

Program Evaluation Summary November 2009

To evaluate workshop effectiveness and to facilitate PREPaRE curriculum development, 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 since the curriculum was pilot tested in April 2006 and before May of 2008 (Brock, Nickerson, Reeves, Woitaszewski, & Savage, in preparation). These data provide initial 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 Satisfaction

Table 1 offers descriptive statistics for the three questions asked of participants at the conclusion of their training. These data suggest that participants' satisfaction with their workshop experience is very high, they feel significantly better prepared to respond to school crises, and they would highly recommend the workshop to others.

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

Question	Workshop #1			Workshop #2		
	N	Mean	SD	N	Mean	SD
1. Using a 10-point scale, please rate your overall workshop experience (1 = I did not like this session at all; 10 = I liked this session a lot!).	1,141	8.6	1.56	984	8.9	1.44
2. Using a 10-point scale, please indicate the degree to which you think you are better prepared to respond to school crises (1 = not at all; 10 = a lot!).	1,136	8.19	1.62	988	8.6	1.47
3. Using a 10-point scale, please indicate the likelihood that you would recommend this workshop to others (1 = absolutely no; 10 = absolutely yes).	1,138	8.91	1.55	988	9.1	1.48

Workshop Effect on Participants' Attitudes Toward School Crisis Work

Table 2 offers descriptive statistics for the pre- and post-workshop questions asked of participants to assess their attitudes toward crisis prevention and preparedness. Using a 5-point scale, with higher scores indicating more positive attitudes, Workshop #1 participant responses indicated significant increases in perceived knowledge about crisis prevention and preparedness ($t = -34.57, df = 1,177, p < .001$) and confidence in their ability to collaborate with others to develop a comprehensive school crisis response management ($t = -23.02, df = 1,174, p < .001$). Further, results indicated increased enthusiasm about collaborating with others to develop a comprehensive school crisis response management plan ($t = -14.95, df = 1,173, p < .001$), as well as increased perceived importance of school crisis prevention and preparedness knowledge and skills in schools ($t = -4.28, df = 1,176, p < .001$).

Table 3 offers descriptive statistics for the pre- and post-workshop questions asked of participants to assess their attitudes toward crisis intervention and recovery. Again using a 5-point scale, participant responses indicated significant decreases in anxiety about providing crisis intervention ($t = -15.57, df = 1,007, p < .001$) and fearfulness that they might make a mistake during crisis intervention ($t = -12.50, df = 1,007, p < .001$). Further, results indicated increased confidence in knowing what to do when required to respond as a part of a school crisis team ($t = -20.29, df = 1,007, p < .001$).

Table 2. Workshop #1 Participants' Attitudes Toward Prevention and Preparedness on a 1–5 Scale, With Higher Scores Indicating More Positive Attitudes

<i>Question</i>	<i>Pretest</i>			<i>Posttest</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1. How knowledgeable are you about school crisis prevention and preparedness?	1,178	2.75	.81	1,178	3.56	.70
2. How confident are you in your ability to collaborate with others to develop a comprehensive school crisis response management plan?	1,178	3.22	.96	1,178	3.80	.75
3. How enthusiastic are you to collaborate with others to develop a comprehensive school crisis response management plan?	1,174	3.71	.91	1,174	4.03	.80
4. How important do you feel school crisis prevention and preparedness knowledge and skills are in today's schools?	1,177	4.62	.63	1,177	4.69	.55

Table 3. Workshop #2 Participants' Attitudes Toward Crisis Intervention on a 1–5 Scale, With Higher Scores Indicating More Positive Attitudes (N = 1,008)

<i>Question</i>	<i>Pretest</i>		<i>Posttest</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?	3.35	0.93	3.84	0.79
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?	2.89	0.92	3.52	0.89
3. How fearful are you that you might make a mistake during a school crisis intervention?	3.54	0.88	3.92	0.76

Workshop Effect on Participant School Crisis Work Knowledge

The data collected evaluated the degree to which participants' demonstrated increased crisis prevention, preparedness, intervention, and recovery knowledge following their workshop experience. Results for Workshop #1, *Crisis Prevention and Preparedness*, revealed significant increases in participants' crisis prevention and preparedness knowledge test scores following workshop participation. The mean total pretest score was 5.25 out of 10 ($SD = 1.80$), and the mean posttest score was 8.79 out of 10 ($SD = 1.46$; $t = -58.49$, $df = 1211$, $p < .001$).

Results for Workshop #2, *Crisis Intervention and Recovery*, also revealed significant increases in participants' crisis intervention knowledge test scores following workshop participation. While the mean total pretest score was 1.35 out of 5 ($SD = 0.78$), the mean posttest score was 3.80 out of 5 ($SD = 0.92$; $t = -71.27$, $df = 1007$, $p < .001$).

Summary of Findings

Overall, the preliminary quantitative research evaluating the PREP_aRE workshops indicates that the PREP_aRE curriculum is achieving its stated goals and as such is an effective school-based crisis prevention and intervention professional development tool. Workshop participants demonstrate increased knowledge about crisis prevention and preparedness, improved attitudes and confidence, and increased enthusiasm about the importance of developing collaborative comprehensive school crisis response plans.

Reference

Brock, S. E., Nickerson, A. B., Reeves, M. R., Woitaszewski, S., & Savage, T. (in preparation). Development, evaluation, and future directions of the PREP_aRE School Crisis Prevention and Intervention Training Curriculum. *Journal of School Violence*.