

Program Evaluation Summary February 2014 through August 2014

In order to evaluate the PREPaRE 2nd edition curriculum workshop effectiveness, participant satisfaction and pre- and post- workshop data are collected as a standard element of all workshops offered. This document summarizes the program evaluation data collected from February 2014 through August 2014.

Workshop 1

Of the possible 1229 responses, there were 811 (66.0%) 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).

One hundred and eight participants (8.8%) were missing pretest data, 217 (17.7%) were missing posttest data, 87 (7.1%) were missing both pre and post test data, and 5 (0.40 %) 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 (12.7%; $n=156$), 1-5 years (24.5%; $n=301$), 6-10 years (17.0%; $n=209$), 11 or more years (29.7%, $n=365$), and 198 responses (16.1%) were missing.

The number of prior school crisis training hours reported varied, with the majority of participants indicating they had 11 or more hours (27.5%, $n=338$) or 0 hours (31.1%, $n=382$). Of the remaining participants, 9.9% ($n=122$) had 1-5 hours of prior school crisis training, 14.8% ($n=182$) had 6-10 hours, and 205 responses (16.7%) were missing.

Almost half of the respondents reported having no community or agency (non-school) crisis-related training (43.7%, $n=537$), however 20.6% ($n=253$) reported having 11 or more hours. The remaining respondents varied in reported non-school crisis-related training as 7.3% ($n=90$) had 1-5 hours of prior training, 10.9% ($n=134$) had 6-10 hours, and 17.5% ($n=215$) were missing.

Table 1. Demographic Data of Participants for the Crisis Prevention and Preparedness Workshop (Workshop #1, N=1229).

Demographics	Workshop #1	
	<i>N</i>	<i>Percent</i>
Occupation		
Mental Health Professional	630	51.3
School Psychologist	333	27.1
School Social Worker	89	7.2
Agency Social Worker	6	0.5
School Counselor	157	12.8
Other School Based Mental Health	22	1.8
Other Community Based Mental Health	23	1.9
School Faculty/Administration	249	20.3
General Education Teacher	28	2.3
Special Education Teacher	16	1.3
School Administrator	135	11.0
District Administrator	47	3.8
University Professor	23	1.9
Health-Care Professional	26	2.1
Security/Law Enforcement	38	3.1
Other	75	6.1
Missing	211	17.2
Graduate Student	225	18.3
Intern (School Psychology)	38	3.1
Race/Ethnicity		
Asian	13	1.1
Black or African American	101	8.2
White	733	59.6
Hispanic/Latino	101	8.2
Native Hawaiian or Other Pacific Islander	4	.3
American Indian/Alaska Native	6	.5
Other	10	.8
Missing	261	21.2

Workshop Satisfaction

Overall, participants reported a high degree of satisfaction with their workshop experience ($M=4.56, SD=.61$; Questions 1, 12-20) and workshop objectives (Questions 2-11; $M=4.36, SD=.53$). 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.	822	4.64	.66
The workshop objectives were clearly met and I can now identify the:			
2. Four characteristics of a crisis event.	820	4.37	.68
3. Key concepts associated with the PREP _a RE acronym.	821	4.44	.67
4. Four phases of crisis management.	818	4.34	.71
5. Three concepts related to crime prevention through environmental design.	819	4.47	.67
6. Four elements related to promoting psychological safety.	821	4.26	.74
7. Purpose of a comprehensive safety team.	819	4.46	.66
8. Major functions of the Incident Command System (ICS).	819	4.32	.74
9. Guiding principles in crisis plan development.	818	4.28	.73
10. Difference between the crisis team response plan and the school staff response plan.	819	4.23	.78
11. Three strategies for examining effectiveness of crisis prevention and preparedness.	803	4.31	.70
Workshop satisfaction			
12. The content was clear and understandable.	767	4.53	.72
13. Workshop materials were well organized.	767	4.64	.65
14. The trainer(s) was/were well organized.	765	4.62	.68
15. Workshop materials facilitated participation among participants.	763	4.43	.84
16. The trainer(s) facilitated participation among participants.	761	4.52	.76
17. This workshop increased my knowledge.	760	4.58	.71
18. I will be able to apply the information/skills learned to my professional duties.	759	4.44	.77
19. I recommend this workshop.	757	4.50	.79
20. I recommend this/these trainer(s).	747	4.59	.77

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, $t(793)=26.82$, $p<.001$, eta squared =.47 from the pre-test ($M=3.40$ out of 5; $SD=.57$) to the post-test ($M=3.92$; $SD=.57$). When examining individual items, participants reported significant changes ($p<.001$) in all four questions. 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, $t(796)=32.36, p<.001, \eta^2=.56$. 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, $F(3, 782)=15.98, p<.001, \eta^2=0.06$, with those who reported no experience ($M_{diff}=.77, SD=.54$) making significantly larger gains in attitude than participants with 1 to 5 years of experience ($M_{diff}=.52, SD=.48$), 6-10 years experience ($M_{diff}=.46, SD=.54$) and those with 11 or more years experience ($M_{diff}=.39, SD=.55$). This was further explained by the moderate, but significant difference found between students and working professionals, $F(1, 740)=41.21, p<.001, \eta^2=0.05$, which indicated students reported more positive changes in attitude toward crisis prevention ($M_{diff}=.73, SD=.51$) than professionals ($M_{diff}=.44, SD=.53$). There was a small, but significant relationship between the number of school crisis training hours and changes in attitude, $F(3, 779)=8.69, p<.001, \eta^2=.03$. Respondents reporting no previous school crisis training indicated significantly higher changes in attitude ($M_{diff}=.61, SD=.60$) than those with 1-5 hours of school crisis training ($M_{diff}=.54, SD=.52$) and those with 11 or more hours ($M_{diff}=.38, SD=.48$). Participants with 6-10 hours of prior school crisis training did not differ significantly from others ($M_{diff}=.51, SD=.47$). A small, but significant difference was also found for individuals reporting no previous non-school crisis-related training and those reporting 6-10 hours of prior training, $F(3, 774)=3.40, p<.05, \eta^2=.01$. There were no significant differences between participants reporting different occupations.

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?	797	2.43	.818	3.45	.745
2. How confident are you in your ability to collaborate with others to develop a comprehensive school crisis response management plan?	795	2.91	1.03	3.61	.820
3. How enthusiastic are you to collaborate with others to develop a comprehensive school crisis response management plan?	796	3.58	.907	3.92	.876
4. How important to do you feel school crisis prevention and preparedness knowledge and skills are in today's schools?	796	4.69	.611	4.71	.588

*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, $t(734)=44.03, p<.001, \eta^2=0.72$ from pre-test ($M=5.42$ out of 10, $SD=1.59$) to post-test ($M=8.29, SD=1.64$). There was no significant difference found between knowledge

gained and participants' years of experience in their current occupation, $F(3, 809)=1.42$, $p=ns$. There was a significant difference in knowledge gained found between participants as a function of their overall experience working in a school setting, $F(3, 724)=2.74$, $p<.05$, $eta\ squared=.011$. There was a significant difference in knowledge gained as a function of prior school crisis-related training, $F(3, 720)=7.16$, $p<.001$, $eta\ squared=.03$. Respondents reporting no previous school crisis training indicated significantly higher changes in knowledge ($M_{diff}=3.18$, $SD=1.73$) than those with 11 or more hours ($M_{diff}=2.48$, $SD=1.71$). A significant impact was also found between individuals based on their prior community or agency crisis-related training $F(3, 717)=2.63$ $p<.05$, $eta\ squared=.01$, with participants who had no prior agency crisis related training ($M_{diff}=3.00$, $SD=1.77$) gaining significantly more than individuals who had 11 or more hours of training ($M_{diff}=2.58$, $SD=1.77$). There was no significant difference in knowledge gained as a function of occupation, $F(4, 713)=2.17$, $p=ns$.

WORKSHOP 2

Of the possible 1299 responses, 942 (72.5%) 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). One hundred thirty-two participants (10.2%) were missing pretest data, 141 (10.9%) were missing posttest data, 83 (6.4%) were missing both pre and post test data and 1 (.1%) 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 (12.5%, $n=163$), 1-5 years (23.3%, $n=303$), 6-10 years (16.3%, $n=212$), 11 or more years (29.9%, $n=389$), and 232 responses (17.9%) were missing. Overall experience in schools was: 0 years (6.1%, $n=79$), 1-5 years (21.0%, $n=273$), 6-10 years (16.0%, $n=208$), 11 or more years (38.7%, $n=503$), and 236 responses (18.2%) were missing. The majority of participants (31.2%, $n=405$) had 11 or more hours of prior school crisis intervention training prior to the workshop; of the remaining participants, 19.6% ($n=255$) had no prior training, 6.5% ($n=85$) had 1-5 hours, 23.8% ($n=309$) had 6-10 hours, and 18.9% (245) of the responses were missing. The majority of participants (45.3%, $n=588$) had no prior non-school crisis-related training; of the remaining participants, 6.2% ($n=81$) had 1-5 hours, 11.4% ($n=148$) had 6-10 hours, 18.2% ($n=236$) had 11 or more hours, and 18.9% ($n=246$) of the responses were missing.

Table 4. Demographic Data of Participants for the Crisis Intervention and Recovery Workshop (Workshop #2, N=1299).

Demographics	Workshop #2	
	<i>N</i>	<i>Percent</i>
Occupation		
Mental Health Professionals	853	65.7
School Psychologist	521	40.1
School Social Worker	70	5.4
Agency Social Worker	5	0.4
School Counselor	224	17.2
Other School Based Mental Health	26	2.0
Other Community Based Mental Health	7	0.5
Educators	129	9.9
General Education Teacher	28	2.2
Special Education Teacher	18	1.4
School Administrator	36	2.8
District Administrator	26	2.0
University Professor	21	1.6
Health-Care	27	2.1
Safety Officer	12	0.9
Other	36	2.8
Missing	242	18.6
Graduate Student	251	19.3
Intern (School Psychology)	75	5.8
Race/Ethnicity		
Asian	25	1.9
Black or African American	68	5.2
White	774	59.6
Hispanic/Latino	102	7.9
Other (American Indian, Pacific Islander, Other)	26	2.0
Missing	304	23.4

Workshop Satisfaction

Overall, total participant satisfaction for Workshop 2 was high ($M=4.64, SD=.44$). Participants appeared to report equally high satisfaction for workshop objectives ($M=4.53, SD=.49$) and workshop satisfaction ($M=4.70, SD=.48$). 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.	921	4.76	0.59
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.	921	4.52	0.61
3. Identify variables that determine the number of individuals likely to be traumatized by a given crisis.	921	4.60	0.57
4. Identify the school crisis interventions specified by the PREPaRE acronym.	921	4.55	0.61
5. Identify how school crisis intervention fits into the multidisciplinary (NIMS/ICS) school crisis response.	920	4.35	0.67
6. State the triage variables that predict psychological trauma.	919	4.56	0.60
7. Match the degree of psychological trauma risk to the appropriate school crisis interventions.	920	4.57	0.58
Workshop Satisfaction			
8. The content was clear and understandable.	920	4.67	0.60
9. Workshop materials were well organized.	919	4.71	0.60
10. The trainer(s) was/were well organized.	920	4.74	0.55
11. Workshop materials facilitated participation among participants.	919	4.63	0.63
12. The trainer(s) facilitated participation among participants.	918	4.70	0.59
13. This workshop increased my knowledge.	890	4.73	0.59
14. I will be able to apply the information/skills learned to my professional duties.	891	4.61	0.59
15. I recommend this workshop.	883	4.69	0.63
16. I recommend this/these trainers.	819	4.73	0.63

*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 $t(935)=34.08, p<.001, \eta^2=.55$, such that attitude improved from pretest ($M=2.99, SD=.81$) to posttest ($M=3.75, SD=.58$). Significant increases in attitude

were seen across all three items. An exploration of the association of demographic factors with changes in attitude found a large significant relationship between the amount of time spent in the current profession and gains in attitude, $F(3, 917)=30.96, p<.001, eta\ squared =.09$. Respondents who had no experience in their current profession ($M_{diff}=1.18, SD=.64$) had significantly larger gains than those with 1-5 years ($M_{diff}=.78, SD=.61$), 6-10 years ($M_{diff}=.66, SD=.67$), and 11 or more years ($M_{diff}=.58, SD=.68$). Prior school crisis training was also associated with significant differences found for gains in attitude, $F(3, 909)=23.03, p<.001, eta\ squared=0.07$. Respondents with 11 or more hours of prior school related crisis reported significantly fewer gains ($M_{diff}=.54, SD=.64$) than those with no prior school crisis training ($M_{diff}=.96, SD=.70$), and for participants with 1-5 hours ($M_{diff}=.95, SD=.70$) and 6-10 hours of training ($M_{diff}=.82, SD=.63$). There was also a significant difference in changes in attitude based on prior non-school crisis-related training $F(3, 907)=15.36, p<.001, eta\ squared=0.05$. Those who reported no prior non-school crisis-related training ($M_{diff}=.86, SD=.68$) and those who reported 1 to 5 hours of training ($M_{diff}=.94, SD=.67$) demonstrated higher gains than those with 6 or more hours of experience (6-10 hours $M_{diff}=.59, SD=.74$; 11 or more hours $M_{diff}=.54, SD=.57$). There was no significant difference in changes in attitudes based on reported occupation $F(4, 908)=1.86, p=ns$. There was also a significant difference in change in attitude based on student status $F(1, 850)=67.79, p<.001, eta\ squared=.07$. Graduate students had greater attitude gains ($M_{diff}=1.08, SD=.67$) than individuals who were not currently in graduate school ($M_{diff}=.66, SD=.64$).

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)	3.12	0.95	3.84	0.64
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 confident)	3.23	0.92	3.89	0.61
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)	3.62	0.94	3.51	0.82

*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, $t(839)=34.49, p<.001, eta\ squared=.59$ from the pretest ($M=7.82$ out of 13, $SD=2.08$) to the posttest ($M=10.73, SD=1.94$). 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: student status, $F(1, 760)=.384, p=ns$, internship status, $F(1, 451)=.341, p=ns$, the amount of time spent in current profession, $F(3, 822)=.426 p=ns$, overall experience, $F(3, 819)=.339, p=ns$, prior school related crisis training, $F(3, 815)=.816, p=ns$, and prior non-school crisis-related training, $F(3, 812)=.838, p=ns$. There was a small, but significant difference in terms of the participants' current occupation, $F(4, 815)=2.50 p=.05, eta squared=.012$, with school faculty/administration ($M_{diff}=3.33, SD=3.44$) making the most gains and health care professionals making the least gains ($M_{diff}=1.55, SD=2.01$).

Summary of Findings

In summary, both Workshop 1 and 2 resulted in 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.