

## Program Evaluation Summary May 2013 through January 2015

In order to evaluate the PREPaRE 2<sup>nd</sup> 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 May 2013 through January 2015.

### Workshop 1

Of the possible 1195 responses, there were 841 (70.4%) 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., patterned responses, answering too many items). Eight hundred and thirty-eight participants (70.1%) completed evaluations. Ninety eight participants (8.2%) were missing pre-test data, 170 (14.2%) were missing post-test data, 82 (6.9%) were missing both pre- and post-test data, and 4 (0.3 %) 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 (12.0%;  $n=143$ ), 1-5 years (23.8%;  $n=284$ ), 6-10 years (16.7%;  $n=199$ ), 11 or more years (31.2%,  $n=373$ ), and 196 responses (16.4%) were missing.

The number of prior school crisis training hours reported varied, with the majority of participants indicating they had 11 or more hours (27.2%,  $n=325$ ) or 0 hours (29.7%,  $n=355$ ). Of the remaining participants, 10.0% ( $n=119$ ) had 1-5 hours of prior school crisis training, 15.6% ( $n=187$ ) had 6-10 hours, and 209 responses (17.5%) were missing.

Almost half of the respondents reported having no community or agency (non-school) crisis-related training (47.3%,  $n=565$ ); however, 16.9% ( $n=202$ ) reported having 11 or more hours. The remaining respondents varied in reported non-school crisis-related training as 7.2% ( $n=86$ ) had 1-5 hours of prior training, 11.0% ( $n=131$ ) had 6-10 hours, and 17.7% ( $n=211$ ) were missing.

**Table 1. Demographic Data of Participants for the Crisis Prevention and Preparedness Workshop (Workshop #1, N=1195).**

<b>Demographics</b>	<b>Workshop #1</b>	
	<i>N</i>	<i>Percent</i>
Occupation		
<b>Mental Health Professional</b>	<b>558</b>	<b>46.7</b>
School Psychologist	322	26.9
School Social Worker	76	6.4
Agency Social Worker	128	10.7
Other School Based Mental Health	24	2.0
Other Community Based Mental Health	8	0.7
<b>School Faculty/Administration</b>	<b>325</b>	<b>27.2</b>
General Education Teacher	46	3.8
Special Education Teacher	28	2.3
School Administrator	193	16.2
District Administrator	50	4.2
University Professor	8	1.9
<b>Health-Care Professional</b>	<b>37</b>	<b>3.1</b>
<b>Security/Law Enforcement</b>	<b>16</b>	<b>1.3</b>
<b>Other</b>	<b>44</b>	<b>3.7</b>
<b>Missing</b>	<b>215</b>	<b>18.0</b>
Graduate Student	170	14.2
Intern (School Psychology)	34	2.8
<b>Race/Ethnicity</b>		
Asian	11	0.9
Black or African American	61	5.1
White	825	69.0
Hispanic/Latino	52	4.4
American Indian/Alaska Native	1	0.1
Other	6	0.5
Missing	239	21.2

### **Workshop Satisfaction**

Overall, participants reported a high degree of satisfaction with their workshop experience ( $M=4.49$ ,  $SD=.569$ ; Questions 1, 12-20) and workshop objectives (Questions 2-11;  $M=4.33$ ,  $SD=.55$ ). 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.	836	4.59	.72
The workshop objectives were clearly met and I can now identify the:			
2. Four characteristics of a crisis event.	836	4.31	.69
3. Key concepts associated with the PREPaRE acronym.	834	4.42	.69
4. Four phases of crisis management.	835	4.29	.72
5. Three concepts related to crime prevention through environmental design.	834	4.43	.69
6. Four elements related to promoting psychological safety.	836	4.26	.72
7. Purpose of a comprehensive safety team.	836	4.49	.64
8. Major functions of the Incident Command System (ICS).	836	4.31	.70
9. Guiding principles in crisis plan development.	836	4.29	.65
10. Difference between the crisis team response plan and the school staff response plan.	837	4.24	.76
11. Three strategies for examining effectiveness of crisis prevention and preparedness.	835	4.29	.72
Workshop satisfaction			
12. The content was clear and understandable.	834	4.48	.71
13. Workshop materials were well organized.	834	4.55	.70
14. The trainer(s) was/were well organized.	835	4.56	.68
15. Workshop materials facilitated participation among participants.	829	4.38	.80
16. The trainer(s) facilitated participation among participants.	824	4.42	.80
17. This workshop increased my knowledge.	822	4.51	.71
18. I will be able to apply the information/skills learned to my professional duties.	821	4.42	.74
19. I recommend this workshop.	816	4.40	.81
20. I recommend this/these trainer(s).	802	4.49	.79

Note. The number of evaluations used for these analyses is less than the number of completed evaluations (838), because participants were deleted listwise, meaning data are excluded if any single value is missing.

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,  $t(815)=25.02$ ,  $p<.001$ , eta squared =.43 from the pre-test ( $M=3.40$  out of 5;  $SD=.60$ ) to the post-test ( $M=3.88$ ;  $SD=.55$ ). When

examining individual items, participants reported significant changes ( $p < .001$ ) in three out of 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,  $t(824) = 32.83$ ,  $p < .001$ ,  $\eta^2 = .57$ . Attitude on the importance of crisis knowledge and skills did not change from pre to post-test.

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,  $F(3, 803) = 25.051$ ,  $p < .001$ ,  $\eta^2 = 0.08$ , with those who reported no experience ( $M_{diff} = .82$ ,  $SD = .54$ ) making significantly larger gains in attitude than participants with 1 to 5 years of experience ( $M_{diff} = .49$ ,  $SD = .55$ ), 6-10 years experience ( $M_{diff} = .38$ ,  $SD = .54$ ) and those with 11 or more years experience ( $M_{diff} = .36$ ,  $SD = .48$ ). This was further explained by the moderate, but significant difference found between students and working professionals,  $F(1, 757) = 60.92$ ,  $p < .001$ ,  $\eta^2 = 0.07$ , which indicated students reported more positive changes in attitude toward crisis prevention ( $M_{diff} = .80$ ,  $SD = .57$ ) than professionals ( $M_{diff} = .41$ ,  $SD = .52$ ). There was also a significant relationship between the number of school crisis training hours and changes in attitude,  $F(3, 796) = 14.28$ ,  $p < .001$ ,  $\eta^2 = .05$ . Respondents reporting no previous school crisis training indicated significantly higher changes in attitude ( $M_{diff} = .63$ ,  $SD = .55$ ) than those with 1-5 hours of school crisis training ( $M_{diff} = .40$ ,  $SD = .59$ ), those with 6-10 hours ( $M_{diff} = .48$ ,  $SD = .56$ ), and those with 11 or more hours ( $M_{diff} = .34$ ,  $SD = .47$ ). Those with 11 or more hours ( $M_{diff} = .34$ ,  $SD = .47$ ) also differed significantly from those with 6-10 hours ( $M_{diff} = .48$ ,  $SD = .56$ ). A small, but significant difference was also found for individuals reporting no previous non-school crisis-related training ( $M_{diff} = .52$ ,  $SD = .58$ ) and those reporting 11 or more hours of prior training ( $M_{diff} = .34$ ,  $SD = .49$ ),  $F(3, 795) = 4.35$ ,  $p < .05$ ,  $\eta^2 = .02$ . 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?	825	2.47	.832	3.45	.692
2. How confident are you in your ability to collaborate with others to develop a comprehensive school crisis response management plan?	827	3.03	1.04	3.60	.787
3. How enthusiastic are you to collaborate with others to develop a comprehensive school crisis response management plan?	825	3.47	.908	3.80	.827
4. How important to do you feel school crisis prevention and preparedness knowledge and skills are in today's schools?	820	4.64	.639	4.64	.639

\*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,  $t(773)=48.96, p<.001, \eta^2=0.76$  from pre-test ( $M=5.34$  out of 10,  $SD=1.42$ ) to post-test ( $M=8.33, SD=1.52$ ). There were no significant differences found between knowledge gained and participants' years of experience in their current occupation,  $F(3, 762)=.46, p=ns$ , their overall experience working in a school setting,  $F(3, 757)=2.34, p=ns$ , prior school crisis-related training,  $F(3, 757)=.378, p=ns$ , prior community or agency crisis-related training  $F(3, 756)=.74, p=ns$ , or as a function of their occupation  $F(4, 746)=1.45, p=ns$ .

### WORKSHOP 2

Of the possible 1267 responses, 836 (66.0%) 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 ninety-two participants (15.2%) were missing pretest data, 149 (11.8%) and were missing posttest data, 90 (7.1%) were missing both pre and post test data. Nine hundred and thirteen (72.1%) of participants completed an evaluation.

### 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 (8.7%,  $n=110$ ), 1-5 years (20.8%,  $n=264$ ), 6-10 years (16.7%,  $n=212$ ), 11 or more years (30.1%,  $n=382$ ), and 299 responses (23.6%) were missing. Overall experience in schools was: 0 years (3.5%,  $n=44$ ), 1-5 years (15.9%,  $n=201$ ), 6-10 years (16.3%,  $n=206$ ), 11 or more years (41.0%,  $n=519$ ), and 297 responses (23.4%) were missing. The majority of participants (33.6%,  $n=426$ ) had 11 or more hours of prior school crisis intervention training prior to the workshop; of the remaining participants, 18.2% ( $n=230$ ) had no prior training, 6.4% ( $n=81$ ) had 1-5 hours, 18.2% ( $n=230$ ) had 6-10 hours, and 23.7% (300) of the responses were missing. The majority of participants (39.3%,  $n=498$ ) had no prior non-school crisis-related training; of the remaining participants, 5.4% ( $n=69$ ) had 1-5 hours, 9.1% ( $n=115$ ) had 6-10 hours, 22.3% ( $n=282$ ) had 11 or more hours, and 23.9% ( $n=303$ ) of the responses were missing.

**Table 4. Demographic Data of Participants for the Crisis Intervention and Recovery Workshop (Workshop #2,  $N=1267$ ).**

Demographics	Workshop #2	
	<i>N</i>	<i>Percent</i>
Occupation		
<b>Mental Health Professionals</b>	<b>779</b>	<b>61.5</b>
School Psychologist	309	24.4
School Social Worker	111	8.8
Agency Social Worker	1	0.1
School Counselor	290	22.9
Other School Based Mental Health	59	4.7

Other Community Based Mental Health	9	0.7
<b>Educators</b>	<b>114</b>	<b>9.0</b>
General Education Teacher	24	1.9
Special Education Teacher	9	0.7
School Administrator	53	4.2
District Administrator	27	2.1
University Professor	1	.1
<b>Health-Care</b>	<b>52</b>	<b>4.1</b>
<b>Safety Officer</b>	<b>10</b>	<b>0.8</b>
<b>Other</b>	<b>13</b>	<b>1.0</b>
<b>Missing</b>	<b>299</b>	<b>23.6</b>
Graduate Student	110	8.7
Intern (School Psychology)	51	4.0
<b>Race/Ethnicity</b>		
Asian	24	1.9
Black or African American	81	6.4
White	750	59.2
Hispanic/Latino	59	4.7
Other (American Indian, Pacific Islander, Other)	13	.10
Missing	340	26.8

### Workshop Satisfaction

Overall, total participant satisfaction for Workshop 2 was high ( $M=4.58, SD=.48$ ). Participants appeared to report equally high satisfaction for workshop objectives ( $M=4.52, SD=.50$ ) and workshop satisfaction ( $M=4.67, SD=.52$ ). 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.	913	4.73	0.67
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.	912	4.41	0.72
3. Identify variables that determine the number of individuals likely to be traumatized by a given crisis.	913	4.51	0.66
4. Identify the school crisis interventions specified by the PREPaRE acronym.	913	4.47	0.67

5. Identify how school crisis intervention fits into the multidisciplinary (NIMS/ICS) school crisis response.	911	4.23	0.73
6. State the triage variables that predict psychological trauma.	913	4.41	0.72
7. Match the degree of psychological trauma risk to the appropriate school crisis interventions.	912	4.49	0.65
<b>Workshop Satisfaction</b>			
8. The content was clear and understandable.	912	4.62	0.64
9. Workshop materials were well organized.	911	4.70	0.60
10. The trainer(s) was/were well organized.	910	4.70	0.63
11. Workshop materials facilitated participation among participants.	913	4.57	0.72
12. The trainer(s) facilitated participation among participants.	912	4.64	0.67
13. This workshop increased my knowledge.	909	4.68	0.65
14. I will be able to apply the information/skills learned to my professional duties.	906	4.60	0.62
15. I recommend this workshop.	903	4.63	0.70
16. I recommend this/these trainers.	829	4.73	0.61

Note. All items on a 1-5 scale, with 1 meaning *strongly disagree* and 5 meaning *strongly agree*. The number of evaluations used for these analyses is less than the number of completed evaluations (913) because participants were deleted listwise; meaning data are excluded if any single value is missing.

### **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  $t(834)=29.0, p<.001, \eta^2=.50$ , such that attitude improved from pre-test ( $M=3.05, SD=.83$ ) to post-test ( $M=3.74, SD=.57$ ). Significant increases in attitude were seen across all three items.

An exploration of the association of demographic factors with changes in attitude found a moderate significant relationship between the amount of time spent in the current profession and gains in attitude,  $F(3, 820)=13.59, p<.001, \eta^2=.05$ . Respondents who had no experience in their current profession ( $M_{diff}=1.01, SD=.61$ ) had significantly larger gains than those with 1-5 years ( $M_{diff}=.78, SD=.74$ ), 6-10 years ( $M_{diff}=.64, SD=.62$ ), and 11 or more years ( $M_{diff}=.56, SD=.62$ ). Those with 1-5 years of experience also had significantly larger gains than those with 11 or more years of experience. Prior school crisis training was also associated with significant differences found for gains in attitude,  $F(3, 819)=24.15, p<.001, \eta^2=0.08$ . Respondents with no hours of prior school related crisis reported significantly greater gains ( $M_{diff}=1.00, SD=.66$ ) than those with 1-5 hours ( $M_{diff}=.73, SD=.77$ ), 6-10 hours ( $M_{diff}=.69, SD=.59$ ) and 11 or more ( $M_{diff}=.52, SD=.62$ ) hours

of training. There was also a significant difference in changes in attitude based on prior non-school crisis-related training  $F(3, 816)=16.70, p<.001, \eta^2=0.06$ . Those who reported no prior non-school crisis-related training ( $M_{diff}=.85, SD=.68$ ) and those who reported 1 to 5 hours of training ( $M_{diff}=.67, SD=.76$ ) demonstrated higher gains than those with 6 or more hours of experience (6-10 hours  $M_{diff}=.53, SD=.53$ ; 11 or more hours  $M_{diff}=.50, SD=.59$ ). There was also a significant difference in change in attitude based on student status  $F(1, 773)=17.82, p<.001, \eta^2=.02$ . Graduate students had greater attitude gains ( $M_{diff}=.97, SD=.64$ ) than individuals who were not currently in graduate school ( $M_{diff}=.66, SD=.67$ ). There was no significant difference in changes in attitudes based on reported occupation  $F(4, 819)=2.17, p=ns$ .

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

Question	Pretest			Posttest	
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
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)	834	3.15	0.99	3.82	0.66
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)	834	3.29	0.95	3.90	0.57
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)	834	2.70	0.96	3.49	0.80

Note. 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,  $t(771)=34.35, p<.001, \eta^2=.60$  from the pretest ( $M=7.66$  out of 13,  $SD=2.27$ ) to the posttest ( $M=10.80, SD=1.88$ ). 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,  $F(1, 716)=.065, p=ns$ , internship status,  $F(1, 409)=3.21, p=ns$ , the amount of time spent in current profession,  $F(3, 757)=2.12, p=ns$ , overall experience,  $F(3, 757)=.09, p=ns$ , prior school related crisis training,  $F(3, 758)=.42, p=ns$ , prior non-school crisis-related training,  $F(3, 757)=1.25, p=ns$ , and occupation,  $F(4, 758)=1.67, p=ns$ .

## **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.