

EFFECTIVE SCHOOL STAFF INTERACTIONS WITH STUDENTS AND POLICE: TRAINING EVALUATION

Full Report

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EFFECTIVE SCHOOL STAFF INTERACTIONS WITH STUDENTS AND POLICE

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The Center for Applied Research in Human Development (CARHD) is a joint venture between the Department of Human Development and Family Studies (HDFS), in the College of Liberal Arts and Sciences, and the Cooperative Extension System. The Center provides assistance to state and community-based agencies in the development, delivery, and evaluation of human service programs. This collaboration with state and community-based agencies is intended to facilitate the development of high quality program evaluations for programs that promote child, youth, and family development. The Center also offers opportunities for graduate students to learn about the research and publication process under the mentorship and guidance of experts in the field of human development, family studies, and applied research.

Effective School Staff Interactions with Students and Police is the final report based on data collected for the evaluation of the *Effective School Staff Interactions with Students and Police* curriculum project. The views, findings, conclusions, and recommendations expressed herein are those of the authors and do not necessarily express the viewpoint of the State of Connecticut Office of Policy and Management.

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EXECUTIVE SUMMARY

This report presents the results of an evaluation study of the *Effective School Staff Interactions with Students and Police* curriculum project. The purpose of the evaluation was to assess changes in school staff knowledge and attitudes towards students and police following a one-day training. The training was designed to increase the likelihood that school staff interactions with students would result in fewer suspensions and more positive long term outcomes. A total of 130 school staff participated in the training between October and December of 2012. An additional 60 school staff participated as members of the comparison group.

A questionnaire was administered to the training group immediately before the training (i.e., pre-test survey) and immediately after the training (i.e., post-test survey). Training group participants also were asked to complete a follow-up survey 5 to 7 months after completing the training. Comparison group participants completed surveys during the pre-training and follow-up period. The questionnaire contained closed-ended questions to measure school staff knowledge and attitudes on the equal treatment of diverse youth, school staff interactions with students, and school and police relations. The post-test questionnaire included open-ended questions that asked participants about their overall satisfaction with the training sessions. Based on data from both groups, the Center for Applied Research in Human Development (CARHD) assessed the effectiveness of the curriculum in influencing the knowledge and attitudes of school staff.

Key findings from the analyses of the closed-ended questions included the following:

- Positive increases in training participants' knowledge scores remained significant 5 to 7 months after the training had been completed
- Training participants showed positive increases in their attitude scores from pre-test to post-test although they were not significantly more likely than the comparison group to endorse individual attitude items at follow-up
- Training participants were more likely than members of the comparison group to report feeling confident in their ability to de-escalate conflict when interacting with students from pre-test to follow-up
- Training participants reported greater change than school staff in the comparison group on a cluster of attitude items focused on their efficacy in successfully interacting with students

Responses to the open-ended questions indicated that training participants found the program to be useful and felt that the presentation format was an effective way to deliver information about the 3 training content areas. Participants noted several positive aspects of the program, including the use of various instructional techniques, the opportunity to work in groups with staff from other districts, and the strategies provided for increasing positive interactions with students. Additionally, participants offered suggestions for improvement. The most frequently reported recommendations were to include additional discussion of the role of law enforcement in schools, distribute copies of the slide presentation to attendees,

and provide more targeted information regarding solutions based on characteristics of the audience (i.e., middle vs. high school) in attendance.

Overall, the program was effective in enhancing participants' knowledge about school staff, student, and police interactions. Although the results on participants' attitude changes over time were less conclusive, findings indicated that the training improved participants' feelings of self-efficacy in interacting with students.

INTRODUCTION

Effective School Staff Interactions with Students and Police Project

Effective School Staff Interactions with Students and Police is a curriculum project of the Juvenile Justice Advisory Committee (JJAC) and its School/Police Task Group. The charge of the Task Group is to address the problem of arrests in schools and the need to encourage and support schools and police in diverting students from the juvenile justice system without sacrificing school safety. Guided by the JJAC recommendation that “local education agencies should work closely with local law enforcement in developing policies and procedures in order to reduce over-reliance on arrest to handle school disciplinary matters,” the School/Police Task Group developed the *Effective School Staff Interactions with Students and Police* training. The goals of the training curriculum are to:

- **Increase** school staff knowledge of:
 - Youth behavior
 - Strategies for interacting effectively with students,
 - The role of law enforcement in schools, and
 - How the juvenile justice system works.
- **Increase** school staff awareness of disproportionate minority contact (DMC) within the school disciplinary and juvenile justice systems.
- **Improve** school staff attitudes toward students exhibiting inappropriate behavior.
- **Increase** the likelihood that interactions between school staff and students exhibiting inappropriate behavior will have positive outcomes for students and reduce involvement of police.
- **Increase** the likelihood that disruptive students will respond positively toward school staff.

The training program is designed for delivery by school and police trainers in a classroom setting. Trainers use a variety of instructional techniques including slide presentations, video clips, class discussions, small group activities, and individual activities. This creates an interactive environment that builds on participants’ existing knowledge and provides opportunities for them to share and learn from each other.

A two-day training for the school and police trainers was offered in Connecticut in April of 2012. Following two rounds of pilot testing in June and October of 2012, 8 one-day training sessions were offered to participants who worked in school systems throughout Connecticut. This report summarizes the results of an evaluation study that assessed the effectiveness of this new training curriculum for those sessions held between October and December of 2012. The evaluation was conducted by the Center for Applied Research in Human Development (CARHD) at the University of Connecticut.

Organization of the Report

This report consists of several parts. The first part provides a description of (a) the research design used to evaluate the *Effective School Staff Interactions with Students and Police* curriculum project, (b) the measurement tool designed to assess school staff knowledge, attitudes, and satisfaction with the training, (c) data collection procedures, and (d) characteristics of training and comparison group participants.

The second part of the report details the results of the evaluation, including (a) changes in participating school staff knowledge over time, (b) changes in participating school staff attitudes over time, (c) comparisons between the training group and the comparison group, (d) subgroup comparisons among school staff who completed the training, and (e) participants' reported satisfaction with the training sessions.

The third part of the report contains a summary and recommendations for future evaluations.

PART I: STUDY DESIGN

Study Design

This project used a quasi-experimental design to assess changes in school staff knowledge and attitudes towards students and police following a one-day training program. A total of 173 school staff from various school districts throughout the State of Connecticut participated in this evaluation project. Overall, 25 school districts in Connecticut volunteered to participate in the training and evaluation component of the *Effective School Staff Interactions with Students and Police* training program. Each school district that agreed to participate was asked to submit a list of eligible school staff prior to the start of the training. Names on these lists were randomly assigned to the training or comparison group. The two groups were then compared with respect to knowledge and attitudes regarding equal treatment of diverse youth, school staff interactions with students, and school and police relations. Knowledge and attitudes were measured using a questionnaire administered on three occasions – once immediately before the training, once immediately after the training, and then 5 to 7 months after the training. The comparison group received the questionnaire twice – once during the pre-training period and again during the 5 to 7 month follow-up period.

Based on the available data, the CARHD evaluation team was able to examine the following aspects of the *Effective School Staff Interactions with Students and Police* project:

- Immediate and long-term changes in the knowledge of school staff who received the training
- Immediate and long-term changes in the attitudes of school staff who received the training.
- Comparison of school staff who participated in the training (i.e., training group) and those who did not (i.e., comparison group) with respect to changes in knowledge.
- Comparison of school staff who participated in the training (i.e., training group) and those who did not (i.e., comparison group) with respect to changes in attitudes.
- Subgroup comparisons within the training group.
- School staff satisfaction with the training sessions.

Measurement

School Staff Questionnaire. The pre-test version of the School Staff Questionnaire contains 9 demographic questions, including name, school district, school, gender, age, race/ethnicity, current position, years of experience in current position, and years of experience in education. Additionally, it contains 20 multiple-choice questions designed to measure school staff knowledge and 10 questions designed to measure their attitudes regarding school staff interactions with students and student behavior as well as school and police relations. Attitude questions are measured on a 10-point Likert scale, with 1 indicating strong disagreement and 10 indicating strong agreement. A copy of the pre-test version of the school staff questionnaire is available in Appendix A.

The post-test version of the School Staff Questionnaire contains 2 demographic questions, as well as 20 knowledge items and 10 attitude items. These items are identical to the items included on the pre-test version of the questionnaire. Additionally, the post-test questionnaire contains 6 items aimed at evaluating the quality of the training curriculum

and participants' satisfaction with it. Four of these items are measured on either a 4- or 5-point Likert scale and 2 are open-ended. Participants also could provide comments for three of the four closed-ended satisfaction questions. A copy of the post-test version of the questionnaire is available in Appendix B.

The follow-up version of the School Staff Questionnaire closely parallels the pre-test version. It contains 9 demographic questions, 20 knowledge items, and 10 attitude questions.

Construction of the School Staff Questionnaire. Three members of the research team attended curriculum development and "train-the-trainer" sessions and carefully read and re-read the instructor's manual for the *Effective School Staff Interactions with Students and Police* training program. Based on their knowledge of the training curriculum, team members constructed an initial pool of 46 multiple-choice and true-and-false questions designed to measure school staff knowledge of three topics covered in the training curriculum. Thirteen of these questions addressed equal treatment of diverse youth (topic 1), 11 questions focused on staff interactions with students (topic 2), and 7 questions examined school and police relations (topic 3). From the initial pool, team members selected 20 items that best covered each of the three major topics.

Additionally, team members developed 8 questions about school staff attitudes regarding school staff interactions with students, law enforcement, and the juvenile justice system. The questionnaire was then sent to the program developers for their review and modification of items to be used as part of the pilot test.

Pilot Test I. The first version of the questionnaire was pilot tested in a sample of 13 training participants. It was administered immediately before and immediately after the training. Following data collection, each knowledge item was examined in terms of response variability. Items with little ($n = 2$) and no ($n = 13$) variability were highlighted to be changed or dropped from the questionnaire.

To test the utility of the pilot questionnaire as a measure of change, knowledge items were summed and converted to a total score based upon the percentage of items answered correctly. Participants' pre-test and post-test scores were compared using a paired-samples t-test procedure. Results indicated that the average post-test score was significantly higher than the average pre-test score ($M = 52\%$ vs. $M = 76\%$, $t = -6.7$, $p < .001$).

Average pre-test and post-test scores on each of the attitude items also were compared. Results indicated that participants' average scores increased on all except one of the attitude items. However, differences between pre-test and post-test scores were only statistically significant on 5 of the 10 items.

As part of the post-test questionnaire, participants were asked about their satisfaction with the training including their overall rating of the training and the degree to which they found the training useful. Scores ranged from 1 to 4, with 4 indicating *very useful* and 1 indicating *not useful*. Overall, participants offered a favorable assessment of the training. The most common responses were good ($n = 9$) and excellent ($n=3$), and most found the training useful ($M = 3.31$).

In addition, participants were asked their degree of agreement with statements regarding the effectiveness of the presentation format, the identification of steps that school staff can take to facilitate positive interactions with students, and whether they would recommend the training to other school staff. Participants' responses were rated on a four-point scale ranging from 1 (strongly disagree) to 4 (strongly agree), and were overwhelmingly positive. Mean scores are reported in Table 1.

Table 1

Post-Test Satisfaction Items for the Pilot Test I Training Group (n = 13)

Item	Mean
1. The program used an effective mix of lectures, videos, discussion, and group activities.	3.31
2. The training identified steps that school staff can take to facilitate positive interactions with students.	3.62
3. I would recommend this training to other school staff.	3.58

*Scores ranged from 1-4, with 4 indicating highest agreement.

Two open-ended questions were also used to obtain feedback about the training. These included: (1) What did you like the most about the training? and (2) What did you dislike the most about the training? Participants' responses to these questions are not shown in this report, but were used by program developers for revisions to the questionnaire in preparation for the second pilot test.

Based on these findings, it was concluded that the questionnaire had potential as a measure of change but that additional development was needed. Five knowledge questions and/or response choices with little or no variability were modified, 9 items were eliminated, and 13 new items were added based upon feedback provided by training participants. Six knowledge items were retained. Two attitude items with no variability were modified, one item was removed, and three items were added. Seven attitude items were retained for the questionnaire administered to the second training group. Finally, one closed-ended question was added to the post-test questionnaire to assess participants' reactions to the training. All other closed-ended and open-ended questions were retained for the second pilot test.

Pilot Test II. The second version of the questionnaire was tested in a sample of 16 training participants. As with the initial pilot test, the questionnaire was administered immediately before and immediately after the training. Subsequent data analyses indicated that of the 26 knowledge items, 15 showed no variability. These items were highlighted to be changed or dropped from the questionnaire.

Pre-test and post-test knowledge questions were summed and converted to total scores based upon the percentage of items answered correctly. Participants' pre-test and post-test scores were compared using a paired samples *t*-test procedure. Results indicated that the average post-test score ($M = 70\%$) was significantly higher than the average pre-test score ($M = 39\%$, $t = -9.4$, $p < .001$).

Average pre-test and post-test scores on each of the attitude items also were compared. Results indicated that participants' average scores increased on all of the attitude items.

However, post-test scores were only significantly higher for 7 out of 12 attitude items ($p < .05$).

Responses to the closed-ended questions indicated that most participants felt that the training was either good ($n = 9$) or excellent ($n = 6$), and found it to be useful ($M = 3.13$). In addition, school staff reported high levels of satisfaction with the training. Mean scores are reported in Table 2.

Table 2

Post-Test Satisfaction Items for Pilot Test II Training Group ($n = 16$)

Item	Mean
1. The program used an effective mix of lectures, videos, discussion, and group activities.	3.60
2. The trainers were well prepared, interesting and held my attention.	3.93
3. The training identified steps that school staff can take to facilitate positive interactions with youth.	3.71
4. I would recommend this training to my colleagues.	3.29

*Scores ranged from 1-4, with 4 indicating highest agreement.

Following the second pilot test and based on feedback obtained about the training from answers to the two open-ended questions, the program developers suggested that 7 knowledge items be eliminated and 1 new knowledge item be added. In addition, two attitude items were eliminated. Therefore, the final version of the questionnaire included 20 knowledge items and 10 attitude items. The post-test version also included four closed-ended and 2 open-ended *satisfaction* questions.

Data Collection

Training program developers administered the final versions of the pre- and post-test School Staff Questionnaire to all training groups immediately before each training session and immediately after each training session. During this time period, the pre-test version of the School Staff Questionnaire was delivered electronically to comparison group participants via email using SurveyMonkey online survey software. The follow-up version of the School Staff Questionnaire was administered 5 to 7 months after the training sessions ended. Follow-up questionnaires were sent electronically to training and comparison group participants via email using SurveyMonkey.

In summary, the three waves of data collection included the following:

- Pre-test questionnaires that measured knowledge and attitudes administered to training and comparison groups.
- Post-test questionnaires that measured knowledge, attitudes, and *satisfaction* administered to the training group immediately after the training was completed.
- Follow-up questionnaires that measured knowledge and attitudes administered electronically to training and comparison groups 5 to 7 months after the training was completed.

Participants

Training Group.

One hundred thirty (130) school staff attended the training between October and December 2012. Of those 130, 121 completed both the pre-test and the post-test questionnaires in their entirety. A total of 66 school staff completed the follow-up questionnaire. Within the training group, there were more women (60.6%) than men (39.4%). Three school staff did not indicate their biological sex. Participants varied considerably in terms of age, with the majority of school staff reporting they were between 31 and 40 years (36.7%). Two school staff did not report their age. No participants reported being over the age of 70. The majority of participants reported their racial and ethnic background, as White, non-Hispanic (86%). Participants also were asked to identify their specific position within the school context. Among the 130 participants, 19 said they were administrators (14.6%), 30 were related services staff (23.1%), 40 were teachers (30.8%), and 41 identified as “Other” school staff (31.5%). The latter category included school security, SROs, attendance/truancy specialists, and family liaisons to name a few. In terms of years of experience in one’s current position, the most frequently reported category was between 2 and 5 years (31.5%) followed by 6 to 10 years (25.4%), and 11 to 15 years (16.9%). Three participants (2.3%) did not provide information about their years of experience in their current position. Participants also were asked about their years of experience in education. The most common response was between 6 and 10 years (20%), followed by 11 to 15 years (18.5%), and 21 to 30 years (10.8%). However, 35 participants (26.9%) did not respond to this question. School staff characteristics are summarized in Table 3.

Table 3

Training Group Characteristics

	<i>n</i>	%
Gender		
Female	77	60.6
Male	50	39.4
Race/Ethnicity		
African American	5	3.9
Hispanic	10	7.8
Native American	1	.8
White, non-Hispanic	111	86.0
Age		
21-30	14	10.9
31-40	47	36.7
41-50	33	25.8
51-60	23	18.0
61-70	11	8.6
Current position		
Administrator	19	14.6
Related Services Staff	30	23.1
Teacher	40	30.8
Other	41	31.5
Years of experience in position		
One year	10	7.7
2-5 years	41	31.5

6-10 years	33	25.4
11-15 years	22	16.9
16-20 years	13	10.0
21-30 years	7	5.4
Over 30 years	1	.8
Years of experience in education		
One year	2	1.5
2-5 years	11	8.5
6-10 years	26	20.0
11-15 years	24	18.5
16-20 years	13	10.0
21-30 years	14	10.8
Over 30 years	5	3.8

Comparison Group.

A total of 60 school staff completed pre-test questionnaires electronically using SurveyMonkey. Of these, 46 completed the follow-up questionnaire. The comparison group was comprised of more women (63.8%) than men (36.2%). Two school staff did not indicate their biological sex. The most frequently reported age range was between the ages of 31 and 40 years (36.2%), followed by 41 to 50 years (29.3%), and 21 to 30 years of age (17.2%). No school staff in the comparison group reported being over age 70. As with the training group, the majority of comparison group participants reported that their racial and ethnic background was White non-Hispanic (91.4%). Two participants did not indicate their race or ethnicity. Most of the 60 participants indicated that their position within the school was that of teacher (58.3%), followed by related services staff (21.7%), administrator (10%), and “Other” school staff (10%). In terms of years of experience in one’s current position, the largest percentage reported between 6 and 10 years (30%), followed by 2 to 5 years (25%), and 11 to 15 years (23.3%). Most reported having many years of experience in education. The most frequently reported experience level was between 11 and 15 years (25%), followed by 6 to 10 years (23.3%) and 21 to 30 years (16.7%). Characteristics of the comparison group are summarized in Table 4.

Table 4

Comparison Group Characteristics

	<i>n</i>	%
Gender		
Female	37	63.8
Male	21	36.2
Race/Ethnicity		
African American	1	1.7
Hispanic	4	6.9
White, non-Hispanic	53	91.4
Age		
21-30	10	17.2
31-40	21	36.2
41-50	17	29.3
51-60	8	13.8
61-70	2	3.4

Current position		
Administrator	6	10.0
Related Services Staff	13	21.7
Teacher	35	58.3
Other	6	10.0
Years of experience in position		
One year	8	13.3
2-5 years	15	25.0
6-10 years	18	30.0
11-15 years	14	23.3
16-20 years	1	1.7
21-30 years	1	1.7
Over 30 years	3	5.0
Years of experience in education		
One year	4	6.7
2-5 years	9	15.0
6-10 years	14	23.3
11-15 years	15	25.0
16-20 years	5	8.3
21-30 years	10	16.7
Over 30 years	3	5.0

Despite similarities in the demographic characteristics of the training and comparison groups, statistically significant differences were found between the two groups of school staff in terms of participants' current position and years of experience in education. Specifically, the percentage of teachers was greater in the comparison group (58.3%) than in the training group (30.8%), ($\chi^2(3, 190) = 16.3, p = .001$). Interestingly, the percentage of school staff who identified their current position as "Other" was greater in the training group (31.5%) than in the comparison group (10.0%). In addition, the percentage of school staff with 11 to 15 years of experience in education was greater in the comparison group (25.0%) than in the training group (18.5%), ($\chi^2(7, 190) = 23.69, p = .001$). There were no statistically significant differences between the two groups with respect to gender, race/ethnicity, age, and years of experience in current position.

PART II: RESULTS

Changes in Participants' Knowledge

Participants' Pre-Test and Post-Test Knowledge Scores

The first comparison examines changes in the pre-test and post-test knowledge scores for 130 school staff who completed the training workshop.

A statistically significant increase ($t(120) = -21.66, p < .001$) in school staff knowledge scores was found. As shown in Table 5, school staff who participated in the training increased their average knowledge score from 42% correct on the pre-test to 71% correct at the completion of the training.

Table 5

Comparing Pre-Test and Post-Test Knowledge Items for the Training Group

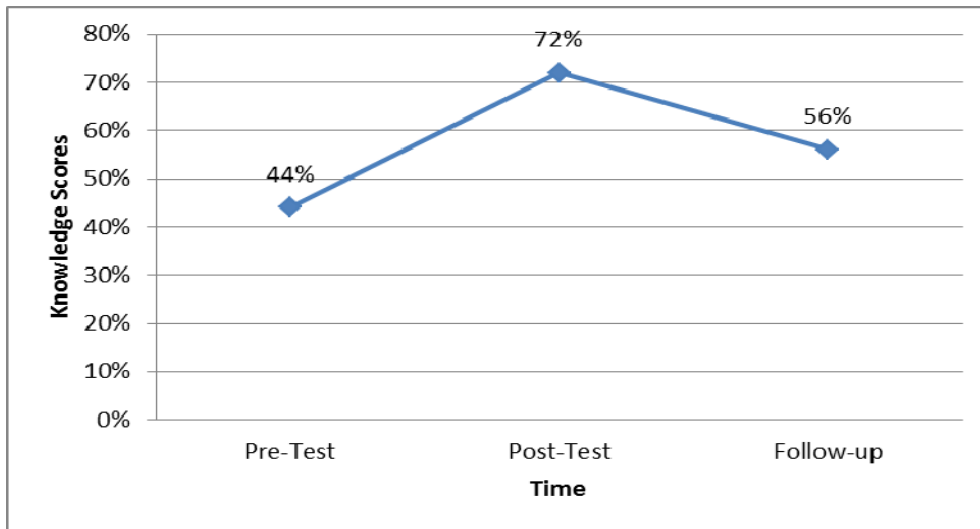
	Average Score Pre-Test	Average Score Post-Test
Knowledge (Pre vs. Post)	42%	71%

Participants' Pre-Test, Post-Test, and Follow-up Knowledge Scores

This next comparison examines changes in knowledge scores for the subset of 62 school staff in the training group who completed all three questionnaires.

Repeated measures analyses on the knowledge measure revealed a statistically significant main effect for knowledge over time ($F(2,122) = 119.023, p = .000$). School staff that completed the training showed statistically significant changes in their knowledge of equal treatment of diverse youth, school staff interactions with students, and school and police relations across the three time periods. Post hoc analyses revealed a statistically significant increase in knowledge from the pre-test ($M = 44\%, SD = 10$) to the post-test ($M = 72\%, SD = 15$) followed by a statistically significant decrease in knowledge between the post-test and follow-up ($M = 56\%, SD = 12$). However, the increase in knowledge between the pre-test and follow-up remained statistically significant. At follow-up, school staff still reported more knowledge of the three training content areas than they did before they received the training (Figure 1).

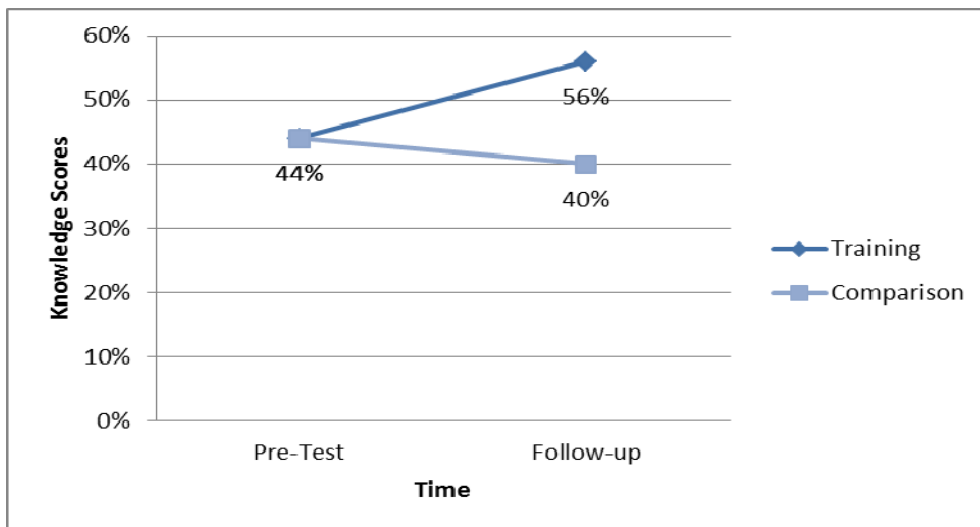
Figure 1.
Knowledge Scores over Time



Training versus Comparison Group Changes in Knowledge Pre-Test to Follow-up.

A statistically significant interaction effect between group membership and time ($F(1,104) = 38.219, p < .001$) indicated that the training group showed a statistically significant increase in knowledge scores from pre-test to follow-up while the comparison group remained essentially unchanged. This result is depicted in Figure 2.

Figure 2.
Training vs. Comparison Group: Knowledge Scores over Time



Changes in Participants' Attitudes

Participants' Pre-Test and Post-Test Attitude Scores

School staff scores on the 10 attitude questions prior to and directly after training are summarized in Table 6. Statistically significant changes were found for all 10 attitude items. All attitude questions showed positive increases as expected.

Table 6
Comparison of Pre-Test and Post-Test Attitude Items for the Training Group

Item	Pre Mean	Post Mean	t value	p
1. I have the skills necessary for interacting effectively with students.	8.14	8.97	-7.118	< .001
2. Interactions between school staff and students can be problematic, particularly for minority students.	5.64	7.55	-7.929	< .001
3. I am able to de-escalate conflict when interacting with students.	7.82	8.81	-7.199	< .001
4. I can help eliminate unequal treatment of minority students.	7.81	8.77	-5.781	< .001
5. I am confident interacting with students from diverse backgrounds.	8.83	9.03	-2.012	= .05
6. School Resource Officers (SROs) play an important role in maintaining school safety.	8.56	9.24	-4.635	< .001
7. Collaboration between police officers, teachers, and school administrators is essential for managing student misbehavior.	9.03	9.34	-2.296	< .05
8. It is important to keep students out of the juvenile justice system.	8.27	9.31	-5.401	< .001
9. School staff can do a lot to reduce student arrests in school without sacrificing school safety.	8.39	9.27	-6.252	< .001
10. It is important that school staff understand how the juvenile justice system works.	8.71	9.39	-5.398	< .001

*Scores ranged from 1-10, with 10 indicating strong agreement.

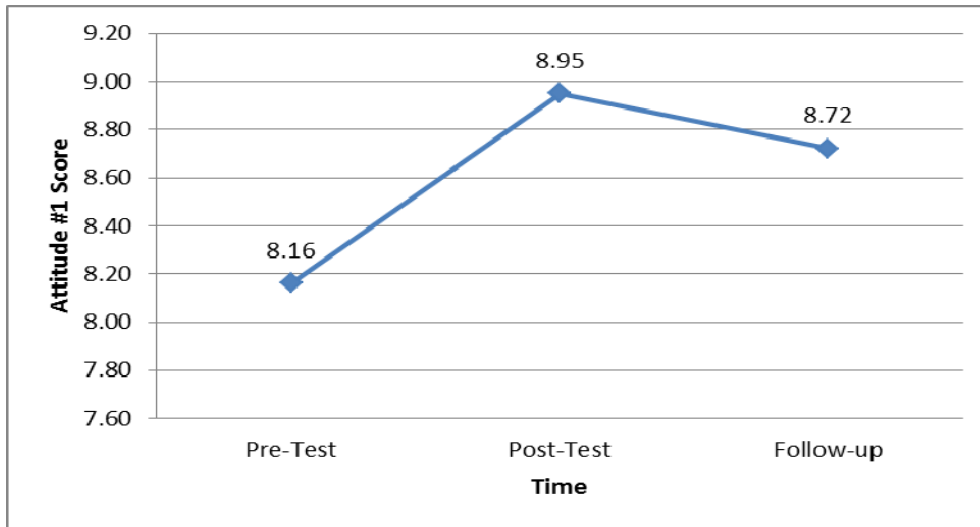
Participants' Pre-Test, Post-Test, and Follow-up Attitude Scores

Repeated measures analyses were used to assess the changes in participating school staff attitudes towards school staff interactions with students and school and police relations across the three data collection periods. Results for attitude items #1, 2, 3, 4, 8, 9, and 10 were statistically significant and are reported below. Results for attitudes #5, 6, and 7 were not statistically significant and are not reported below.

Attitude #1 – “I have the skills necessary for interacting effectively with students.” A statistically significant main effect for time was found ($F(2, 114) = 13.712, p < .001$). There was a statistically significant increase from pre-test ($M = 8.16, SD = 1.69$) to post-test ($M = 8.95, SD = 1.47$). There was a slight decrease from post-test to follow-up ($M = 8.72, SD =$

1.50) that was not statistically significant. The increase from pre-test to follow-up remained significant. In other words, school staff continued to report greater confidence in their skills in interacting with students 5 to 7 months after the training than immediately before the training (Figure 3).

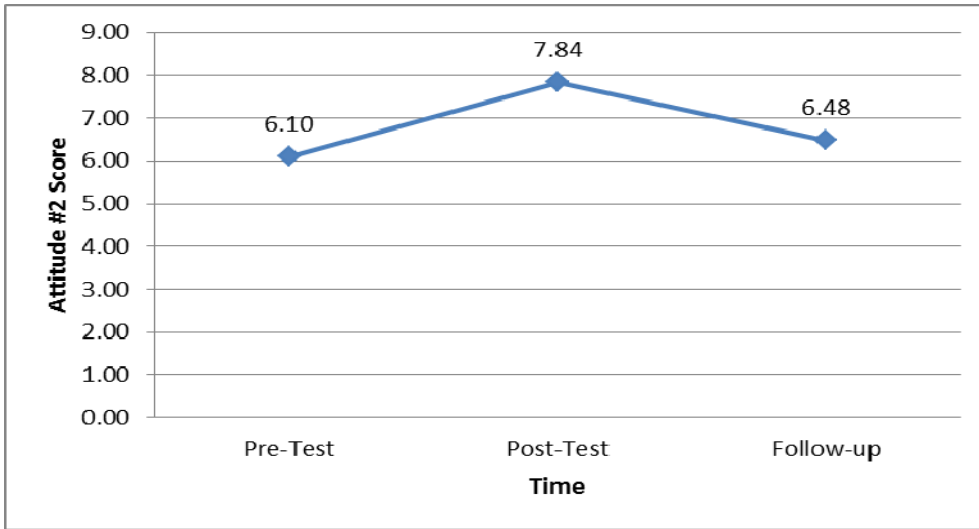
Figure 3.
“I have the skills necessary for interacting effectively with students”



Attitude #2 – “Interactions between school staff and students can be problematic, particularly for minority students.” Using the Huynh-Feldt correction¹, repeated measures analyses revealed a statistically significant main effect for time ($F(1.74, 99.25) = 12.794, p < .001$). There was a statistically significant increase from pre-test ($M = 6.10, SD = 2.63$) to post-test ($M = 7.84, SD = 2.10$), followed by a statistically significant decrease from post-test to follow-up ($M = 6.48, SD = 2.54$). Furthermore, the positive change found immediately following training was not retained over time since the difference between pre-test and follow-up scores was not significantly different (Figure 4).

¹ The Huynh-Feldt correction is applied only when the assumption of sphericity is not met, thus reducing the chance of detecting a statistically significant finding where one does not exist (i.e., Type I error rate). In this report, it was applied in the analyses of attitude items #2, 3, 4, 8, 9, and 10.

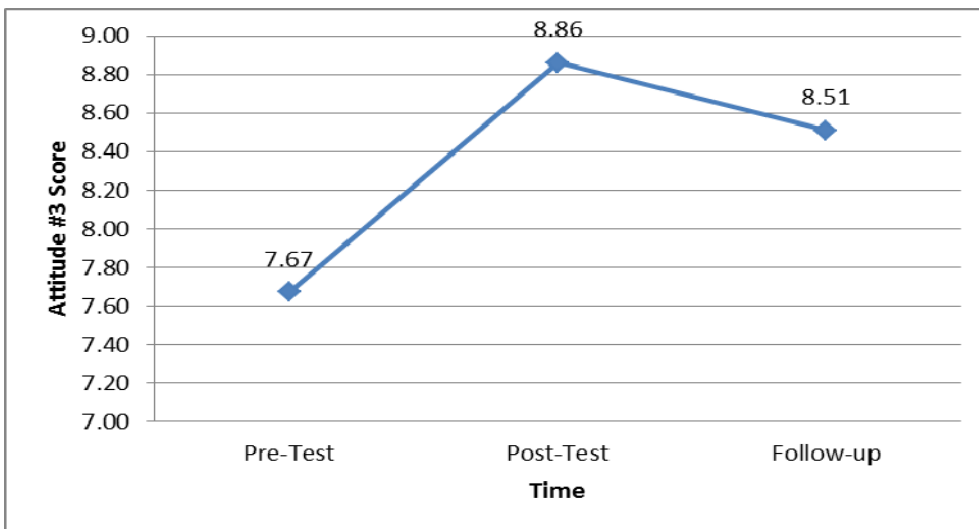
Figure 4.
“Interactions between school staff and students can be problematic, particularly for minority students”



Attitude #3 –“I am able to de-escalate conflict when interacting with students.”

Using the Huynh-Feldt correction, repeated measures analyses revealed a statistically significant main effect for time ($F(1.67, 93.55) = 24.53, p < .001$). There was a statistically significant increase from pre-test ($M = 7.67, SD = 1.92$) to post-test ($M = 8.86, SD = 1.45$), followed by a statistically significant decrease from post-test to follow-up ($M = 8.51, SD = 1.48$). However, a significant increase from pre-test to follow-up remained. School staff who completed the training continued to report feeling more confident in their ability to de-escalate conflict with students 5 to 7 months after the training than before the training (Figure 5).

Figure 5.
“I am able to de-escalate conflict when interacting with students.”

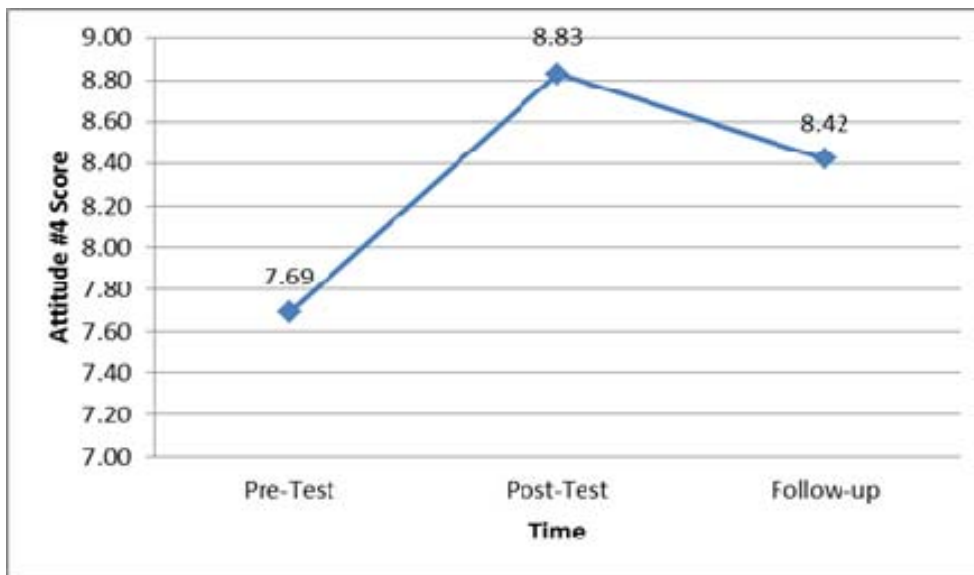


Attitude #4 – “I can help eliminate unequal treatment of minority students.”

Repeated measures analyses with a Huynh-Feldt correction revealed a statistically significant main effect for time ($F(1.74, 101.03) = 13.681, p < .001$). There was a statistically significant increase from pre-test ($M = 7.69, SD = 2.34$) to post-test ($M = 8.83, SD = 1.61$). The decrease from post-test to follow-up ($M = 8.42, SD = 1.49$) was not significant, and the increase from pre-test to follow-up remained significant. School staff continued to endorse the belief that they could help eliminate unequal treatment of minority students 5 to 7 months after the training (Figure 6).

Figure 6.

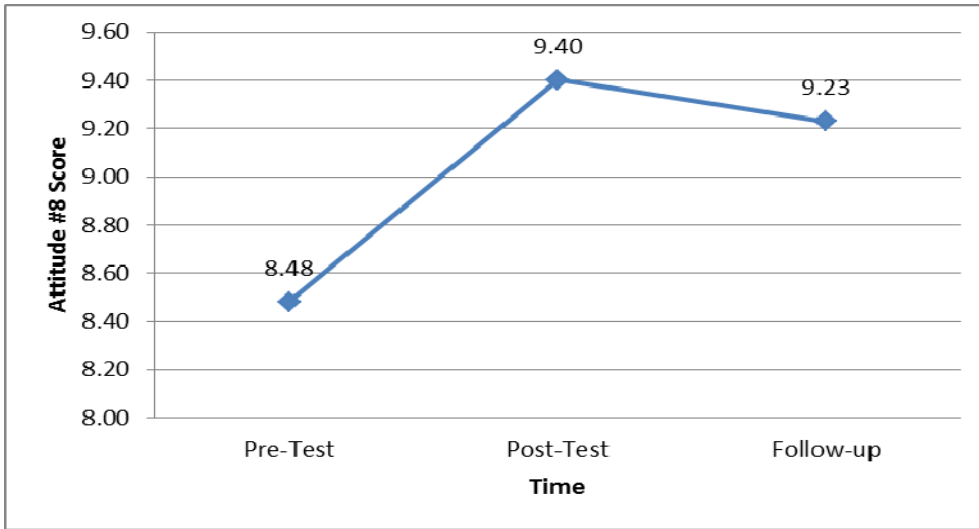
“I can help eliminate unequal treatment of minority students.”



Attitude #8 – “It is important to keep students out of the juvenile justice system.”

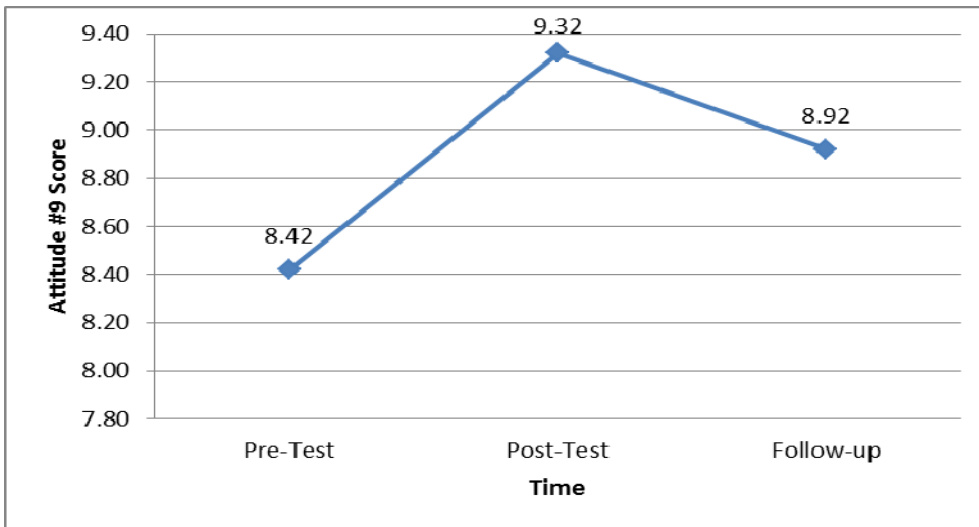
Repeated measures analyses with a Huynh-Feldt correction revealed a statistically significant main effect for time ($F(1.37, 80.73) = 8.976, p < .001$). There was a statistically significant increase from pre-test ($M = 8.48, SD = 2.21$) to post-test ($M = 9.40, SD = 1.21$). The decrease from post-test to follow-up ($M = 9.23, SD = 1.18$) was not statistically significant. And, as was the case for other attitude items, there remained a positive increase in scores between pre-test and follow-up, indicating that positive endorsement of this item was higher 5 to 7 months after the training than before the training (Figure 7).

Figure 7.
“It is important to keep students out of the juvenile justice system.”



Attitude #9 – “School staff can do a lot to reduce student arrests in school without sacrificing school safety.” Using a Huynh-Feldt correction, repeated measures analyses revealed a statistically significant main effect for time ($F(1.58, 92.97) = 10.362, p < .001$). There was a statistically significant increase from pre-test ($M = 8.42, SD = 1.89$) to post-test ($M = 9.32, SD = 1.00$) followed by a statistically significant decrease from post-test to follow-up ($M = 8.92, SD = 1.31$). However, the increase from pre-test to follow-up remained significant. Directly after completing the training, participants endorsed the view that they can do a lot to reduce student arrests in school and they retained this view 5 to 7 months following the training (Figure 8).

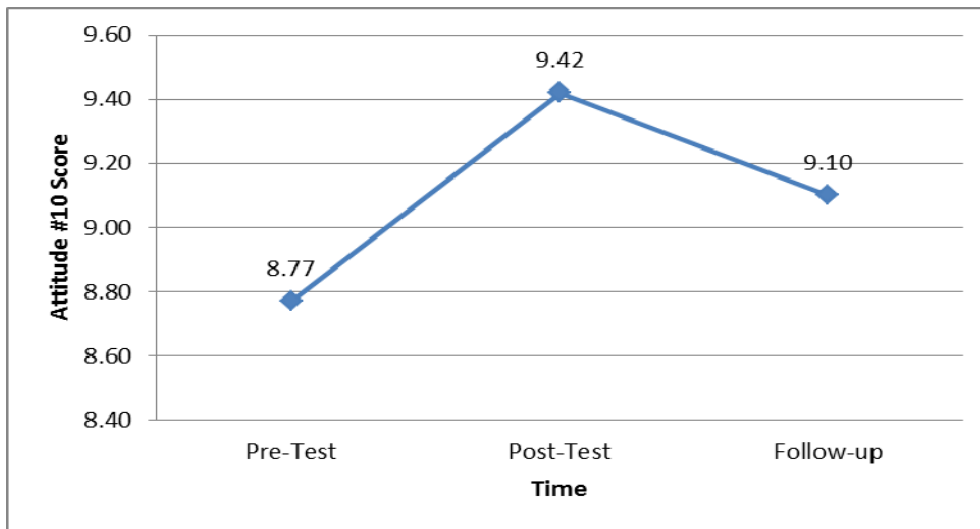
Figure 8.
“School staff can do a lot to reduce student arrests in school without sacrificing school safety.”



Attitude #10 – “It is important that school staff understand how the juvenile justice system works.” Repeated measures analyses with a Huynh-Feldt correction revealed a statistically significant main effect for time ($F(1.58, 93.30) = 7.739, p < .05$). There was a statistically significant increase from pre-test ($M = 8.77, SD = 1.64$) to post-test ($M = 9.42, SD = 1.11$) followed by a statistically significant decrease from post-test to follow-up ($M = 9.10, SD = 1.18$). Additionally, the positive change found immediately following the training was not retained over time since the pre-test and follow-up scores were not significantly different (Figure 9).

Figure 9.

“It is important that school staff understand how the juvenile justice system works”



Training versus Comparison Group Changes in Attitudes Pre-Test to Follow-up

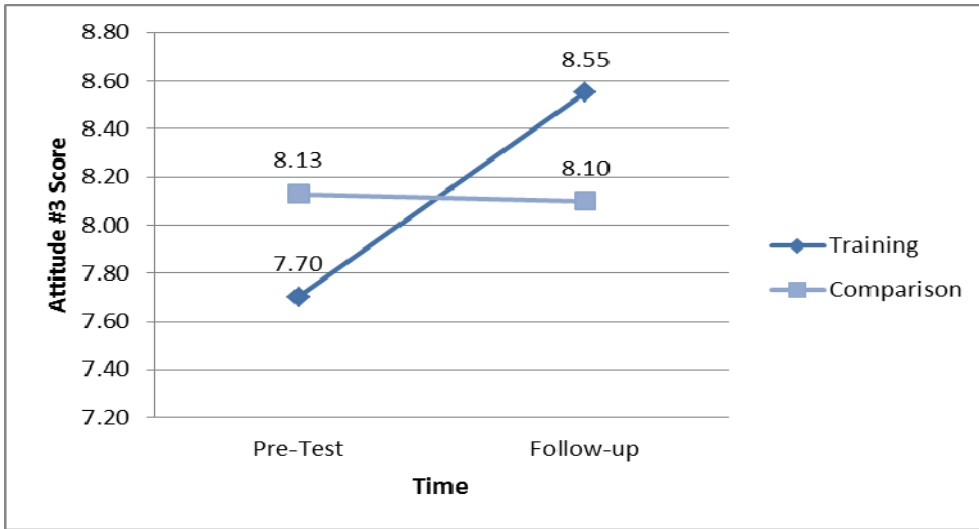
Repeated measures analyses also were conducted to contrast the attitude scores of training group participants with those in the comparison group. It was expected that school staff who participated in the training would show more positive changes in their attitudes than members of the comparison group who did not complete the training.

Comparisons between the training group and comparison group participants on the attitude items produced mostly non-significant findings. The results for attitude items #3 and #10 were in the expected direction with training group participants demonstrating a positive increase in their scores from pre-test to follow-up, while the comparison group’s scores remained essentially unchanged. However, only the results for attitude item #3 were statistically significant and are reported below.

Attitude #3 - “I am able to de-escalate conflict when interacting with students.”

Repeated measures analyses revealed a statistically significant interaction between time and group membership ($F(1,98) = 8.976, p < .005$) indicating that the training group showed a significantly greater increase in this attitude item than the comparison group. Surprisingly, however, school staff in the comparison group scored higher on this item at the pre-test than did school staff in the training group. This result is depicted in Figure 10.

Figure 10.
Training vs. Comparison Group: “I am able to de-escalate conflict when interacting with students.”



Further Examination of Training and Comparison Group Attitude Scores

Given the relatively few significant individual attitude changes between the training and comparison groups as reported above, a composite score of all attitude items was created.² This analysis was meant to assess whether training group participants reported greater change overall in their attitudes in contrast to the comparison group that did not complete the training. However, there was no statistically significant difference between the training and comparison groups on the composite score between pre-test and follow-up.

Upon closer examination of the attitude items, it appeared that two distinct attitude dimensions were being assessed. Attitude items #1, 3, 4, and 5 asked participants to assess their own efficacy in interacting with students. In contrast, attitude items #2, 6, 7, 8, 9, and 10 are broad statements about participants’ attitudes about staff-student and school-police relations (see Table 6, p. 15 for listing of items).³

Repeated measures analyses revealed a statistically significant interaction between time and group membership ($F(1,94) = 4.465, p < .05$). Training group participants showed a greater increase on the “efficacy scale” than participants in the comparison group. Results for the “staff-student-police relations scale” were not significant. This suggests that the training may be more effective in influencing participants’ assessments of self-efficacy than their global attitudes about staff-student and school-police relations.

² Cronbach’s alpha for the composite attitude score with item #2 removed was .795.

³ Cronbach’s alpha for the “efficacy” items was .826 and for the “staff-student-police relations” items was .709 with item #2 removed.

Subgroup Comparisons among School Staff Who Completed the Training

Additional repeated measures analyses were conducted to examine whether characteristics such as gender, race/ethnicity, age, current position, years of experience in current position, and years of experience in education were related to changes in participants' knowledge and attitude scores. Only race/ethnicity was found to be significantly related to changes in participants' knowledge scores ($F(6, 116) = 2.280, p < .05$). Post hoc analyses revealed a statistically significant difference between participants who identified as "White, non-Hispanic" and those who identified as "Hispanic," with White, non-Hispanic participants showing greater increases in their knowledge scores over the three time periods.

Participants' Reactions to the Training Program

School staff members were asked the degree to which they found the training useful. In addition, participants were asked their degree of agreement with statements regarding the effectiveness of the trainers and whether they would recommend the training to other school staff. The results for each of the closed-ended questions are depicted below.

The first item asked for participants to provide an overall rating of the training. The overwhelming majority of school staff offered a positive assessment of the training (Table 7).

Table 7
"Overall, how would you rate this training session?"

	<i>n</i>	%
Excellent	65	53.7
Good	52	43.0
Fair	4	3.3
Poor	0	0

The second item asked school staff to assess how useful the training would be in performing their duties. The results indicated that participating school staff generally found the training to be useful or very useful in this regard (Table 8).

Table 8
"How useful do you think that today's training will be to you in performing your duties?"

	<i>n</i>	%
Very useful	64	49.2
Useful	36	27.7
Somewhat useful	18	13.8
Not useful	2	1.5

In addition, participants were asked their degree of agreement with statements regarding the effectiveness of the trainers and whether they would recommend the training to other school staff. Scores ranged from 1 to 4, with 4 indicating *strongly agree* and 1 indicating *strongly disagree*. Overall, school staff reported being highly satisfied with the trainers and the training program. The results for these two items are depicted in Table 10.

Table 10
Post-Test Satisfaction Items for the Training Group

Item	Mean
The trainers were well prepared, interesting, and held my attention.	3.81
I would recommend this training to my colleagues.	3.71

*Scores ranged from 1 to 4, with 4 indicating highest agreement.

Additionally, 2 open-ended questions were used to obtain feedback regarding the training. These included: (1) What did you like the most about the training? and (2) What did you dislike the most about the training? Participants also could provide comments for three of the four closed-ended questions. Frequencies of specific responses to the open-ended and closed-ended questions are provided in Tables 11 through 15. Multiple codes were assigned to participant responses, reflecting the fact that some participants' reactions addressed more than one aspect of the training. The individual responses of participating school staff are provided in Appendix C.

Table 11
"What did you like the most about the training?"

Comment	#
Use of various instructional techniques (i.e., multimedia, Jeopardy game, Power Point slides, personal anecdotes)	33
Group discussion and activities	26
Interaction with staff from other districts	22
Interesting statistics and data	15
Explicit strategies and solutions for interacting with students	14
Understanding the role of SROs and the juvenile justice system	12
All of the information presented was very helpful	11
Knowledgeable instructors	11
Good pace and transitions to talking points	2
I love it!	1

Table 12
"What did you dislike the most about the training?"

Comment	#
Nothing	28
Too long	9
No food	9
Uncomfortable room/room temperature	8
Statistics/DMC facts	8
Needed more intervention strategies and practice resources at the school level	8
No copy of the slides to use as notes and as a resource for other colleagues and professional development sessions	5
Too repetitive	4
Training did not pertain to my job	4
Too much reading directly from PowerPoint slides	3
Confusing data	2
Too many activities	2
Too much lecturing, need more movement	1
Wanted more discussion of the role of law enforcement in school districts	1

Disappointed to hear about what little probation can do, especially when so often it is used as a last resort	1
Would have liked for other educators from school building to attend the training	1
Tardiness of presenters	1

Table 13

“How useful do you think today’s training will be to you in performing your duties?”

Comment	#
Informative	11
Provided strategies and skills that can be immediately used in the classroom or for professional development sessions	5
Effective presentation materials	4
Thanks for the opportunity	4
Not relevant information	4
Too repetitive	4
Interesting data	3
Training offered new perspectives on youth	3
Need more solutions	3
Enjoyed the training	3
Training should be done for other staff	3
Not new information	1
Pace was too fast and made it difficult to take notes	1
Smile	1
Good mix of audience	1
Excellent presenters	1

Table 14

“The trainers were well prepared, interesting and held my attention.”

Comment	#
Great job and well prepared	18
The trainers were knowledgeable and professional	6
It was difficult to maintain my attention due to my prior knowledge and experience	3
Candy rewards	2
Variety of instructional techniques helped to maintain interest in presentation	2
Slides were a bit too wordy, which detracted from presenters message	1
Too much reading directly from slides	1

Table 15

“I would recommend this training to my colleagues.”

Comment	#
I would recommend to other staff/colleagues	14
I would like to share a copy of the PowerPoint with my coworker	2
Very helpful and informative	8
Thanks for the opportunity	2
Wish we spent more time hearing how SROs are used in CT positively	1
Need to gear the presentation to different groups – middle and high schools handle things differently	1
Need to offer more ideas for effective intervention strategies	1
Not all law enforcement officers have the skills to be a SRO and/or work effectively with schools	1

PART III: CONCLUSIONS AND RECOMMENDATIONS

The results of the evaluation support the value of the *Effective School Staff Interactions with Students and Police* training curriculum in enhancing school staff knowledge about the treatment of diverse youth, effective strategies to improve staff and student interactions, and school and police relations. In particular, the effects of the training on participants' knowledge in these areas remained significant 5 to 7 months after the training had been completed. This is in contrast to members of the comparison group who showed little change in their knowledge over this time period. This result is especially impressive given that the training was offered as a one-day workshop.

However, these results were not replicated for participants' attitudes regarding school staff interactions with students and police. Although positive increases were found for most of the attitude items from pre-test to follow-up, training participants were not significantly more likely than school staff in the comparison group to endorse most of the attitude items five to seven months later. The one exception was that training participants were significantly more likely than school staff in the comparison group to report feeling confident in their ability to de-escalate conflict when interacting with students from pre-test to follow-up.

One notable secondary finding is that training participants did report greater change than the comparison group on a cluster of attitude items focused on their efficacy in successfully interacting with students. The items included in this subscale examined skills necessary for interacting effectively with students, de-escalating conflict, eliminating unequal treatment of minority students, and interacting with students from diverse backgrounds. Improved efficacy in this domain is a positive outcome of the training.

Overall, the participants in the training group gave the program high marks for being useful. Additionally, participants found the presentation format to be effective in delivering information on the three main content areas. The most liked aspects of the program included the use of various instructional techniques, the opportunity to work in groups with staff from other districts, the statistical information about the treatment of diverse youth in school disciplinary and juvenile justice systems, and strategies provided for increasing positive interactions with students. The least liked aspects of the training included the length of the training, the lack of food, uncomfortable room temperature, and the presentation of statistics regarding DMC. However, participants overwhelmingly felt that the presenters were knowledgeable and professional. Participants also offered suggestions for improving the training program. More specifically, they noted that additional discussion of the role of law enforcement in school districts, distribution of the slide presentation to attendees, and more targeted information regarding solutions based on characteristics of the audience (i.e., middle vs. high school) would improve the training.

Given the training programs' effectiveness in influencing school staff knowledge about the treatment of diverse youth, effective staff and student interactions, and school and police relations, it is likely to be a useful resource for other school districts.

Recommendations and Future Evaluations

Findings suggest that the training was highly effective in improving participants' knowledge about school staff, student, and police interactions. The results regarding training participants' attitude changes over time were somewhat less conclusive. There were few statistically significant changes at follow-up on the individual attitude items among school staff who participated in the training when compared to the comparison group. It is possible that the training was not as effective in influencing attitudes as it was in improving knowledge. Alternatively, simply completing the pre-test survey may have served as an intervention for comparison group members particularly in terms of their attitudes. As reported earlier, a sizeable percentage of the comparison group participants were teachers and they had between 11 and 15 years of experience in education. This may explain why they were as likely as the training group participants to demonstrate positive increases on many of the attitude items. In either case, the finding that participants showed improved attitudes regarding self-efficacy when dealing with students suggests that this may be an important focus of future training sessions.

It also should be noted that the primary effects of the training were specific to school staff knowledge about the three specific content areas explored in the curriculum. The evaluation did not take into account school staff *behaviors* with students. Thus, we cannot make any conclusion as to whether or not school staff who completed the training behaved any differently with students following training. It can be argued that changes in knowledge and attitudes are precursors to behavior change. However, direct assessment of school staff interactions would be required to reach a definitive conclusion in this regard.

APPENDIX A

Effective School Staff Interactions with Students and Police

Name: _____

School District: _____

School: _____

Gender: ___ Male ___ Female

Age: ___ 21-30 ___ 41-50 ___ 61-70
 ___ 31-40 ___ 51-60 ___ Over 70

Race/Ethnicity (check one): ___ Asian ___ Native American
 ___ Black, non-Hispanic ___ White, non-Hispanic
 ___ Hispanic ___ Other _____

Your Current Position:

___ Administrator (Principal, Assistant Principal)
___ Related Services Staff (Guidance, Counselor, Social Worker)
___ Teacher
___ Other (e.g. school security, SRO, administrative assistant, bus driver, custodian, cafeteria worker)
Please specify: _____

Years of Experience in Your Current Position Years of Experience in Education

___ One year	___ One year
___ 2-5 years	___ 2-5 years
___ 6-10 years	___ 6-10 years
___ 11-15 years	___ 11-15 years
___ 16-20 years	___ 16-20 years
___ 21-30 years	___ 21-30 years
___ Over 30 years	___ Over 30 years

INSTRUCTIONS: Please read the questions below. Circle **ONE** response choice for each question.

1. What part of your communication has the greatest effect on what youth actually hear when you interact with them?
 - a. The words you say.
 - b. Body language (facial expression, posture, eye contact, gestures).
 - c. Tone of voice (tone, pace, pitch, volume).
 - d. They are all equally important.

2. In general, boys are more likely than girls to do which of the following?
 - a. Escalate faster, once becoming aggressive.
 - b. Hold a grudge.
 - c. Get into a physical fight.
 - d. Ostracize peers.
 - e. All of the above.

3. Data gathered by an organization's staff such as graduation rates, disciplinary incidents, grades, or arrests are typically referred to as:
 - a. Survey data.
 - b. System data.
 - c. Existing data.
 - d. Observational data.

4. What does a Relative Rate Index of 2.00 tell us about disproportionate minority contact at a particular decision point in the school disciplinary system?
 - a. The rate for minority students is 2 times higher than the rate for White students.
 - b. The rate for minority students is 2 times lower than the rate for White students.
 - c. The rate for minority students is 2 times greater than expected given their numbers in the population.
 - d. No conclusion can be drawn based on the information given.

5. Which of the following factors are included in the Relative Rate Index when examining how disciplinary decisions are made regarding students?
 - a. Attitudes of parents and students.
 - b. Seriousness of the misbehavior.
 - c. Student race or ethnicity.
 - d. Student gender.
 - e. All of the above.

6. Which of the following statements **DOES NOT** accurately describe adolescent thinking or behavior?
 - a. Decision-making is a difficult process for adolescents and requires effort.
 - b. During stressful situations, adolescents use both the reasoning and emotional parts of their brains.

- c. Adolescents may think adults are angry even when they are not.
 - d. Adolescents often think that a negative consequence “cannot happen to me.”
7. School Resource Officers (SRO) have many different roles and responsibilities. Which of the following is **NOT** a part of the SRO’s role?
- a. They are assigned to a school or schools.
 - b. They take direction from school administrators.
 - c. They are involved in school and community activities.
 - d. One of their responsibilities is to provide education.
 - e. These are all part of the SRO’s role.
8. Which of these is **NOT** a best practice for handling student misbehavior?
- a. Respond consistently and hold students accountable.
 - b. Impose increasingly more severe sanctions for continued misbehavior.
 - c. Take advantage of community resources.
 - d. Involve police as a last resort.
 - e. All of these are best practices.
9. According to recent studies, which group(s) of youth are the most likely to carry a weapon on school property?
- a. Black youth.
 - b. Hispanic youth.
 - c. White youth.
 - d. Black and Hispanic youth.
 - e. All (Black, Hispanic, and White).
10. Which of the following effects of drinking alcohol is greater for adolescents than for adults?
- a. Motor skill impairment.
 - b. Intoxication.
 - c. Learning and memory impairment.
 - d. Sedation.
 - e. All of the above.
11. Student misbehavior involving defacing of school property should initially be handled at the level of:
- a. Classroom intervention.
 - b. School administration intervention.
 - c. Assessment and service provision.
 - d. Law enforcement intervention.
12. Student misbehavior involving truancy should initially be handled at the level of:
- a. Classroom intervention.
 - b. School administration intervention.
 - c. Assessment and service provision.
 - d. Law enforcement intervention.

13. It may be difficult to tell the age of an adolescent by looking at him or her. A good strategy to use when approaching a young person is to:
- Start by asking them their age.
 - Go by their size and height.
 - Assume that they are younger than they appear.
 - Assume that they are older than they appear.
14. Which of the following student behaviors warrant the involvement of law enforcement?
- Violations of classroom rules.
 - Dress code violations.
 - Emergencies.
 - Truancy.
 - All of the above.
15. Adolescent behaviors such as pacing, fidgeting, and mouthing off are generally signs of:
- Guilt.
 - Distress.
 - Disrespect.
 - Typical behavior.
16. Which of the following is responsible for coordinating a police department's efforts regarding children and youth?
- Security guard.
 - School Resource Officer.
 - Youth officer.
 - Patrol officer.
17. Which of the following is **NOT** legally authorized to use force?
- Security guard.
 - School Resource Officer.
 - Youth officer.
 - Patrol officer.
18. In Connecticut, students accused of the following would be referred to the Superior Court for Juvenile Matters for delinquency.
- Truancy.
 - Running away.
 - Any offense considered a crime.
 - Serious violations of school rules.
 - All of the above.

19. A juvenile who is charged with a status offense, an offense that would not be considered a crime if he or she was an adult, generally receives a court referral:
- a. For delinquency.
 - b. For a family with service needs.
 - c. For a felony.
 - d. As a wayward youth.
20. Currently in Connecticut, juveniles who commit crimes prior to their 18th birthday are referred to the juvenile court. However, very serious offenders as young as what age can be transferred to the adult court?
- a. 14
 - b. 15
 - c. 16
 - d. 17

INSTRUCTIONS: On a scale from 1 (completely disagree) to 10 (completely agree), please circle the number that BEST reflects how much you agree or disagree with each of the following statements.

	Completely Disagree					Completely Agree				
21. I have the skills necessary for interacting effectively with students.	1	2	3	4	5	6	7	8	9	10
22. Interactions between school staff and students can be problematic, particularly for minority students.	1	2	3	4	5	6	7	8	9	10
23. I am able to de-escalate conflict when interacting with students.	1	2	3	4	5	6	7	8	9	10
24. I can help eliminate unequal treatment of minority students.	1	2	3	4	5	6	7	8	9	10
25. I am confident interacting with students from diverse backgrounds.	1	2	3	4	5	6	7	8	9	10
26. School Resource Officers (SROs) play an important role in maintaining school safety.	1	2	3	4	5	6	7	8	9	10
27. Collaboration between police officers, teachers, and school administrators is essential for managing student misbehavior.	1	2	3	4	5	6	7	8	9	10
28. It is important to keep students out of the juvenile justice system.	1	2	3	4	5	6	7	8	9	10
29. School staff can do a lot to reduce student arrests in school without sacrificing school safety.	1	2	3	4	5	6	7	8	9	10
30. It is important that school staff understand how the juvenile justice system works.	1	2	3	4	5	6	7	8	9	10

Enjoy your training day.

APPENDIX B

Effective School Staff Interactions with Students and Police

Name: _____ School District: _____

INSTRUCTIONS: Please read the questions below. Circle **ONE** response choice for each question.

1. What part of your communication has the greatest effect on what youth actually hear when you interact with them?
 - a. The words you say.
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2. In general, boys are more likely than girls to do which of the following?
 - a. Escalate faster, once becoming aggressive.
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 - 15
 - 16
 - 17

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21. I have the skills necessary for interacting effectively with students.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
22. Interactions between school staff and students can be problematic, particularly for minority students.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
23. I am able to de-escalate conflict when interacting with students.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
24. I can help eliminate unequal treatment of minority students.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
25. I am confident interacting with students from diverse backgrounds.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
26. School Resource Officers (SROs) play an important role in maintaining school safety.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
27. Collaboration between police officers, teachers, and school administrators is essential for managing student misbehavior.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
28. It is important to keep students out of the juvenile justice system.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
29. School staff can do a lot to reduce student arrests in school without sacrificing school safety.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
30. It is important that school staff understand how the juvenile justice system works.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

INSTRUCTIONS: This final set of questions asks you to share your overall impressions of the training session you just completed. Your candid assessment is very important to us.

31. Overall, how would you rate this training session?

_____ excellent _____ good _____ fair _____ poor

32. How useful do you think today's training will be to you in performing your duties?

very useful useful somewhat useful not useful not applicable

Comments.

33. What did you like the most about the training?

34. What did you dislike the most about the training?

35. The trainers were well prepared, interesting and held my attention.

strongly agree somewhat agree somewhat disagree strongly disagree

Comments.

36. I would recommend this training to my colleagues.

strongly agree somewhat agree somewhat disagree strongly disagree

Comments.

Thank you for your participation.

APPENDIX C

“How useful do you think that today's training will be to you in performing your duties?”

- Workshop was informative. Info was presented in a clear and useful manner.
- Excellent training! I plan to implement a lot of the material taught today into my daily interaction with students.
- I feel most of the information on how to interact with students wasn't new information and didn't give me new alternative ways to curb behaviors.
- I feel that this was not new knowledge. I interact appropriately with my students. We have a high minority population and I do not see color of skin. Many of my students have a lot of police interaction and I am involved with the SRO officer at our school often to help deal with situations.
- I was very familiar with most of this.
- I think it would be more useful for classroom teachers to be a part of this workshop vs. school psychologists or counselors. A lot of the topics addressed begin w/in the classrooms.
- Very useful in terms of increasing awareness of the DMC, will bring back to staff at my school.
- One of the better workshops I have attended. Useful information presented by staff; real experience (school).
- I think the PP should be copied for us. A lot of good information but pace was fast and tough to take notes on.
- Good course. I learned a lot. Very informative.
- I found this to be very informative. It also allowed me with adequate time to reflect on my own actions that might lead to specific actions.
- Smile!
- Thank you.
- I learned a lot.
- It was very good.
- Very good presentation, group work was good, and helpful. Being active participants rather than sitting in audience kept attention to task.
- Great presentation, good use of time.
- Need more solutions.
- Possibly more emphasis should be on deescalating situations.
- I found that the strategies discussed can be taken back and immediately used in the classroom.
- Informative session with interesting data.
- Unfortunately, a lot of the material about appropriate interaction with students was repetitive for me.
- Provided some additional insights to knowledge already known.
- Because of the ethnic make-up of my school, some of the training wasn't as pertinent. The rest of the training was excellent.

- As a school counselor much of the training confirmed many of my current practices. Several new facts and studies showed real-life data regarding interacting with diverse populations.
- Thank you!
- In my role(s)-psychologist and administrator, the insights I've gained will be invaluable as I interact with students across the spectrum of ability, behavior, etc.
- I plan to use some of the information discussed to train our school staff.
- A lot we already do-would have been useful to have handouts to go along with powerpoint particularly on the stats page.
- Will use workshop contents to plan PD for staff.
- Would like more handouts of information covered to take back to share with my department.
- I enjoyed the training and it was very interesting.
- Opened my eyes to new ways of dealing with problematic situations.
- It was a great training for myself and PPS staff. I worry that only a few of my staff were able to attend compared to the number of staff that would benefit from this.
- Excellent staff.
- It will make me more aware of issues and more confidently use intervention/ de-escalation skills.
- Great session, one of the most interesting and useful I've been to.
- Very important to have mixed audience in the room.
- Thank you for the opportunity. Instructions were excellent. Very practical information.
- Thank you.
- In teaching alternative high school education and in being a member of the school safety committee, the lessons learned today will be valuable tools.
- All new teachers should go to this.
- I don't see a connection to my profession.
- Training should be done for all staff at a district level.
- Very interesting data

“What did you like the most about the training?”

- I liked the group breakout sessions and engaging with staff from other districts.
- I enjoyed all the information. Very helpful!
- Opportunity for discussion with staff from my school as well as other schools.
- Interacting with other teachers/administrators.
- The opening jeopardy game was engaging and thought provoking.
- I liked the picture game and judging appearances.
- Group discussions
- I thought breaking up the room into different groups by counting off was great!
- Presenters
- Opportunities to dialogue with peers and colleagues; share best practices.
- Useful information. Good atmosphere. Knowledgeable presenters.
- Had law enforcement officer teaching
- Interactive - great audio video highlights
- Staff interactions and statistics shown/discussed
- Learning more about the SRO training and responsibilities.
- The pictures of the students in different ways. It shows you peoples misconceptions.
- Roles of SRO
- Analysis of our suspension data
- Opportunity for discussion/interactions between presenters and "us"
- Statistics demonstrating the problems of DMC and activity describing youth underlining the difference perception of people when they smile.
- Lots of visuals
- Some interesting statistics that I did not know before.
- Suggestions/videos/stories
- The group discussions
- All the information was helpful.
- Varying ways to reaching us; worksheets/video/powerpoint.
- Connecting with other schools, learning how different each school can be, the importance of seeing the police and their resources.
- I love it.
- Staff/student interactions; tips/info/videos.
- Some valuable information shared.
- Presentation
- Affirmation of my beliefs in student interaction, more detail on truancy expectations, presenters piggy-backed with each other well (Tweedie/Scott), good instructional practices (group work, gallery walk, etc.)
- I liked the group table discussion activities.
- Instructors obviously enjoyed their work.
- I liked the video clips and statistics.
- Discussion topics w/colleagues, videos, police perspective from presenter.
- Group interaction

- Interacting with others
- Interactive and good variety. Informative, relevant
- (Data) pretty scary
- Very good platform for discussion and brainstorming ideas. I enjoyed the way the information was delivered by instructors.
- Very interesting
- Having police officers point of view
- That is was educational in useful ways to help youth
- The picture of the student smiling and not picking out another's personality.
- Working with other schools, instructors.
- Variety!
- The data and interaction with other participants
- The hands on activities, the "1st impressions" picture activity was awesome.
- That these strategies can be used in the classroom.
- It raises awareness and potential solution to DMR
- Very explicit strategies for interacting positively with students. Ways to keep kids out of justice system. The realization that involving police is not going to solve the problem unless there is a crime or emergency. And frequent breaks. Thank you.
- I liked the group breakout sessions and engaging with staff from other districts.
- Being able to talk with others and share ideas.
- The interactions with the other staff members from other districts.
- Hearing from other schools and how they deal with some of the problems we have in our school.
- I like the reminders of how to effecting deal with students and their behavior.
- Videos. activities in groups
- The videos, mixing it up with other schools-gave different perspectives and data sheets-an eye opener.
- The interaction among the other people was great. lots of information.
- I enjoyed many of the activities. I may use the picture one with my students.
- I liked learning about the staff/student interactions. Body language and voice tone are very important when communicating with students.
- Understand the role of police officers, court system, etc.
- Factual and real life data. Interacting with other professionals.
- Statistics related to my district.
- Talking/hearing from other school professionals. Hearing from the SRO-real experiences, "Don't judge student by appearance" activity.
- Stats
- The interactive approach -involving us as active participants. Having specific data from individual districts was very important.
- The content was relevant and realistic. Good pace and transitions to talking points.
- Complete program!
- The humor as well as the info. Collaboration at other schools and agencies.

- Good examples
- Videos were "real" and pertinent
- Videos/activities to engage.
- Educating school staff of law enforcement role and responsibilities. In addition to the juvenile criminal justice system.
- Understanding the role of the SRO, Understanding the juvenile detention system, Entertaining trainers
- Discussing methods for improving student behavior.
- Integrating videos with talking
- Intervention strategies, data
- Interactions, Sharing ideas, Sharing scenarios
- How the speakers would switch back and forth talking and the interactive training.
- The group activities
- The videos and hearing from other educators/students.
- The presenters were well educated and interacted well with crowd.
- What I liked most was the activities we participated in especially Jeopardy!
- I really enjoyed the presenter Andre-he was engaging and very knowledgeable. I also really liked warning how the justice system works-that was very useful info.
- The data is extremely helpful.
- Interaction and activities about subject matter.
- The different activities
- Keeping to time limits
- I like when we interacted in games and the dialogue is important to remember all the useful strategies.
- The presenters and their ability to keep us engaged. -use of videos (esp. to see my own students, coworker)
- Facts, statistics, interactive, group activities, very interesting presentation and useful strategies/tools.
- Interacting with other personnel and staff. Video parts are effective
- Very practical information. Information I can share with co-workers.
- Presenters and Power point presentation
- Data about the district. How police view their role and the role of the SRO.
- The importance of reducing arrest rates for juveniles and the message of "keep kids in school" is extremely important. Statistical information provided. Awareness of judgment - exercises were eye "opening"
- Trainers were great.
- Overall everything.
- The video/group discussions and the labeling of the students (six students dressed differently)
- Small groups. It was interaction.
- Understanding the role/responsibilities of police/judicial system
- N/A

- Lecture, small group activities - varied. Presenters were good. Balanced information on a variety of topics. Handouts on discipline. Very powerful slides on actions of judicial system.
- Learning about the criteria for how to punish a student. What things should be considered and what should not be.
- I think it is important to teach these techniques to those who don't know.

“What did you dislike the most about the training?”

- Lunch not included!
- N/A
- Nothing!
- I didn't realize there would not be food provided and became a little distracted prior to lunch.
- I was shocked that there was nothing to eat in the morning. I know it's silly but I've never been to a conference where there is no light breakfast. I did not eat this morning so was starving by lunch.
- Room was uncomfortable! Too hot and too cold
- I felt like it could have been shorter than it was - maybe some of the information consolidated.
- It was too cold
- I found the statistics confusing and somewhat misleading
- N/A
- Was very good training
- Confusion about data - size of sample vs. results. - Would love to see the RRI info for inmates in CT and nationally
- N/A
- Morning session about percentages and statistics
- Small squished room. Uncomfortable seats.
- DMC facts
- Length: after a period of time I can't sit comfortably!
- Repeat of basic "common sense" suggestions for interacting with students
- Small room, too cold
- Cold room - timing
- Small room
- Wanted more of the law enforcement part in districts
- More interventions
- No food
- The morning part - too much data; looking for practical info
- That we did not have a copy of the slides to use as notes and as a resource
- Stats
- No food!
- The morning section was long - could have spent less time w/ the stats
- Bit too much reading from the screen
- I think physical fights involving students could be added to the presentation. It is important for teachers and support staff to know how to handle these situations
- Extended Power point
- No food
- No food!!
- No coffee
- I would have liked more strategies

- The length of the workshop
- Nothing, but it was a bit lengthy.
- Nothing
- I felt there was an overall message of saying that police and the court system aren't equipped to handle problematic students, but many times, we don't have the resources at the alternative - the school level
- A lot of being talked to- need to get up more often.
- The room was too warm, besides that the training was great it wasn't boring.
- All the stats.
- It's frustrating to hear probation does nothing, especially when it's used as a last result most of the time.
- Would have liked to have a copy of the slide show to take notes on
- Nothing
- As a counselor, I felt like much of the presentation on interaction with students was info. & training I already possess.
- Not specific enough on how to handle problematic behavior at school
- Would have liked other educators from our building (besides professionals with this type of background) to be trained today. I think they would have found it useful!
- N/A
- Opening questions "Jeopardy" game-I would remember the info better if it was done in a different format-I still like written notes-even in this digital world!
- I liked all of it.
- N/A
- It would be good to walk away with a DVD containing the Power Point presentation and the videos for use at school during staff PD sessions.
- N/A
- N/A
- Not many strategies of what to do
- Would love all the abbreviations written down and given a copy!
- Would use Power point slides to keep notes on.
- Limited new information for SRO's course was very similar to Effective interactions between Police and Youth training session.
- A lot was repetitive.
- A little disjointed. Late start. If we make effort to be on time, presenters should be also.
- Too long.
- Reading directly from the slides.
- N/A
- Too much movement
- I disliked nothing!
- There were a lot of statistics.
- Nothing

- Moving to groups all the time. It would be great to stay with my district for some activities.
- A little long & repetitive.
- Thank you!
- N/A
- N/A
- N/A
- Whole day, a little long. Too bad can't have lunch together. Snacks helpful. Temperature in room, uneven.
- N/A
- N/A
- N/A
- None, training was very good.
- Too long
- Can't think of anything, thanks!
- N/A
- I didn't find it relevant. No your fault though.
- N/A
- N/A
- I felt like there were a lot of numbers and statistics that did not pertain to my job and daily basis.

“The trainers were well prepared, interesting and held my attention.”

- Great job!
- The activities certainly broke up the training and started conversation but I felt that I knew (sic) many of the interventions and use them regularly enough that I found it difficult to focus on the second topic.
- I feel so much of this is common practice for myself so it was difficult to maintain my attention.
- Excellent presenters, very well done
- Awesome
- Very well prepared
- Presenters were well prepared, dynamic instructors
- Great job!
- Great speakers!
- I do not think that the presenters were aware of the different knowledge base of the participants
- Great job
- Slides were a bit too wordy, which distracted from presenters' message
- Power point was great
- Very well done
- Well prepared for sure
- Great job! Thanks! You shared your roles as instructors perfectly.
- Lecture, discussion, and activity, exchange helped my interest
- At time there needs to be added info versus just reading the slides. Discussion opportunities were lost when new info was presented. Simple... "What does this look like in your school" or "How does this get handled" offers different perspectives
- Well educated, organized.
- Felt the trainers were prepared of knowledgeable.
- The trainers knew their craft and were able to meaningfully answer questions.
- Very professional
- Knowledgeable and friendly
- Very well prepared
- Trainers have extensive knowledge on the topics they covered.
- Very nice and interactive! Food is always welcome! (Candy rewards)
- Very good breadth of experience brought to the presentation.
- Great people!
- Love the candy rewards!
- Great job
- Excellent!
- N/A
- They did a great job.

“I would recommend this training to my colleagues.”

- Great job with the workshop. Very useful info for the teachers in the h.s. setting.
- I think this would be more useful for particular teachers who have not had PBIS or conflict resolution training. Administrators should hand select participants who would benefit most.
- I think there are some teachers at my school that would have benefited from this.
- Wish we spent more time hearing how SRO officers are used in CT positively so we could share ideas!
- Very much - would like to have you to Flood Middle School
- Very helpful
- Thanks!
- I would appreciate receiving a copy of the powerpoint show for this presentation. Especially the staff-student interaction part - I would like to share this info with school faculty.
- Need to gear the presentation to different groups - MS and HS handle things differently
- Especially central office to ensure a consistent message
- Very informative
- Very well done!
- With more strategies it would move to strongly agree
- Great training for young and new educators.
- Training would be most beneficial for those that have little info about the justice system and how it relates to our youth
- Thank you!
- Many educators need to be reminded of what we can do to enhance our positive interactions with students and increase student outcomes (graduation, discipline, school attendance, etc.)
- Very informative and [illegible]
- at the upper level
- I would recommend to school staff.
- Excellent information for all teachers.
- I believe this training would be helpful to all teachers + staff.
- The Power point presentation would be helpful in going back to training staff.
- I believe entire staff could benefit from this training.
- N/A
- To a police who would benefit more.
- Not all law enforcement officers have the skills to be SRO and/or works affectively with schools. Not do more want too.
- I would love to see my entire district go through this training.