PREPaRE
Prevent | Reaffirm | Evaluate | Provide and Respond | Examine

School Crisis
Prevention and
Intervention
Training
Curriculum

NASP
NATIONAL
ASSOCIATION OF
SCHOOL
PSYCHOLOGISTS

Program Evaluation Summary
February 2013 through December 2013

In order to evaluate the PREPaRE 2nd edition curriculum workshop effectiveness, participant satisfaction and pre- and post- workshop data is collected as a standard element of all workshops offered. This document summarizes the program evaluation data collected from February 2013 through December 2013.

Workshop 1

Of the possible 1357 responses, there were 876 (64.6%) 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). Ninety participants (6.6%) were missing pretest data, 177 (13.0%) were missing posttest data, 200 (14.7%) were missing both pre and post test data, and 14 (1.6%) 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 (11.7%; n=159), 1-5 years (23.2%; n=315), 6-10 years (14.0%; n=190), 11 or more years (29.1%, n=395), and 298 responses (22.0%) 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 (23.1%, n=314) or 0 hours (28.7%, n=389); of the remaining participants, 10.6% (n=144) had 1-5 hours of prior school crisis training, 15.6% (n=212) had 6-10 hours, and 298 responses (22%) were missing.

Almost half of the respondents reported having no community or agency (non-school) crisis-related training (47.5%, n=645); however, 15.3% (n=208) reported having more than 10 hours. The remaining respondents varied in reported non-school crisis-related training as 6.0% (n=82) had 1-5 hours of prior training, 8.9% (n=121) had 6-10 hours, and 22.2% (n=301) were missing.

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

	Workshop #1	
Demographics	*N*	*Percent*
Occupation		
Mental Health Professionals	**738**	**54.4**
School Psychologist	526	38.8
School Social Worker	68	5.0
Agency Social Worker	1	0.1
School Counselor	123	9.1
Other School Based Mental Health	12	.9
Other Community Based Mental Health	8	.6
Educators	**233**	**17.2**
General Education Teacher	20	1.5
Special Education Teacher	27	2.0
School Administrator	116	8.5
District Administrator	47	3.5
University Professor	23	1.7
Health-Care	**32**	**2.4**
Safety Officer	**15**	**1.4**
Other	**33**	**2.4**
Missing	**306**	**22.5**
Graduate Student	242	17.8
Intern (School Psychology)	61	4.5
Race/Ethnicity		
Asian	22	1.6
Black or African American	47	3.5
White	894	65.9
Hispanic/Latino	54	4.0
Other (American Indian, Pacific Islander, Other)	10	.7
Missing	326	24.0

Workshop Satisfaction

Of the available 913 Workshop 1 Evaluation forms, 827 included complete information. Overall, participants reported a high degree of satisfaction with their workshop experience (*M*=4.57, *SD*=.49; Questions 1, 12-20) and workshop objectives (Questions 2-11; *M*=4.34, *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		
	N	*Mean*	*SD*
Crisis Team			
1. The objectives were clearly stated.	913	4.67	.60
The workshop objectives were clearly met and I can now identify the:			
2. Four characteristics of a crisis event.	911	4.35	.67
3. Key concepts associated with the PREPaRE acronym.	910	4.43	.65
4. Four phases of crisis management.	910	4.31	.71
5. Three concepts related to crime prevention through environmental design.	910	4.49	.64
6. Four elements related to promoting psychological safety.	910	4.28	.74
7. Purpose of a comprehensive safety team.	910	4.52	.61
8. Major functions of the Incident Command System (ICS).	909	4.30	.71
9. Guiding principles in crisis plan development.	908	4.25	.67
10. Difference between the crisis team response plan and the school staff response plan.	906	4.23	.77
11. Three strategies for examining effectiveness of crisis prevention and preparedness.	905	4.25	.72
Workshop satisfaction			
12. The content was clear and understandable.	871	4.56	.61
13. Workshop materials were well organized.	868	4.66	.59
14. The trainer(s) was/were well organized.	869	4.65	.60
15. Workshop materials facilitated participation among participants.	863	4.45	.72
16. The trainer(s) facilitated participation among participants.	857	4.51	.69
17. This workshop increased my knowledge.	856	4.57	.63
18. I will be able to apply the information/skills learned to my professional duties.	856	4.44	.68
19. I recommend this workshop.	855	4.51	.70
20. I recommend this/these trainer(s).	843	4.56	.69

* 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 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, $t(866)=28.40$, $p<.001$, eta squared $=.48$ from the pre-test ($M=3.37$ out of 5; $SD=.55$) to the post-test ($M=3.87$; $SD=.55$). When

examining individual items, participants reported significant changes ($p<.001$) on 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, $t(879)=36.03$, $p<.001$, *eta squared=.60.*

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, $F(3, 856)=20.769$, $p<.001$, *eta squared*=0.07), with those who reported no experience (M_{diff}=.80, SD=.51) making significantly larger gains in attitude than participants with 1 to 5 years of experience (M_{diff} =.52, SD=.55), 6-10 years experience (M_{diff} =.41, SD=.47) and those with 11 or more years experience (M_{diff} =.42, SD=.47). This was further explained by the moderate, but significant difference found between students and working professionals, $F(1, 791)=77.17$, $p<.001$, *eta squared*=0.09), which indicated students reported more positive changes in attitude toward crisis prevention (M_{diff} =.79, SD=.53) than professionals (M_{diff} =.43, SD=.49). The number of school crisis training hours was moderately related to changes in attitude, $F(3, 528)=12.64$, $p<.01$, *eta squared*=.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 squared*=.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	880	2.34	0.78	3.34	0.71
2. How confident are you in your ability to collaborate with others to develop a comprehensive school crisis response management plan?	880	2.90	1.03	3.56	0.80
3. How enthusiastic are you to collaborate with others to develop a comprehensive school crisis response management plan?	874	3.57	0.88	3.86	0.86
4. How important to do you feel school crisis prevention and preparedness knowledge and skills are in today's schools?	872	4.66	0.63	4.71	0.56

*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, $t(821)=50.50$, $p<.001$, *eta squared*=0.76 from pre-test (M=5.48 out of 10, SD=1.46) to post-test (M=8.40, SD=1.45). 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, $F(3, 811)=3.37$, $p=.02$, *eta squared*=.01. Individuals with 6 to 10 years of experience (M=3.28, SD=1.70) had significantly higher increases in knowledge than those with 1 to 5 years experience in their current occupation (M=2.76, SD=1.60). There was no significant difference found between participants as a function of overall experience working in a school setting $F(3, 809)=1.42$, p=ns. There was no significant difference in knowledge gained as a function of prior school crisis-related training, $F(3, 811)=1.60$, p=ns or prior community or agency crisis-related training, $F(3, 810)=.32$, p=ns. There was also no significant difference in knowledge gained as a function of occupation, $F(4, 804)=.78$, p=ns.

WORKSHOP 2

Of the possible 1456 responses, 982 (67.4%) 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 forty participants (9.6%) were missing pretest data, 174 (12%) were missing posttest data, 132 (9.1%) were missing both pre and post test data, and 28 (1.9%) 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 (10.4%, n=151), 1-5 years (24.7%, n=359), 6-10 years (16.3%, n=238), 11 or more years (29.2%, n=425), and 283 responses (19.4%) were missing. Overall experience in schools was: 0 years (4.3%, n=63), 1-5 years (21%, n=306), 6-10 years (14.9%, n=217), 11 or more years (40.2%, n=585); 285 responses (19.6%) were missing. The majority of participants (35.7%, n=520) had 11 or more hours of prior school crisis intervention training prior to the workshop; of the remaining participants, 18.6% (n=271) had no prior training, 6.3% (n=91) had 1-5 hours, 19.5% (n=284) had 6-10 hours, and 19.9% (290) of the responses were missing. The majority of participants (45.5%, n=663) had no prior non-school crisis-related training; of the remaining participants, 5.9% (n=86) had 1-5 hours, 10.2% (n=149) had 6-10 hours, 18.1% (n=263) had 11 or more hours, and 20.3% (n=295) of the responses were missing.

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

	Workshop #2	
Demographics	*N*	*Percent*
Occupation		
Mental Health Professionals	**980**	**67.3**
School Psychologist	459	31.5
School Social Worker	123	8.4
Agency Social Worker	10	0.7
School Counselor	344	23.6
Other School Based Mental Health	28	1.9
Other Community Based Mental Health	16	1.1
Educators	**108**	**7.4**
General Education Teacher	6	0.4
Special Education Teacher	9	0.6
School Administrator	43	3.0
District Administrator	35	2.4
University Professor	15	1.0
Health-Care	**12**	**.8**
Safety Officer	**47**	**3.2**
Other	**19**	**1.3**
Missing	**290**	**19.9**
Graduate Student	213	14.6
Intern (School Psychology)	94	6.5
Race/Ethnicity		
Asian	26	1.8
Black or African American	133	9.1
White	882	60.6
Hispanic/Latino	135	9.3
Other (American Indian, Pacific Islander, Other)	21	1.5
Missing	259	17.8

Workshop Satisfaction

Of the 1095 Workshop 2 Evaluation forms, 927 included complete information. Overall, total participant satisfaction for Workshop 2 was high (*M*=4.57, *SD*=.48). Participants appeared to report equally high satisfaction for workshop experience (*M*=4.64, *SD*=.50) and workshop objectives (*M*=4.43, *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		
	N	*Mean*	*SD*
Workshop Objectives			
1. The workshop objectives were clearly stated.	1095	4.67	.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.	1093	4.41	0.73
3. Identify variables that determine the number of individuals likely to be traumatized by a given crisis.	1094	4.52	0.69
4. Identify the school crisis interventions specified by the PREP<u>a</u>RE acronym.	1094	4.47	0.71
5. Identify how school crisis intervention fits into the multidisciplinary (NIMS/ICS) school crisis response.	1090	4.28	0.71
6. State the triage variables that predict psychological trauma.	1093	4.44	0.72
7. Match the degree of psychological trauma risk to the appropriate school crisis interventions.	1093	4.51	0.66
Workshop Satisfaction			
8. The content was clear and understandable.	1093	4.61	0.64
9. Workshop materials were well organized.	1092	4.67	0.65
10. The trainer(s) was/were well organized.	1093	4.68	0.64
11. Workshop materials facilitated participation among participants.	1094	4.57	0.71
12. The trainer(s) facilitated participation among participants.	1092	4.62	0.65
13. This workshop increased my knowledge.	1029	4.63	0.67
14. I will be able to apply the information/skills learned to my professional duties.	1028	4.57	0.62
15. I recommend this workshop.	1026	4.65	0.66
16. I recommend this/these trainers.	941	4.71	0.61

*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 $t(1004)=29.35$, $p<.001$, eta squared=0.46 such that attitude improved from

pretest (M=3.05, SD=.80) to posttest (M=3.74, SD=.63). 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, 989)=11.54, p<.001, *eta squared* =.03. Respondents who had no experience in their current profession had significantly larger gains than those with 1 or more years experience (0 year M_{diff} =.96, SD=.76; 1-5 years M_{diff} =.74, SD=.76; 6-10 years M_{diff} =.64, SD=.73; 11 or more years M_{diff} =.56, SD=.68). Prior school crisis training was also associated with significant differences found for gains in attitude, F(3, 982)=13.15, p<.001, *eta squared*=.04. Respondents with no prior school related crisis reported significantly greater gains than those with 1 or more hours of training and those with 6 to 10 hours of training differed significantly from those with more than 10 hours (0 hours M_{diff} =.93, SD=.79; 1-5 hours M_{diff} =.66, SD=.76; 6-10 hours M_{diff} =.74, SD=.69; 11 or more hours M_{diff} =.56, SD=.70). There was a small, but significant difference in changes in attitude based on prior non-school crisis-related training F(3, 984)=10.33, p<.001, eta squared=0.03, as well. Those who reported no prior non-school crisis-related training demonstrated higher gains than those with 6 or more hours of experience (0 hours M_{diff} =.79, SD=.75; 1-5 hours M_{diff} =.73, SD=.67; 6-10 hours M_{diff} =.60, SD=.67; 11 or more hours M_{diff} =.48, SD=.72). There was a significant difference in changes in attitudes based on reported occupation F(4, 981)=3.93, p=.004. Mental health professionals had significantly higher gains than school faculty/administration (mental health professionals $M_{diff=}.71$, SD=.71, school faculty/administration $M_{diff=}.48$, SD=.80, healthcare professionals $M_{diff=}.90$, SD=.80, security/law enforcement $M_{diff=}.44$, SD=.96, other $M_{diff=}.98$, SD=.96). There was also a significant difference in change in attitude based on student status F(1, 904)=46.34, p=<.001, *eta squared*=0.05. Graduate students had greater attitude gains (M_{diff} =1.02, SD=.77) than individuals who were not currently in graduate school (M_{diff} =.63, SD=.70). Intern status was also associated with small, but significant gains in attitude, F(1, 534)=13.31, p<.001, *eta squared*=0.02, such that those who were interning at the time of the workshop had greater gains (M_{diff} =1.02, SD=.73) than those who were not (M_{diff} =.70, SD=.74).

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

	Pretest		Posttest	
Question	*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)	3.21	0.94	3.81	0.72
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)	3.33	0.95	3.88	0.69

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)	2.74	0.93	3.52	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, $t(891)=35.35$, $p<.001$, *eta squared*=.58 from the pretest (M=7.68 out of 13, SD=2.10) to the posttest (M=10.56, SD=2.00). 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, $F(3, 870)=2.37$, p=ns, student status, $F(1, 491)=2.17$, p=ns, internship status, $F(1, 493)=2.53$, p=ns), the amount of time spent in current profession, $F(3, 876)=1.47$, p=ns, overall experience in schools, $F(3, 875)=.431$, p=ns), prior school related crisis training, $F(3, 871)=1.59$, p=ns, and prior non-school crisis-related training, $F(3, 873)=.37$, 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.