

Program Evaluation Summary July 2011 though November 2012

To evaluate workshop effectiveness of the PREPaRE 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 July 2011 though November 2012. These data provide continued insight into participant workshop satisfaction and provide guidance regarding the extent to which the PREPaRE curriculum influences participant school crisis prevention and intervention attitudes and knowledge.

WORKSHOP 1

Of the possible 1021 responses there were 956 responses to the pretest and/or posttest (65 responses to the evaluation only). A total of 724 (75.7%) participants completed valid pre- and post- tests and 635 (66.4%) participants completed valid evaluation surveys.

Demographic Information

Table 1 offers descriptive statistics of participant demographic information. The distribution of years in the participants' current professions was: 0 years (20.9%; $n=213$), 1-5 years (27.4%; $n= 280$), 6-10 years (16.5%; $n= 168$), 11 or more years (24.3%; $n= 248$), missing (11.0%, $n=112$). The number of prior school crisis training hours Workshop 1 participants reported varied with the majority of participants indicating they either had more than ten hours (35.6%, $n =363$) or 0 hours (25.4%, $n =259$); of the remaining participants 11.9% ($n=121$) had 1-5 hours of prior training, 15.7% ($n=160$) had 6-10 hours, and 118 responses (11.6%) were missing.

Table 1. Demographic Data of Participants for the *Crisis Prevention and Preparedness Workshop (Workshop #1; N=1021)*.

<i>Demographics</i>	<i>Workshop #1</i>	
	N	Percent
Occupation		
Mental Health Professionals	600	58.8
School Psychologist	425	41.6
School Social Worker	31	3.0
Agency Social Worker	2	0.2
School Counselor	119	11.7
Other School Based Mental Health	11	1.1
Other Community Based Mental Health	12	1.2
Educators	197	19.3
General Education Teacher	16	1.6

Special Education Teacher	8	0.8
School Administrator	124	12.1
District Administrator	33	3.2
University Professor	16	1.6
Health-Care	22	2.2
Safety Officer	54	5.3
Other	26	2.5
Missing	122	11.9
Graduate Student	278	27.2
Intern (School Psychology)	98	9.6
Race/Ethnicity		
Asian	20	2.0
Black or African American	126	12.3
White	673	65.9
Hispanic/Latino	43	4.2
Other (American Indian, Pacific Islander, Other)	23	2.3
Missing	136	13.3

Workshop Satisfaction

Of the available 751 Workshop Evaluation forms, 635 included complete information. Overall, participants reported a high degree of satisfaction with their workshop experience ($M = 4.5$ out of 5; $SD = .48$). Participants appeared to report similar satisfaction for both workshop experience ($M=4.63$, $SD=.50$; Questions 1,12-20) and workshop objectives (Questions 2-11; $M=4.38$, $SD=.58$). Specific questions and participant responses are summarized in Table 2.

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

Question	Workshop #1		
	N	Mean	SD
Crisis Team			
1. The objectives were clearly stated.	730	4.70	.67
The workshop objectives were clearly met and I can now identify the:			
2. Four characteristics of a crisis event.	732	4.39	.68
3. Key concepts associated with the PREPaRE acronym.	733	4.46	.68
4. Four phases of crisis management.	732	4.36	.74
5. Three concepts related to crime prevention through environmental design.	732	4.52	.68
6. Four elements related to promoting psychological safety.	730	4.29	.74
7. Purpose of a comprehensive safety team.	729	4.48	.68
8. Major functions of the Incident Command System (ICS).	731	4.37	.73

9. Guiding principles in crisis plan development.	729	4.33	.69
10. Difference between the crisis team response plan and the school staff response plan.	729	4.30	.76
11. Three strategies for examining effectiveness of crisis prevention and preparedness.	713	4.36	.73
Workshop Satisfaction			
12. The content was clear and understandable.	678	4.59	.62
13. Workshop materials were well organized.	678	4.68	.60
14. The trainer(s) was/were well organized.	679	4.68	.63
15. Workshop materials facilitated participation among participants.	677	4.51	.70
16. The trainer(s) facilitated participation among participants.	671	4.54	.67
17. This workshop increased my knowledge.	670	4.64	.59
18. I will be able to apply the information/skills learned to my professional duties.	669	4.53	.65
19. I recommend this workshop.	668	4.61	.64
20. I recommend this/these trainer(s).	664	4.67	.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 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 intervention and prevention work, scores still increased significantly (became more favorable, $t(714) = 27.57, p = .000, \eta^2 = .52$) from the pre-test ($M = 3.32$ out of 5; $SD = .55$) to the post-test ($M = 3.87$; $SD = .53$). Further, when examining individual items, participants reporting significant changes ($p < .05$) for the better on all four questions. The largest gain in attitudes toward crisis prevention was seen for item one, which indicates participants feel significantly more knowledgeable about this topic after participating in this workshop ($t(717) = 34.47, p = .000, \eta^2 = .62$).

An exploration of the association of demographic factors with changes in attitude found moderate, significant differences between participants in attitude toward crisis intervention and prevention as a function of years spent in their current profession ($F(3,707) = 10.11, p = .000, \eta^2 = .04$), with those with zero years of experience ($M = .72, SD = .46$) making significantly larger gains in attitude than all other participants (1-5 years $M = .53, SD = .51$, 6-10 years $M = .51, SD = .58$, 11 or more years $M = .43, SD = .56$). This was further explained by the moderate, but significant difference found between students and working professionals, ($t(684) = 5.98, p = .000, \eta^2 = .05$) which indicated students reported more positive change in attitude toward crisis prevention. Further, the number of previous school crisis training hours ($F(3,706) = 11.32, p = .000, \eta^2 = .05$) was

moderately related to changes in attitude, with those with fewer hours of prior training experiencing more positive changes. Lastly, there were also moderate, significant differences between participants reporting different occupations ($F(4,694)=8.916, p=.000, eta\ squared=.05$). Specifically, mental health professionals ($M=.61, SD=.50$) experienced more positive change in attitude than both educators ($M=.44, SD=.57$) and safety officers ($M=.18, SD=.57$), while those reporting “other” professions also experienced more positive change in attitude than safety officers ($M=.66, SD=.53$).

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?	322	2.40	.73	3.43	.70
2. How confident are you in your ability to collaborate with others to develop a comprehensive school crisis response management plan?	322	2.76	.99	3.53	.80
3. How enthusiastic are you to collaborate with others to develop a comprehensive school crisis response management plan?	322	3.49	.87	3.85	.79
4. How important do you feel school crisis prevention and preparedness knowledge and skills are in today’s schools?	321	4.62	.67	4.67	.62

*All items on a 5-point scale, with higher scores indicating more positive attitudes.

Workshop Effect on Participant School Crisis Work Knowledge

Workshop 1 participant responses indicated large, significant increases in knowledge across all participants ($t(693)= 54.59, p =.000, eta\ squared= .81$) from pre-test ($M = 4.83$ out of 10; $SD = 1.39$) to post-test ($M = 8.57$ out of 10; $SD = 1.38$). There were no significant differences found between participants in knowledge gained of crisis intervention and prevention as a function of years spent in their current profession ($F(3,319)=.32, p=.811$), reported professions ($F(3,687)=.48, p=.695$), amount of previous school crisis training hours ($F(3, 687)=1.12, p=.341$), or amount of knowledge gained between graduate students and working professionals ($t(664)=.62, p=.535$). Further, there were no significant differences based on participant occupation ($F(4,48.93)=.213, p=.930$).

WORKSHOP 2

Of the possible 1457 responses there were 1357 responses to the pretest and/or posttest (100 responses to the evaluation only). Due to an error in pre-test and post-test forms, only 496 pre- and post- tests were valid for evaluation. However, 1083 (74.3%) participants completed evaluation surveys.

Demographic Information

Whole Sample. Table 4 offers descriptive statistics of participant demographic information for all Workshop 2 participants. For this workshop, the distribution of years in the current profession was: 0 years (14.8% ($n=150$)), 1-5 years (32.3%, $n=328$), 6-10 years (19.9%, $n=202$), 11 or more years (32.4%, $n=329$), missing (0.5%, $n=5$). The majority of the participants (38.5%, $n=390$) had more than 10 hours of prior school crisis intervention training previous to the workshop; of the remaining participants, 23.2% ($n=235$) had 0 hrs of prior training, 11.7% ($n=119$) had 1-5 hours, 25.7% ($n=261$) had 6-10 hours, and 0.9% ($n=9$) of the responses were missing.

Table 4. Demographic Data of Participants for the *Crisis Intervention and Recovery Workshop* (Workshop #2; N=1014).

<i>Demographics</i>	<i>Workshop #2</i>	
	N	Percent
Occupation		
Mental Health Professionals	884	87.2
School Psychologist	487	48.0
School Social Worker	112	11.
Agency Social Worker	11	1.1
School Counselor	215	21.2
Other School Based Mental Health	34	3.4
Other Community Based Mental Health	25	2.5
Educators	77	7.6
General Education Teacher	10	1.0
Special Education Teacher	8	0.8
School Administrator	17	1.7
District Administrator	27	2.7
University Professor	15	1.5
Health-Care	14	1.4
Safety Officer	5	0.5
Other	15	1.5
Missing	19	1.9
Graduate Student	203	20.0
Intern (School Psychology)	91	9.0
Race/Ethnicity		
Asian	23	2.3
Black or African American	98	9.7
White	727	71.7
Hispanic/Latino	71	7.0
Other (American Indian, Pacific Islander, Other)	46	4.5
Missing	49	4.8

Pre and Post Sample. Table 5 offers descriptive statistics of participant demographic information for Workshop 2 participants who completed valid pre and post tests. For this workshop, the distribution of years in the current profession was: 0 years (13.9% ($n=69$), 1-5 years (32.3%, $n=160$), 6-10 years (21.8%, $n=108$), 11 or more years (31.7%, $n=157$), missing (0.4%, $n=2$). The majority of the participants (40.9%, $n=203$) had more than 10 hours of prior school crisis intervention training previous to the workshop; of the remaining participants, 20.4% ($n=101$) had 0 hrs of prior training, 13.3% ($n=66$) had 1-5 hours, 25.0% ($n=124$) had 6-10 hours, and 0.4% ($n=2$) of the responses were missing.

Table 5. Demographic Data of Participants for the *Crisis Intervention and Recovery Workshop (Workshop #2; N=496)*.

<i>Demographics</i>	<i>Workshop #2</i>	
	N	Percent
Occupation		
Mental Health Professionals	440	88.7
School Psychologist	269	54.2
School Social Worker	55	11.1
Agency Social Worker	6	1.2
School Counselor	88	17.7
Other School Based Mental Health	12	2.4
Other Community Based Mental Health	10	2.0
Educators	37	7.5
General Education Teacher	3	0.6
Special Education Teacher	3	0.6
School Administrator	14	2.8
District Administrator	14	2.8
University Professor	3	0.6
Health-Care	6	1.2
Safety Officer	0	0.0
Other	7	1.4
Missing	6	1.2
Graduate Student	65	13.1
Intern (School Psychology)	38	7.7
Race/Ethnicity		
Asian	16	3.2
Black or African American	33	6.7
White	369	74.4
Hispanic/Latino	35	7.1
Other (American Indian, Pacific Islander, Other)	22	4.4
Missing	21	4.2

Workshop Satisfaction

Of the 1083 Workshop Evaluation forms, 861 were complete. Overall, it is concluded that total participant satisfaction for workshop 2 was high ($M = 4.64$ out of 5; $SD = .46$). Participants appeared to report equally high satisfaction for both workshop experience ($M = 4.72$, $SD = .48$; Questions 1,8-16) and workshop objectives (Questions 2-7; $M = 4.45$, $SD = .62$). Specific questions and participant responses are summarized in Table 6.

Table 6. Participant Workshop Satisfaction. Participant Ratings for the Crisis Intervention and Recovery Workshop.

Question	Workshop #2		
	N	Mean*	SD
Workshop Objectives			
1. The objectives were clearly stated.	1057	4.72	.70
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.	1057	4.45	.71
3. Identify variables that determine the number of individuals likely traumatized by a given crisis.	1053	4.52	.70
4. Identify the school crisis interventions specified by the PREPaRE acronym	1056	4.51	.73
5. Identify how school crisis intervention fits into the multidisciplinary (NIMS/ICS) school crisis response.	1056	4.24	.80
6. State the triage variables that predict psychological trauma.	1056	4.48	.71
7. Match the degree of psychological trauma risk to the appropriate school crisis interventions.	1056	4.52	.69
Workshop Satisfaction			
8. The content was clear and understandable.	1054	4.62	.70
9. Workshop materials were well organized.	1056	4.67	.70
10. The trainer(s) was/were well organized.	1056	4.71	.68
11. Workshop materials facilitated participation among participants.	1020	4.63	.59
12. The trainer(s) facilitated participation among participants.	1020	4.71	.59
13. This workshop increased my knowledge.	978	4.72	.56

14. I will be able to apply the information/skills learned to my professional duties.	978	4.63	.59
15. I recommend this workshop.	974	4.69	.62
16. I recommend this/these trainer(s).	890	4.75	.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 7 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 (became more favorable, $t(492) = 21.28, p < .000, \eta^2 = .48$) from the pre-test ($M = 3.09, SD = .78$) to the post-test ($M = 3.73; SD = .58$). Notably, significant increases in attitudes were seen across all three items.

An exploration of the association of demographic factors with changes in attitude found a significant relationship between the amount of time spent in the current profession and gains in attitude ($F(3,487) = 5.16, p = .000, \eta^2 = .03$), with those reporting fewer years in the profession making significantly larger gains in attitude toward crisis prevention and intervention than those with more years (0 years $M = .85, SD = .65$; 1-5 years $M = .73, SD = .66$; 6-10 years $M = .57, SD = .69$; 11 or more $M = .52, SD = .65$). Further, there were significant differences found for gains in attitudes ($F(3,487) = 3.68, p = .012, \eta^2 = .03$) according to previous experience with school crisis training; Those with 1-5 prior training hours ($M = .88, SD = .79$) significantly more likely to experience gains in attitudes than participants with 11 or more hours of training ($M = .57, SD = .61$). There were also significant differences found based on reported occupation ($F(4,483) = 2.75, p = .042$). Although post hoc tests revealed no individual group level significant differences, health professionals did not experience any change in attitudes ($M = .00, SD = .73$) while all other occupations experienced more positive attitude change. There were no significant effects found in difference of attitude change based on the participant's student status ($t(447) = 4.84, p = .118$).

Table 7. Workshop #2 Participants' Attitudes Toward Crisis Intervention on a 1–5 Scale, With Higher Scores Indicating More Positive Attitudes

Question	N	Pretest		Posttest	
		Mean	SD	Mean	SD
1. How anxious would you feel if you were required to conduct a school crisis intervention?	493	3.23	.92	3.86	.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?	493	3.36	.90	3.92	.60

3. How fearful are you that you might make a mistake during a school crisis intervention?	493	2.69	.91	3.42	.82
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Workshop Effect on Participant School Crisis Work Knowledge

Workshop 2 participant responses indicated large, significant increases in knowledge across all participants ($t(478)=16.28, p=.000, \eta^2=.36$) from the pre-test ($M = 6.48$ out of 13; $SD = 1.71$) to the post-test ($M = 7.93$ out of 13; $SD = 1.48$). There were no significant differences found based on participant demographic data for the relationship between the amount of knowledge gained and the amount of time spent in the current profession ($F(3,473)=.939, p=.422$), occupation ($F(3,470)=1.59, p=.191$), student status ($t(434)=1.646, p=.101$), and the amount of previous school crisis training ($F(3,473)=1.401, p=.242$).

Summary of Findings

In summary, both workshop 1 and 2 were associated with large, significant increases in attitudes related to participants' professional roles in crisis prevention and intervention. Further, both workshop 1 and 2 participants reported a high level of satisfaction with workshop content, achievement of objectives, trainer preparedness, materials, knowledge gained, and application of the information.