{diff}=.32$ ,  $SD=.56$ ) and those with 11 or more years experience ( $M_{diff}=.29$ ,  $SD=.51$ ). In addition, participants with 1-5 years experience ( $M_{diff}=.47$ ,  $SD=.56$ ) had significantly larger gains in attitude than those with 11 or more years experience. This was further explained by the moderate but significant difference found between students and working professionals,  $t(507)=3.421$ ,  $p<.01$ ,  $\eta^2=.02$ , which indicated students reported more positive changes in attitude toward crisis prevention ( $M_{diff}=.58$ ,  $SD=.58$ ) than professionals ( $M_{diff}=.38$ ,  $SD=.55$ ). The number of school crisis training hours was moderately related to changes in attitude,  $F(3, 528)=12.64$ ,  $p<.01$ ,  $\eta^2=.07$ . Respondents reporting no previous school crisis training indicated significantly higher changes in attitude ( $M_{diff}=.60$ ,  $SD=.56$ ) than those with 1-5 hours of school crisis training ( $M_{diff}=.38$ ,  $SD=.60$ ) and those with 11 or more hours ( $M_{diff}=.27$ ,  $SD=.52$ ). Participants with 6-10 hours of prior school crisis training did not differ significantly from others ( $M_{diff}=.42$ ,  $SD=.50$ ). No significant difference was found based on number of hours of non-school crisis-related training. There were moderate, significant differences between participants reporting different occupations  $F(4,522)=4.11$ ,  $p<.01$ ,  $\eta^2=.03$ ). Mental health professionals ( $M=.49$ ,  $SD=.50$ ) reported more positive changes in attitude than educators ( $M=.28$ ,  $SD=.63$ ).

**Table 3. Workshop #1 Participants' Attitudes Toward Prevention and Preparedness**

Question	N	Pretest		Posttest	
		Mean	SD	Mean	SD
1. How knowledgeable are you about school crisis prevention and preparedness	548	2.45	0.74	3.36	0.75
2. How confident are you in your ability to collaborate with others to develop a comprehensive school crisis response management plan?	548	2.97	0.98	3.47	0.82
3. How enthusiastic are you to collaborate with others to develop a comprehensive school crisis response management plan?	547	3.55	0.89	3.82	0.88
4. How important to do you feel school crisis prevention and preparedness knowledge and skills are in today's schools?	541	4.70	0.56	4.67	0.66

\*All items on a 5-point scale, with higher scores indicating more positive attitudes (e.g., 1=Not at all knowledgeable to 5=Extremely knowledgeable).

## **Workshop Effect on Participant School Crisis Work Knowledge**

Workshop 1 participant responses indicated large, significant increases in knowledge,  $t(490)=36.62, p<.001, \eta^2=.73$  from pre-test ( $M=5.34$  out of 10,  $SD=1.48$ ) to post-test ( $M=8.44, SD=1.56$ ). There was a small, but significant difference found between participants in knowledge gained in crisis prevention and preparedness as a function of years spent in their current profession,  $F(3, 624)=2.61, p=.05, \eta^2=.01$ . Individuals with no experience in their current occupation ( $M=2.46, SD=3.22$ ) had significantly higher increases in knowledge than those with 11 or more years of experience ( $M=1.21, SD=3.90$ ). There was a small, but significant difference found between participants as a function of overall experience working in a school setting,  $F(625,3)=5.01, p<.01, \eta^2=.02$ , such that individuals with no experience in a school setting ( $M=2.65, SD=2.89$ ) and 1-5 years of experience in a school setting ( $M=2.27, SD=3.21$ ) had greater gains in knowledge than those with 11 or more years of experience in a school setting ( $M=1.12, SD=3.78$ ). There was no significant difference in knowledge gained as a function of prior school crisis-related training,  $F(3, 622)=1.22, p=ns$  or prior community or agency crisis-related training,  $F(3, 604)=1.28, p=ns$ . There was a small, but significant difference in knowledge gained as a function of occupation,  $F(4, 615)=2.729, p<.05, \eta^2=.02$  with mental health professionals ( $M=1.95, SD=3.30$ ) exhibiting significantly higher gains than educators ( $M=1.05, SD=3.85$ ). No other occupational group comparisons differed significantly.

## **WORKSHOP 2**

Of the possible 857 responses, 575 (67%) participants had valid pre- and posttests defined as pre- and post-tests with  $\geq 50\%$  of items completed, and no user errors (i.e., redundant responses, answering too many items). Eight-six participants (10%) were missing pretest data, 110 (12.8%) were missing posttest data, 57 (6.7%) were missing both pre and post test data and 29 (3.4%) had invalid pre and post-test data, based on  $>50\%$  of items unanswered or user errors in completion.

## **Demographic Information**

Table 4 offers descriptive statistics of participant demographic information for all Workshop 2 participants. For this workshop, the distribution of years of experience in the current profession was: 0 years (9.3%,  $n=80$ ), 1-5 years (26.5%,  $n=227$ ), 6-10 years (19.3%,  $n=165$ ), 11 or more years (27.8%,  $n=238$ ), and 147 responses (17.2%) were missing. Overall experience in schools was: 0 years (4.4%,  $n=38$ ), 1-5 years (19.3%,  $n=165$ ), 6-10 years (16.9%,  $n=145$ ), 11 or more years (42.2%,  $n=362$ ), and 147 responses (17.2%) were missing. The majority of participants (31.3%,  $n=268$ ) had 11 or more hours of prior school crisis intervention training prior to the workshop; of the remaining participants, 23.9% ( $n=205$ ) had no prior training, 7.8% ( $n=67$ ) had 1-5 hours, 18.9% ( $n=162$ ) had 6-10 hours, and 18.1% (155) of the responses were missing. The majority of participants (46.7%,  $n=400$ ) had no prior non-school crisis-related training; of the

remaining participants, 5.7% ( $n=49$ ) had 1-5 hours, 9% ( $n=77$ ) had 6-10 hours, 19.4% ( $n=166$ ) had 11 or more hours, and 19.3% ( $n=165$ ) of the responses were missing.

**Table 4. Demographic Data of Participants for the Crisis Intervention and Recovery Workshop (Workshop #2,  $N=857$ ).**

Demographics	Workshop #2	
	<i>N</i>	<i>Percent</i>
Occupation		
<b>Mental Health Professionals</b>	<b>583</b>	<b>68.0</b>
School Psychologist	245	28.6
School Social Worker	82	9.6
Agency Social Worker	4	0.5
School Counselor	199	23.2
Other School Based Mental Health	42	4.9
Other Community Based Mental Health	11	1.3
<b>Educators</b>	<b>82</b>	<b>9.6</b>
General Education Teacher	10	1.2
Special Education Teacher	6	.7
School Administrator	33	3.9
District Administrator	29	3.4
University Professor	4	.5
<b>Health-Care</b>	<b>22</b>	<b>2.6</b>
<b>Safety Officer</b>	<b>0</b>	<b>0</b>
<b>Other</b>	<b>20</b>	<b>2.3</b>
<b>Missing</b>	<b>179</b>	<b>20.9</b>
Graduate Student	118	13.8
Intern (School Psychology)	45	5.3
<b>Race/Ethnicity</b>		
Asian	14	1.6
Black or African American	56	6.5
White	508	59.3
Hispanic/Latino	67	7.8
Other (American Indian, Pacific Islander, Other)	14	1.8
Missing	197	23.0

### Workshop Satisfaction

Of the 653 Workshop 2 Evaluation forms, 649 included responses to >50% of the satisfaction questions. Overall, total participant satisfaction for Workshop 2 was high ( $M=4.53$ ,  $SD=.53$ ). Participants appeared to report equally high satisfaction for workshop

experience ( $M=4.59, SD=.58$ ) and workshop objectives ( $M=4.45, SD=.56$ ). Specific questions and participant responses are summarized in Table 5.

**Table 5. Participant Workshop Satisfaction Ratings for the Crisis Intervention and Recovery Workshop.**

Question	Workshop #2		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
Workshop Objectives			
1. The workshop objectives were clearly stated.	649	4.64	0.74
The workshop objectives were met and I am now able to do the following:			
2. Report improved attitudes toward, and readiness to provide, school crisis intervention.	649	4.4	0.75
3. Identify variables that determine the number of individuals likely to be traumatized by a given crisis.	646	4.52	0.65
4. Identify the school crisis interventions specified by the PREPaRE acronym.	647	4.52	0.66
5. Identify how school crisis intervention fits into the multidisciplinary (NIMS/ICS) school crisis response.	646	4.31	0.74
6. State the triage variables that predict psychological trauma.	648	4.44	0.71
7. Match the degree of psychological trauma risk to the appropriate school crisis interventions.	648	4.51	0.61
Workshop Satisfaction			
8. The content was clear and understandable.	649	4.58	0.69
9. Workshop materials were well organized.	646	4.66	0.66
10. The trainer(s) was/were well organized.	649	4.69	0.62
11. Workshop materials facilitated participation among participants.	647	4.51	0.78
12. The trainer(s) facilitated participation among participants.	646	4.6	0.71
13. This workshop increased my knowledge.	620	4.61	0.71
14. I will be able to apply the information/skills learned to my professional duties.	614	4.56	0.65
15. I recommend this workshop.	610	4.56	0.77
16. I recommend this/these trainers.	565	4.63	0.72

\*All items on a 1-5 scale, with 1 meaning strongly disagree and 5 meaning strongly agree.

## Workshop Effect on Participants' Attitudes Toward School Crisis Work

Table 6 offers descriptive statistics for the pre- and post- workshop questions asked of participants to assess their attitudes toward crisis prevention and preparedness. The overall mean attitude toward crisis intervention and prevention work increased significantly  $t(600)=24.74, p<.01, \eta^2=0.34$  such that attitude improved from pretest ( $M=3.07, SD=.76$ ) to posttest ( $M=3.74, SD=.59$ ). Significant increases in attitude were seen across all three items.

An exploration of the association of demographic factors with changes in attitude found a small but significant relationship between the amount of time spent in the current profession and gains in attitude,  $F(3, 593)=5.23, p<.001, \eta^2=.03$ . Respondents who had  $\leq 5$  years of experience in their current profession had significantly larger gains than those with 11 or more years experience (0 year  $M_{diff}=.85, SD=.65$ ; 1-5 years  $M_{diff}=.74, SD=.67$ ; 6-10 years  $M_{diff}=.63, SD=.55$ ; 11 or more years  $M_{diff}=.54, SD=.69$ ). Prior school crisis training was also associated with small but significant differences found for gains in attitude,  $F(3, 590)=7.93, p<.001, \eta^2=.04$ . Respondents with no prior school related crisis training and those with 6-10 hours of training reported significantly greater gains than those with 11 or more hours of training (0 hours  $M_{diff}=.77, SD=.72$ ; 1-5 hours  $M_{diff}=.62, SD=.57$ ; 6-10 hours  $M_{diff}=.81, SD=.57$ ; 11 or more hours  $M_{diff}=.51, SD=.65$ ). There was a small but significant difference in changes in attitude based on prior non-school crisis-related training  $F(3, 584)=8.82, p<.001, \eta^2=0.04$ , as well. Those who reported no prior non-school crisis-related training demonstrated higher gains than those with 11 or more hours of experience (0 hours  $M_{diff}=.76, SD=.68$ ; 1-5 hours  $M_{diff}=.71, SD=.70$ ; 6-10 hours  $M_{diff}=.66, SD=.53$ ; 11 or more hours  $M_{diff}=.42, SD=.58$ ). There were no significant differences based on reported occupation  $F(3, 593)=.90, p>ns$ . There was also a small but significant difference in change in attitude based on student status  $F(1, 547)=12.52, p<.001, \eta^2=0.02$ . Graduate students had greater attitude gains ( $M_{diff}=.87, SD=.68$ ) than individuals who were not currently in graduate school ( $M_{diff}=.62, SD=.65$ ). Intern status was also associated with small but significant gains in attitude,  $F(1, 242)=19.00, p<.001, \eta^2=0.07$ , such that those who were interning at the time of the workshop ( $M_{diff}=1.05, SD=.64$ ) had greater gains than those who were not ( $M_{diff}=.59, SD=.59$ ).

**Table 6. Participants' Attitudes Toward Crisis Intervention (Workshop #2).**

Question	Pretest		Posttest	
	Mean	SD	Mean	SD
1. How anxious would you feel if you were required to conduct a school crisis intervention? (1=Extremely anxious to 5=Not at all anxious)	3.23	0.91	3.82	0.71
2. How confident are you in your ability to know what to do if you were required to respond as part of a school crisis response team? (1=Not at all confident to 5=Extremely)	3.36	0.91	3.93	0.61

confident)				
3. How fearful are you that you might make a mistake during a school crisis intervention? (1=Extremely fearful to 5=Not at all fearful)	2.69	0.88	3.48	0.84

\*All items on a 1-5 scale, with higher scores indicating more positive attitudes (e.g., 1=Extremely anxious to 5=Not at all anxious).

### Workshop Effect on Participant School Crisis Work Knowledge

Workshop 2 participant responses indicated significant increases in knowledge,  $t(539)=17.32, p<.001, eta\ squared=.36$  from the pretest ( $M=6.46$  out of 13,  $SD=1.61$ ) to the posttest ( $M=7.76, SD=1.52$ ). There were no significant differences found based on participant demographic data for the relationship between the amount of knowledge gained and any of the following: current occupation,  $F(3, 529)=.686, p=ns$ , student status,  $F(1, 491)=.246, p=ns$ , internship status,  $F(1, 213)=.066, p=ns$ , the amount of time spent in current profession,  $F(3, 533)=.79, p=ns$ , overall experience in schools,  $F(3, 533)=.153, p=ns$ , prior school related crisis training,  $F(3, 529)=.115, p=ns$ , and prior non school crisis-related training,  $F(3, 522)=.190, p=ns$ .

### Summary of Findings

In summary, both Workshop 1 and 2 resulted in large, significant increases in attitudes and knowledge related to crisis prevention and intervention. Respondents also reported a high degree of satisfaction with their workshop experience and workshop objectives including content satisfaction, knowledge gained, applicability, and likelihood of recommending the workshop and trainers to others.