

## Wisconsin Safe & Healthy Schools (WISH) Center

### End of Year Report 2013-2014



### Summary

Trainings were held in: CESA #1, #2, #3, #6, #7, #8, #9, #10, #11, #12, and online. 545 Educators were trained in ATOD, Mental Health, Suicide Prevention, Behavior Interventions, School Safety (PREPaRE), School Climate, PBIS Tier 2 and Helping Students Through Trauma and Loss. Participants were from 199 school districts and 21 organizations.

Technical assistance is offered by email, phone, and through partnerships with CESAs holding shareshops/networking meetings. In addition to the number of people trained, 305 attended CESA shareshop meetings. 1,040 youth, school staff, and community members were trained in QPR (Question, Persuade, Refer) suicide prevention. There were 2,234 unique visitors to the website in the last year. 2,982 people read the monthly e-newsletter. We had 541 views of the online videos created by the WISH Center on AODA warning signs and family dynamics of substance abuse. We focused on building the capacity of the WISH Center by training staff as trainers in PREPaRE and SBIRT.

### Workshops Held

Region	Workshop	Location	Date	# Participants
Central	It's Time: Addressing Mental Health of Students in the Classroom	CESA #3	10/2/13	47
West	Good Drugs Gone Bad	CESA #10	10/3/13	21
East	It's Time: Addressing Mental Health of Students in the Classroom	CESA #7	10/4/13	9
North	6+12 Behavior Interventions	CESA #9	10/15/13 &	35
West	Helping Students Through Trauma and Loss	CESA #11	1/13/14	12
West	PREPaRE Workshop 1	CESA #11	1/21/14	18
All	School Climate 2.0	Online		9
Central	School-Based Suicide Prevention Training	CESA #6	1/22/14	30
Central	Helping Students Through Trauma and Loss	CESA #6	1/27/14	40
North	School SBIRT	CESA #9	2/13/14 & 2/27/14	15
East	Helping Students Through Trauma and Loss	Pewaukee	2/14/14	59
West	6+12 Behavior Interventions	CESA #10	3/19/14 & 4/9/14	46
Central	Restorative Practices	CESA #6	3/20/14 & 3/21/14	24
East	PREPaRE Workshop 1	CESA #8	4/11/14	12

North	PREPaRE Workshop 1	CESA #12	4/15/14	12
North	PREPaRE Workshop 2	CESA #9	6/19/14 & 6/20/14	16
North	PREPaRE Workshop 1	Wisconsin Dells	6/24/14	22
North	PREPaRE Workshop 2	Wisconsin Dells	6/25/14 & 6/26/14	24
<b>Totals:</b>	<b>18 Workshops</b>			<b>451</b>

### PBIS Tier 2 Workshops

South	PBIS Tier 2 Workshops	Madison	10/3/13	48
South	PBIS Tier 2 Workshops	Madison	11/22/13	48
South	PBIS Tier 2 Workshops	Madison	2/21/14	48
South	PBIS Tier 2 Workshops	Madison	3/27/14	48
South	PBIS Tier 2 Workshops	Pewaukee	10/7/13	46
South	PBIS Tier 2 Workshops	Pewaukee	12/10/13	46
South	PBIS Tier 2 Workshops	Pewaukee	2/18/14	46
South	PBIS Tier 2 Workshops	Pewaukee	3/26/14	46
			<b>Total:</b>	<b>376</b>
			<b>Total:(Unduplicated)</b>	<b>94</b>

### Networking Meetings Held

Region	Location	Date	# Participants
Central	CESA #6 Networking	9/20/2013	28
North	CESA #9 ATOD/Safe & Healthy Schools Coordinator Meeting	10/2/2014	13
Central	CESA #3 Networking	10/14/2013	20
West	CESA #10 Networking	10/16/13	10
Central	CESA #2 Networking	10/28/13	12
North	CESA #12 Networking	10/29/13	12
East	CESA #1 Networking	11/8/2013	10
Central	CESA #6 Networking	11/15/2013	25
East	CESA #7 Networking	1/30/2014	10
Central	CESA #6 Networking	2/14/2014	29
West	CESA #4 School Counselor Networking Meeting	3/3/2014	48
East	CESA #8 Networking	3/4/2014	17
Central	CESA #3 Networking	3/6/2014	16
West	CESA #11 Networking	3/14/2014	10
Central	CESA #6 Networking	4/11/2014	22
West	CESA #10	4/24/2014	9
North	CESA #9 ATOD/Safe & Healthy Schools Coordinator Meeting	5/6/2014	14

		<b>Total:</b>	<b>305</b>
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### Workshops Cancelled

Region	Workshop	Location	Date
Central	GDGB	Beloit	9/25/14
North	Bully Prevention	CESA #5	9/30/14
Central	Bully Prevention	CESA #6	10/9/14
North	It's Time Mental Health	CESA #5	10/25/14
East	GDGB	Mequon	11/15/14
North	Suicide Prevention	CESA #5	12/12/14
Central	PREPaRE Workshop 1	CESA #2	2/4/14
East	Suicide Prevention	Pewaukee	2/21/14
Central	PREPaRE Workshop 1	CESA #3	2/25/14
West	PREPaRE Workshop 1	CESA #4	3/12/14
Central	PREPaRE Workshop 1	CESA #6	3/28/14
Central	Suicide Prevention	CESA #7	4/9/14

### Technical Assistance

#### Newsletters

We use Constant Contact to maintain our contact list of 1,340 active contacts. Our newsletter is developed and emailed out through Constant Contact so we can track readership and see what links people are following. All newsletters are archived on our website:

<http://www.wishschools.org/resources/newsletters.cfm>

Newsletters	Opens	Clicks	Main Topics
August 2013	187	36	Are you PREPaRED? Bullying & Suicide, WISH Success
September 2013	212	72	Online AODA Modules, Tobacco Updates, QPR training Available
October 2013	197	75	Bullying Prevention, E-cigarettes, Suicide Touches Everyone
November 2013	211	74	Molly, Tobacco Updates, DHS Memo on Mental Health in Schools, Addressing Student Behavior
December 2013	221	51	Building the Heart Conference Summary, To Screen or Not to Screen
January 2014	339	56	Surgeon General's Report, Frustrated Students, Prevent Suicide, New School Climate Report
February 2014	383	56	Heroin & Opiate Deaths in WI, E-Cig and Youth Access Statue, QPR, Suicide Prevention Grants, School Climate & Discipline Report
March 2014	366	112	WISH Survey, 2013 WI YRBS, Under Age Drinking Resources, Real Cost of Tobacco
April 2014	252	73	WISH Survey Results, E-Cigarettes, Model Notice Suicide

			Prevention, From Punitive to Restorative
May 2014	234	66	School Safety Recommendations, E-Cigarettes, Every Conflict Isn't Bullying, Federal Funding Opportunities
June 2014	290	31	Suicide Finding Hope, Alcohol-Not Just Liquid Anymore, Don't Call Them Dropouts
<b>Total</b>	<b>2892</b>	<b>702</b>	

## Website

From July 1, 2013- to June 30, 2014, our website [www.wishschools.org](http://www.wishschools.org) had 3,363 visitor sessions, including 2,234 unique visitors. Both are over 50% increase from the previous 2012-2013 numbers (2,209 sessions and 1,398 unique visitors). During the same time period there were 13,500 page visits for an average of 4.01 pages visited each time. 63.5% were new visitors. We will continue to add resources and make our website more interactive.

## Other Technical Assistance and Growing Capacity

WISH Center Staff continue to focus on growing the capacity of the Center. In 2013-2014, through Supplemental funds provided by the DPI, we participated in **SBIRT** (Screening, Brief Intervention, Referral to Treatment) Training of Trainers. We will finish the training process in 2014-2015 and have several SBIRT trainings planned in collaboration with the DPI and DHS.

Also in 2013-2014 all 4 Regional Coordinators were trained as trainers in PREPaRE model. They delivered three PREPaRE Workshop 1 and two PREPaRE Workshop 2 in the spring of 2014.

We spent time in this year planning the **2014 Building the Heart Conference**. WISH Center staff contacted keynote and sectional presenters and created the conference program. We will continue coordinating and planning the 2014 BHSS Conference.

In 2013-2014, in partnership with Mental Health America of Wisconsin, we trained **1,040 youth, school staff, and community members in QPR** (Question, Persuade, Refer) suicide prevention. 2013-2014 training were held in 21 schools/organizations: Marion School District, Crivitz School District, Beecher-Dunbar-Pembine, Marinette High School, Sevastopol School District, Kettle Morain High School, Cushing Elementary, Prentice School District, Randolph School District, Three Lakes High School, CESA #9, CESA #6, Clintonville, Appleton, Osseo-Fairchild School District, Owen-Withee, Holy Family Catholic School-Arcadia, Lake St. United Meth Church-Eau Claire, CESA #10, Thorp School District, and Loyal High School.

We had 541 views of the **online AODA videos** created by the WISH Center on AODA warning signs and family dynamics of substance. The videos were created in 2012-2013 with Supplemental DPI funding.

New this year WISH Center Staff coordinated or conducted **Other Tobacco Product presentations** and developed an **OTP video**. We are editing the video and will make it available along with supporting materials on our website by the end of August 2014.

We continue to meet the needs of local schools by providing as much technical assistance as our time allows. This is a difficult area to track and quantify in a report. One example from 2013-2014 includes helping schools work on their crisis plans. Lynn Verage had one day of TA with Merrill. She read their crisis plan and provided suggestions and then met with members of their team to discuss suggestions. Due to limited time and travel, most TA is provided by email or phone.

### **Partnership Development**

- Subcontract with Mental Health America of Wisconsin, Garrett Lee Smith Act Youth Suicide Prevention, \$42,000
- Marshfield Clinic Center for Community Outreach, Alliance for WI Youth collaboration
- Wisconsin RtI/PBIS Network
- Serve on the DPI's Safe Schools Healthy Students Management Team
- Liaison with Wisconsin Student Assistance Association
- Liaison with Wisconsin Prevention Network
- Liaison with Wisconsin Obesity Prevention Network
- Continuing partnerships with many local coalitions
- Wisconsin RtI/PBIS Network

### **Compilation of Event Evaluations**

Below are compiled evaluation from all of the workshops.

**WiSH Schools Center Reflection and Feedback: It's Time: Addressing Mental Health in the Classroom,  
Fennimore, 10-2-13**

**3..2..1 Reflection:**

**3) Three things I learned today:**

- Connection(3)
- The stepwise method to help children work at fears
- New perspectives
- Support vs feedback
- Stress vs anxiety(3)
- 47% will have a diagnosable mental illness
- Pay attention to internalization and externalization, engage the disengaged student
- 'do less longer' place of trauma
- Incidence of anxiety(3)
- getting to lower brain → rational vs reactive(2)
- awareness
- everyone should have expectations(2)
- effects of trauma(2)
- communication of techniques with parents(5) ask permission
- cultural competency/relationships(2)
- examples of good questions
- 3 index cards in classroom
- anxiety/OCD, ERP(2)
- Sensory techniques are important
- resources
- Students talk about being frustrated
- Strategies/breathing (4)
- you can't go up the stairs by going down
- Therapy doesn't nurture. 'you' nurture
- 3 years to get back to normal after a major depression
- 1 in 5 have an issue with anxiety/mental illness (2)
- Diversions
- De-escalations
- Sensory-based intervention
- Gradual exposure to overcome anxiety(2)
- You don't need to know the underlying cause of anxiety to help a student out
- What I need to do for my students: confrontational/de-escalate
- Healing process has to start before why(2)
- Intrinsic motivation
- Be consistent
- Continue building community

**2) Two things that I would like to know more about:**

- Deescalating a student in crisis (2)
- Anxiety controls
- Resources, agencies with mental health services(4)

- How to get mental health professionals to work in schools(2) – provide therapy for students
- Cognitive behavior thinking
- 'how to' engage students who internalize trauma
- creating school plans (behavior/transitions)
- practical sensory interventions
- Strategies/techniques(4) and words to focus more on student competence
- more signs of mental illness(2)- depression, schizophrenia, bipolar(2), anxiety, depression
- mini group session 'how tos'
- more step examples
- Recommendation for treatment in facilities in our rural area- from the presenter. Rogers too far for most parents
- effects of video gaming hours
- help my teachers- share resources

**1) One thing that I will incorporate into my classroom practice:**

- teacher/classroom suggestions (2)
- help children with anxiety
- 3x5 note card activities to teachers
- response to problem behavior
- Breathing exercise(7)
- more goal setting with exceptions
- choice of words
- competence training
- Sensory breaks/touch(2)
- Anxiety practices
- Postponing
- Develop culture and make a conscious effort

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Presenter(s) had a grasp of critical content		1		
2. Materials & Resources were helpful and provided me ample material to apply in my work		4		
3. I will use strategies presented to have a positive impact on student learning		3		
4. Content of the session will be a positive addition to my repertoire of educational expertise		3		
<b>TOTALS:</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>

**Comments/Suggestions:**

- I thoroughly enjoyed this presentation. The style and flow of the presentation was excellent. Appreciated the video clips and interspersed activities. The presenter's relaxed, approachable

knowledgeable style made engaging in the course easy.

- Fabulous need more presenters; so insightful and practical
- This has been one of the better speakers I have been to. I hope CESA #3 brings more info about mental health
- Regarding stigma reduction: if people (take the example of your daughter) would be willing to share their experiences with mental illness live as opposed to video, the opportunity for participants to ask questions might be very powerful.
- Videos were useful. More quick tips, sensory breaks & 'use tomorrow' ideas would make the presentation even better
- Useful and practical information. Thank you. Definitely worth the time away from our building today 😊
- I thought the this was an excellent, excellent training. What a bright lady!! I learned so much. Thank you
- **Very good 😊**
- **Thank you for the information**
- **I learned a lot and the presenter did an excellent job on the topic. You made it real**
- **Great presentation**
- **I really enjoyed Sue as a presenter. She's been in our shoes & can relate the material to our profession. Her humor also enhanced and engaged us in her presentation. Nice Job!**

**I heard about this from...**

Administrator-2	Email-3	WiSH Schools E-Newsletter-
Co-worker-8	WiSH Schools Staff-1	Other-3 Deb Goold, CESA 3(2); CESA 6 WiSH Schools network share shop
WiSH Schools Website-	Printed Brochure-	

Would you recommend this to others? Yes- 22 No-



## WiSH Schools Center Reflection & Feedback

### Good Drugs Gone Bad

Date: October 3, 2013

#### 3..2..1 Reflection:

##### **3) Three things I learned today:**

- Available resources
- Access
- Specific data pcs/stats(5)
- Websites were helpful(2)
- The pill identifier app(3)
- WRECKED(3)
- video/card game
- Definition of prescription drug abuse
- Good websites to use as a professional and in class
- Ways drugs are used/how people get prescription drugs
- Pill labeling info
- Resources(2)
- YRBS – highlight positives, use local celebs
- Delivery of a controlled substance is a felony
- Drugs that end in “an” are sedatives
- “diversion” legal drugs by illegal distribution
- How to use tools in kit(2) and tailor for local community
- Important for youth to have several connections with adults
- Think outside the box
- Find #1 drug use in America
- How to identify prescription drugs
- Use local experts
- Prom ticket with positive message
- Where to access updated PSAs
- DEA take back days
- Different types of abused pills
- PDMP
- Layers of intervention needed to stop good drugs issue
- Mindset to talk to kids
- Positive vs negative approach
- Downie Brownie; K2; Bath Salts; Drug paraphernalia; synthetic urine
- Good strategies to relate to middle school students

##### **2) Two things that I would like to know more about:**

- Successful youth/community campaigns to increase awareness and decrease access
- County statistics in my school district
- Local/regional stats
- How heroin is in our local community

- Use/death/ect
- Drug take back days
- How a teacher has used it
- Appropriate grade level lesson for red ribbon week
- How do you get community and parent support for drug testing?
- Alcohol/drug testing
- How to connect with resources on \$ and materials
- Drug test policy

**1) One thing that I will incorporate into my classroom practice:**

- Will share info w/coalition members
- WRECKED
- Videos and commercials
- Pill ID
- Student presentation would work well for red ribbon week
- I will share it with our health/science department
- PSAs(2), websites, toolkit, WRECKED video/cards(2)
- Create local awareness
- Presentation for students' awareness
- Through use of all resources
- PowerPoint, posters(2)
- Games, lessons
- Teachers comm. Elders, comm. Leaders, prevention specialists
- Toolkit resources
- Parent/family activities/discussion for homework regarding Rx in their lives
- Accentuate all the positive choices
- The hands-on materials will be very helpful
- Presentation materials

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Presenter(s) had a grasp of critical content	15	1		
2. Materials & Resources were helpful and provided me ample material to apply in my work	11	5		
3. I will use strategies presented to have a positive impact on student learning	12	4		
4. Content of the session will be a positive addition to my repertoire of educational expertise	14	2		
<b>TOTALS:</b>			<b>0</b>	<b>0</b>

**Comments/Suggestions:**

- Great staff, great ideas and ways to use it
- Lots of valuable info given
- I always appreciate getting resources I can use immediately in my classroom, thanks!
- Thank you, this will be a useful tool to share with many people in the community
- One of the most useful presentations I have ever attended
- I appreciated very much the opportunity to reconnect with the issue of drug abuse. Connecting with resources in my community through discussion. I wonder if our students in Wisconsin may benefit if people from varying ethnicities were portrayed in the local productions, PSAs, posters etc.?
- Great information

**I heard about this from...**

Administrator-1	Email-7	WiSH Schools E-Newsletter-
Co-worker-5	WiSH Schools Staff-1	Other-1 Police Dept training officer
WiSH Schools Website-	Printed Brochure-2	

**Would you recommend this training to others?**

Yes-15	No-	No Response-2
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**WiSH Schools Center Reflection and Feedback: It's Time: Addressing Mental Health with Sue  
McKenzie, 10-4-13**

**3..2..1 Reflection:**

**3) Three things I learned today:**

- Connection(2)
- competency(3)
- control/anxiety scale(4)
- Intrinsic motivation
- How to explain to staff that students aren't bad they just need something different
- address mental illness
- train teachers, effects of trauma(3)
- 95% of people ID teacher as someone who helped them most(2)
- discussing touch in classroom as a way to start year, come from place of non-judgment curiosity
- ERP(2)
- Accommodations instead of enabling, loved the rogers in health.org(2)
- Stories of recovery are powerful(2)
- I cannot do it all-use resources
- Students talk about being frustrated
- try to engage them if you feel something isn't right
- lower brain/upper brain

**2) Two things that I would like to know more about:**

- Admin, teacher support
- how to: help children with their anxiety and anger
- training staff(2)
- creating school plans (behavior/transitions)
- How can we partner with rogers or other mental health organizations?;
- more specific ERP training
- Strategies and words to focus more on student competence
- more about transitions, more signs of mental illness
- more about test anxiety

**1) One thing that I will incorporate into my classroom practice:**

- Help parents to help understand how to help create change – intrinsic motivation
- help children with anxiety
- how to praise students differently
- set up training for a handful of staff
- those clips from rogers will be very helpful
- more goal setting with exceptions
- Competence
- ERP
- discuss touch with students and teachers
- the notice peace...in writing. I can do this!

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Presenter(s) had a grasp of critical content	9			
2. Materials & Resources were helpful and provided me ample material to apply in my work	8	1		
3. I will use strategies presented to have a positive impact on student learning	8	1		
4. Content of the session will be a positive addition to my repertoire of educational expertise	8	1		
<b>TOTALS:</b>	<b>33</b>	<b>3</b>	<b>0</b>	<b>0</b>

**Comments/Suggestions:**

- Would love if my school would bring you in to teach our staff
- Awesome training!! Love how applicable the info was
- Thanks!
- Wow! I could use a whole week of this type of training. SO glad I came today, thank you!
- Absolutely awesome training! I learned A LOT of practical strategies to use w my students!
- Thank you! Very informative...appreciate all the materials and info-stories you shared! Great things!

**I heard about this from...**

Administrator-1	Email-4	WiSH Schools E-Newsletter-
Co-worker-1	WiSH Schools Staff-	Other-3 Chris at CESA 7; CESA 6 WiSh Schools network share shop
WiSH Schools Website-	Printed Brochure-	

## WiSH Schools Center Reflection and Feedback: Helping Students Through Trauma and Loss, 1-13-14

### 3..2..1 Reflection:

#### 3) Three things I learned today:

- Trauma informed care (TIC) is becoming more common for schools
- TIC can be evidence-based (2)
- Several strategies involving sensory perception
- More fully acknowledging the importance of looking at trauma as possible contributor to behavior problems
- Good site for directed material on trauma
- Trauma vs grief (4)
- Many new group ideas
- Great activity suggestions to help work with my students (2)
- Student perception (2)
- How can I help you today?
- Tiers are included in this process
- Practical activities that already apply
- Drawing is healing
- Resources
- Impact of trauma on students (2)
- Strategies to help move students forward
- Goals for intervention
- How I can help these students
- Many resources
- 4-6 weeks in needed for student to process

#### 2) Two things that I would like to know more about:

- Networking
- Additional training
- Parent reaction to changes they see
- Work with parents to help their children
- Trauma/depression screeners
- Support for parents dealing with trauma
- Advanced training
- Parents- how to approach/talk to parents
- TLC materials
- Learning with the curriculum
- Moving the hurt/pain/fear onto paper to name it and let it go
- More about how to become certified with TLC
- How to gain administrative support
- How to build connections with parents & outside agencies to support student needs
- Anything on group
- Anything on peer mentoring

#### 1) One thing that I will incorporate into my classroom practice:

- More drawing activities

- Defining sensory- visceral – body parts- where kids are affected by pain, anger, fear et al. so they can begin to recognize their own symptoms
- Trying to identify trauma-related behaviors vs “just acting out”
- I like the framing to the future
- How can I help you today (3)
- You have shared so much for me to use in the classroom
- Hands-on activities with students
- Giving time is okay and needed! Teachers have to understand this too.

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Presenter(s) had a grasp of critical content	9	2		
2. Materials & Resources were helpful and provided me ample material to apply in my work	9	2		
3. I will use strategies presented to have a positive impact on student learning	9	2		
4. Content of the session will be a positive addition to my repertoire of educational expertise	9	2		
<b>TOTALS:</b>	<b>36</b>	<b>8</b>	<b>0</b>	<b>0</b>

**Comments/Suggestions:**

- The traumatized infant visualization was troublesome – I would change it or switch around the length so the safe infant visualization could be longer
- Keep tissue on hand!
- More info on persuading teachers that addressing trauma helps teachers
- Great job – fun day with fun ideas. Thank you!
- This is a great training! I enjoyed this very much!
- I would like more ideas of how to implement this
- Excellent! Easy going, knowledgeable!
- I thought this was excellent. Although I am not artistic I loved the drawing. Very thought provoking.
- Awesome!
- You have so many great ideas and fun activities for kids (&adults ☺) to understand content, learn & grasp attention.

**I heard about this from...**

Administrator-	Email-5	WISH Schools E-Newsletter-
Co-worker-	WiSH Schools Staff-	Other-2 State sch SW consultant

		CESA II
WiSH Schools Website-I	Printed Brochure-	

Would you recommend this to others? Yes- 8 No-



**WiSH Schools Center Reflection & Feedback**  
**Helping students with Grief and Loss**  
**Date: January 27, 2014**

**3..2..1 Reflection:**

**3) Three things I learned today:**

- Universal Screening (3)
- TLC resources (3)
- Reminder that it's a slow process (2)
- Trauma and the brain (4)
- Trauma/grief as sensory experience (5)
- People react to trauma using fight/flight or freeze
- Can still work on a sensory level with people even if they don't know they have gone through trauma
- 3 tiers
- Trauma vs. cognitive
- Trauma vs. grief (3)
- Sensory/drawing Activities (9)
- All students experience trauma differently (2)
- Trauma can be anything
- What trauma informed care is
- Information on the development of trauma disorder
- Importance of asking "how can I help you today?" (6)
- Thought about trauma more in depth
- 6 weeks until interventions
- Work with students in the sensory mode
- Remember to incorporate resilience
- Move from victim → survivor
- PBIS level 2 groups
- Trauma being the cause of some of the mental health issues we are seeing in the schools (2)
- Groups (2)
- Review of Dr. Steele's stuff
- Diagnosing children as young as 3 with PTSD
- 1<sup>st</sup> step in recovery is to reduce arousal
- Promoting developmental assets w/ students and guardians
- An experience you get stuck on
- Working through it (2)
- Definition of trauma (2)
- Focus on reframing
- Importance of the comfort of art, music and kinesthetic
- New DSM criteria for PTSD
- Re traumas
- Trauma is prevalent

**2) Two things that I would like to know more about:**

- More details about the brain changes due to trauma
- One minute interventions

- Other interventions to use that did not involve drawing (3)
- What else we didn't get to
- More resources/activities (3)
- Information to work with older students who have gone through a trauma
- How to condense/organize essential materials for solution-focused school counseling
- I am interested in the model you use in Chippewa falls
- How to implement (2) when we are constantly "putting out fires"
- TLC (2)
- I feel better now program (2)
- Helping children feel safe program
- What do you do with the group activities/parents?
- I need to get the materials and learn the lessons ect
- More info related to trauma
- Reasons behind activities we did
- Reordering thoughts
- Informed consent for younger children
- Use at high school/activities (4)
- What consent is required for participation at each level
- How to be certified
- 

**1) One thing that I will incorporate into my classroom practice:**

- Idea in middle school transition (6<sup>th</sup> to 10<sup>th</sup>)
- Many!
- Ask "How can I help you/What do you need today?" (6)
- Quick worry surveys
- Everything I learned
- Drawings activities (3)
- Some of the hands on/sensory activities (3)
- Handouts/body feeling sheets
- Universal screenings (3) would work well when signing up for groups
- I will you how can I help you today with families
- Focus on sensory experience rather than cognitive focus on what happened
- New vocab to use with students
- Info about amygdala
- I will use the strategies with my social skills group of 3<sup>rd</sup> grade boys
- 'feelings' body of color
- Four stones
- Group info

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Presenter(s) had a grasp of critical content	26	7		

2. Materials & Resources were helpful and provided me ample material to apply in my work	16	17		
3. I will use strategies presented to have a positive impact on student learning	15	18		
4. Content of the session will be a positive addition to my repertoire of educational expertise	16	17		
<b>TOTALS:</b>	<b>73</b>	<b>59</b>	<b>0</b>	<b>0</b>

**Comments/Suggestions:**

- May be take more short breaks for better processing times
- Thank you!
- Great and beyond expectations
- Much of the information presented today I've known already and it was a good review
- I liked the activities but would have liked time to process them at our tables
- Awesome presentation!
- Great ideas and activities to take back. Super day!
- Appreciated trying the activities out (the time went fast)
- Very relaxing and informative!
- Please spend more time sharing information and less time working on activities. Love the idea but would rather get more information and be shown examples. Was looking for more 😊
- Exceptional trainer. Highly skilled with good knowledge of schools
- I work at the high school level and I would like to learn more about activities at that level
- Great!
- Great session

**I heard about this from...**

Administrator-5	Email- 23	WiSH Schools E-Newsletter- 1
Co-worker- 5	WiSH Schools Staff- 1	Other- 6 CESA 6 (3) Crisis Response Team Cindy C-N
WiSH Schools Website-	Printed Brochure-	

**Would you recommend this training to others?**

Yes- 27	No-	No Response-
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## WiSH Schools Center Reflection & Feedback

### SBIRT-Day 1

Date: Feb 13, 2014

#### 3..2..1 Reflection:

##### **3) Three things I learned today:**

- SBIRT is the most promising AODA intervention
- Take one problem at a time
- 4 sessions
- GAIN SS (3)
- Practice skills were helpful
- 5 change talk
- Core skills of asking, listening and informing
- Screening tool
- Protocol to follow
- Simple but complex
- Reflection – not as question
- Brief intervention approach
- Refresher on empathy
- New listening techniques
- More ways to ask open ended questions
- How to work questions without informing
- Active listening
- Following protocol
- Implementation
- More about collecting data and how to do it at school
- More about how to define consequence behaviors
- Implementation is complicated
- Incentives not bribes
- 

##### **2) Two things I would like to know more about:**

- I'd like to hear from implementing districts
- implementing overall in a district
- How schools are using this
- Delivery coaching
- Confidentiality (2)
- More ways to handle defiant students
- How to start with students who are currently engaged in counseling
- I would like to watch more examples of real situations
- Motivational interviewing
- Screening
- More about managing threats of violence when reg-ed is involved and spaced students usually already have a plan
- How to do this
- How to be consistent
-

**1) One thing I will incorporate into my classroom practice:**

- More direct in my communication
- Fewer questions
- Different types of reflective listening/questioning
- To practice this on my family
- Thinking deeper about these skills
- Reflection (2)
- Empathy and listening
- EPE
- I will use the protocol with students
- Self-talk and attribution
- Training – I'd like to do this with a whole classroom.
- Stress reductions

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Presenter(s) had a grasp of critical content	9	2		
2. Materials & Resources were helpful and provided me ample material to apply in my work	8	4		
3. I will use strategies presented to have a positive impact on student learning	9	3		
4. Content of the session will be a positive addition to my repertoire of educational expertise	7	3		
<b>TOTALS:</b>	<b>33</b>	<b>12</b>	<b>0</b>	<b>0</b>

**Comments/Suggestions:**

- Wish all of the slides were included in the packets
- Wonderful stuff
- Scott is talented
- Liked the practice
- I liked to group work- it helped to process the information and learn about how and what other schools are already doing with behavioral interventions.
- The technology difficulties are tricky to deal with – not your fault.

**I heard about this from...**

Administrator-2	Email-5	WiSH Schools E-Newsletter-
Co-worker-1	WiSH Schools Staff-2	Other-
WiSH Schools Website-1	Printed Brochure-	

**Would you recommend this training to others?**

Yes-6	No-	No Response-11
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## WiSH Schools Center Reflection & Feedback

### Helping Students Through Trauma and Loss

Date: 2/14/14

#### 3..2..1 Reflection:

##### **3) Three things I learned today:**

- PTSD may initially be interpreted as ADHD (2)
- What/How can I help you (with) today? (10)
- Safety duck exercise (2)
- Universal screening activity (4)
- DSMV, PTSD(2) categories
- Muti sensory ideas (3)
- Experience of doing the activities (3)
- Difference between trauma and grief (3)
- Different sensory interventions/activities (9)
- Trauma as a sensory experience (7)
- Open ended questions with students (3)
- Have to deal with the sensory before the cognitive
- Both brain hemispheres are affected (2)
- Amygdala + frontal cortex cannot act at the same time (2)
- Stages of trauma (2)
- Real life stories
- Resource connections (9)
- Reinforce prior information
- I learned lots!
- Cognitive reframing
- Review of basics
- Knowledge of interventions
- PTSD is in the DSM all the way down to age 2!
- Use data and follow students for outcomes
- Different exposures in the same group is ok
- Children often get stuck in trauma
- Factors require dot become trauma informed
- Potatoes are calming foods
- Interventions shouldn't begin until 6 weeks after the trauma (2)
- Comfort food is good
- Some supplies useful to counselors
- How to get parents to let their kids participate in groups at school
- Victim vs survivor
- Group ideas
- Less talking more drawing

##### **2) Two things that I would like to know more about:**

- How to help teachers understand grief does impact performance

- Using these techniques skillfully
- Level 3
- More ideas on reordering thinking
- Secondary thinking
- TLC curriculum (2)
- Get a whiteboard
- More interventions/activities (5)
- School-wide/district-wide approach to trauma
- Trauma stages for special needs children/parents and guardians (2)
- One minute interventions
- Cognitive reframing
- How can I help this get up and running in my school (2)
- What is required to be a trainer
- More kids who have experienced type 2 and 3 trauma – maybe chronic neglect and AODA exposure/use.
- Specific questions
- Assessing trauma
- Universal classroom interventions
- When to fit all of these tools into the chaos of day to day
- How to formulate data to measure outcomes
- Extremely loud movie – survivor guilt
- How trauma can shut down learning
- How to address ongoing trauma
- More ideas of screeners
- How to work with kids who aren't aware they have trauma
- More case examples
- Results of TLC program

**1) One thing that I will incorporate into my classroom practice:**

- The use of drawing and white boards (9)
- Calendars with dates where students have experienced grief or loss
- Trauma counseling
- Forming groups
- Using the Q “what can I help you with today?” (4)
- Introduce more sensory activities into work with individuals (3)
- Sensory interventions (3)
- Safety duck (2)
- Universal screens (2)
- New activities with students experiencing difficulties (2)
- Increase educator understanding
- Mentoring/coaching teachers
- Thanks for the practical applications
- Safety
- Teaching teachers about the activities in the classroom
- Body awareness of feelings
- Addressing worries on day one of high school
- Trauma questions

- I will use the activity ideas in my practice as a victim advocate
- Loved the movie for group formation

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Presenter(s) had a grasp of critical content	24	10		
2. Materials & Resources were helpful and provided me ample material to apply in my work	21	11	1	
3. I will use strategies presented to have a positive impact on student learning	21	11	1	
4. Content of the session will be a positive addition to my repertoire of educational expertise	21	12		
<b>TOTALS:</b>	<b>87</b>	<b>44</b>	<b>2</b>	<b>0</b>

**Comments/Suggestions:**

- One of the best workshops that I have ever been to. It will be very helpful as a way of looking at many of the problems our students feel and tools were given to help them.
- This was a fantastic workshop! We have so many ideas we can use. And lots of ideas to get all staff on board.
- Good resources
- Way too much time spent on duck activity and drawing memories (2)
- Loved all of the hands on and practical experiences
- It would have been nice to have tables
- Thank you ☺
- Letting audience know which age group this is geared towards. It seems it is for middle school and we are elementary
- I will need to adjust much of this for elementary if its adjustable at all
- Excellent presentation. Very useful ideas. Thank you!
- Handouts did not print well and some were difficult to read
- Good use of audio visual and sensory media
- I would love to be a part of more sessions
- I have a wealth of information to take back to teachers
- Address higher grades of high school
- Excellent presentation
- Vegetarian option for lunch
- Same presentation that I have seen before – would have like more in depth info about TLC curriculum

**I heard about this from...**

Administrator- 9	Email- 10	WiSH Schools E-Newsletter- 1
Co-worker- 9	WiSH Schools Staff-	Other- III CESA Website, TLC training



		conference Safe and supportive schools
WiSH Schools Website-	Printed Brochure- 4	

**Would you recommend this training to others?**

Yes- 30	No- 1	No Response-
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Probably not for elementary educators but definitely for middle school

## WiSH Schools Center Reflection & Feedback

### Restorative Practices

Date: March 20-21, 2014

#### 3..2..1 Reflection:

##### **3) Three things I learned today:**

- Snowball (3)
- Critical friends circle
- Spirit bear book/websites for resources
- Life skill... need to know how to get along
- Actions of adults need to be restorative
- Follow up is critical
- Test just can also include discipline
- "I" statements (3)
- How to use a circle group (7)
- How to implement
- The challenges of getting staff on board
- Circles to build positive relations (2)
- The cornerstones of restorative practices
- Pre-conferences/conference (5)
- Restful problem
- Affective students/statements (6)
- Never ok why
- A new way of learning how to deal w/discipline
- A new group approach to talk with students (circling) to build relationships
- Importance
- Restorative implementation (2)
- Restorative problem solving from choices to responsibility (2)
- I can incorporate this in my classroom
- I can impact more students in a positive way
- Fixed misconceptions especially about consequences
- Reinforced RP
- Start small
- Different examples of group implementation
- 

##### **2) Two things that I would like to know more about:**

- Working on ideas for getting started
- Managing resistive
- Drawing in parents (2)
- What situations warrant a conference
- I'm really not sure. I can give this a try in my classroom first and then I'll be able to see what I need
- I would like more practice with the restorative process and questions

- Implementation (2)
- Preconference (2)
- PBIS
- An implementation to list ☺
- Using circles to deliver content
- More roots for affective statements
- How to get more staff on board (3)
- Start bringing between charter and elementary school
- How to pitch the ideas to admin
- More info on spirit bear
- A timeline process to start
- Deciding when to use conferences vs. circles
- How to move to school-wide RP
- Further restorative options outside of circles besides circles
- 

**1) One thing that I will incorporate into my classroom practice:**

- Snowball idea (2)
- Seeing things from a broader perspective
- "I" statements
- The use of circle groups (11)
- Affective statements/questions
- The information is very useful and will be somewhat easy for me to implement in my groups. The challenge will be bringing others on board but if I remember to start small stay positive and don't give up. Things will work out.
- Restorative problem solving
- From choices to responsibly
- Affective students and questions (3)
- Conferencing for significant problems
- Helping students become more empathetic toward each other
- Seeing kids and using affective questioning
- Use "simple"/low-rise circles to increase comfort and fluency with practices
- 

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Presenter(s) had a grasp of critical content	18	3		
2. Materials & Resources were helpful and provided me ample material to apply in my work	16	4		
3. I will use strategies presented to have a positive impact on student learning	15	6	1	
4. Content of the session will be a positive addition to my repertoire of educational expertise	17	4		
<b>TOTALS:</b>	<b>66</b>	<b>17</b>	<b>0</b>	<b>0</b>

**Comments/Suggestions:**

- More focus on “critical friends circle”
- Staple all materials
- Very good. I feel a lot better about doing restorative practices
- I really liked the critical friends circle/fish bowl
- Loved the inner/outer circle and the empty chair that I could be filled by someone
- One single packet of hangouts
- Chris and patty were both so respectful, patient, and fun. I enjoyed this workshop and I know what I have learned today and will stay with me as I continue this wonderful art of teaching
- Excellent content and methods of presenting. I appreciate the interaction, videos and practice opportunities
- I would have liked some sample implementation plans
- More practice with affective statements and questions
- Words can’t describe how helpful and inspiring this was. It was very helpful to see these strategies in action
- Thanks for an emerging two days. It gave me some practical ideas to take back to my school
- Facilitators complimented one other another. I enjoyed learning from the stories and videos
- 

**I heard about this from...**

Administrator-5	Email-10	WISH Schools E-Newsletter-
Co-worker-5	WiSH Schools Staff-	Other-2 WISN (2) Steven Rippa
WISH Schools Website-	Printed Brochure-4	

**Would you recommend this training to others?**

Yes-19	No-	No Response-
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## WiSH Schools Center Reflection & Feedback

### 6 & 12 Behavioral Interventions

Date: March 19 & April 12, 2014

#### 3..2..1 Reflection:

##### **3) Three things I learned today:**

- How to encourage self-monitoring (2)
- How to deal with different situations within my classroom
- How lacking in resources my school is
- Intervention Strategies (9) that are behavior specific
- Make a plan
- Resources (6) for extreme behaviors and consequences
- Importance of data collection
- Planned discussions
- Teamwork
- Triggers
- Importance of communication
- STOIC & CHAMPS (4)
- Other districts have the same problems (2)
- Interventions take time and work (3)
- I'm not wrong – we need to teach expected behavior
- How public schools have changed
- Reinforced relationship building
- How to use book effectively
- How/what to take back to afterschool programming
- Intervention can be used for multiple problem behaviors
- Try and try again
- Staff development
- Importance of self-talk
- Escalation breakdown
- Using reproducible to get more help from reg. ed
- Types of threats
- Ideas for social skills
- TAT team
- All staff need to be included in counseling behaviors
- Crisis team needs to be in each building
- Recognizing issues with students
- Document more
- Relaxation for me – reminder
- Incentives are not bribes
- Data collection at school
- Definition of consequences, behaviors

**2) Two things that I would like to know more about:**

- How to teach replacement behaviors (2)
- How to deal with a chronic liar
- Setting limits
- Consequences
- Implementation (2) school wide
- Who can help
- Student/teacher buy in (3)
- Case studies
- Severe students
- Warning signs for some of the behaviors
- Organization of documentation
- More mental health
- How to set up behavior plans
- Helping teachers to know when/how to be balanced – not just during summer
- Structuring of some of these for time efficiency
- Extrinsic/intrinsic motivation
- More proactive approaches
- Networking with other for ideas
- Implementation of interventions when there are multiple extreme behaviors happening
- Strategies for aggression w/modeled examples
- I would like to spend more time exploring the book
- More on tachy replacement behaviors
- More on mental health interventions
- Follow through w students after issues
- Training co-workers
- Managing threats of violence
- 

**1) One thing that I will incorporate into my classroom practice:**

- Homework completion chart
- Using the resources in the book
- More positives
- Goal setting
- Encyclopedia
- List of consequences
- Check lists (4)
- Interventions
- Data (3)
- Professional development of staff
- Mental health in public school
- Book for training/tools (4)
- Setting limits
- Forms (2)
- Self-talk and attribution information tomorrow
- Collaboration – I try to do a lot of these things on my own because of time issues
- Positive comments (started after 1<sup>st</sup>- crazy to see huge change in kids w/such little effort☺)

- The reproducibles
- Feelings page
- Behavior plan
- Task evaluation, self-monitoring
- Positive/negative behavior form
- Incentive-based goals – reinforcements
- 

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Presenter(s) had a grasp of critical content	12	17		
2. Materials & Resources were helpful and provided me ample material to apply in my work	17	11		
3. I will use strategies presented to have a positive impact on student learning	13	12		
4. Content of the session will be a positive addition to my repertoire of educational expertise	17	11		
<b>TOTALS:</b>	<b>59</b>	<b>51</b>	<b>0</b>	<b>0</b>

**Comments/Suggestions:**

- Today was great!
- Very good info
- It would be nice to add another part to this – practical day to get these interventions up and running in our districts. Maybe a team day to get RTI set up for our districts
- I will be sharing the book, threat assessment flow chart and violence risk factor checklist. The book is amazing, but it would be overwhelming to get through it to use it well without having a workshop.
- Mental health specific interventions for academic success
- A round table discussion to share thoughts, ideas and experiences
- Video examples
- Teachers should work through some of these strategies w/actual students they have. I thought the space between the 2 sessions we were going to do more like that
- Great job- very well done!
- For all interventions: -discuss with student – include parents –review –document; Now, specifically here is how each intervention could work...
- 

**I heard about this from...**

Administrator-12	Email-4	WiSH Schools E-Newsletter-1
Co-worker-3	WiSH Schools Staff-	Other-3

WiSH Schools Website-	Printed Brochure-1	Cesa Cesa calendar Carol Zabel
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**Would you recommend this training to others?**

Yes-19	No-2	No Response-13
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**We used NASP Evaluations for PREPaRE-Missing June 24-26 Training Evaluations**

**PREPaRE WS1: Crisis Prevention and Preparedness  
1/21/14, Turtle Lake, Carol and Jackie, 18 Participants**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>CRISIS TEAM</b>					
1. The workshop objectives were clearly stated	<b>4</b> 66.7%	1 16.7%	1 16.7%		
<b>The workshop objectives were clearly met and I can now identify the:</b>					
2. Four characteristics of a crisis event	<b>5</b> 62.5%	3 37.5%			
3. Three concepts associated with the PREPaRE acronym	<b>4</b> 50%	<b>4</b> 50%			
4. Four phrases of crisis management	<b>5</b> 62.5%	3 37.5%			
5. Three concepts related to related to crime prevention through environmental design	<b>4</b> 50%	<b>4</b> 50%			
6. Four elements related to promoting psychological safety	<b>4</b> 57.1%	3 42.9%			
7. Purpose of a comprehensive safety team	<b>5</b> 71.4%	2 28.6%			
8. Major functions of the Incident Command System (ICS)	<b>4</b> 50%	3 37.5%	1 12.5%		
9. Guiding principles in crisis plan development	3 37.5%	<b>4</b> 50%	1 12.5%		
10. Difference between the crisis team response plan and the school staff response plan	3 42.9%	<b>4</b> 57.1%			
11. Three stages for examining the effectiveness of the crisis prevention and preparedness	2 25%	<b>5</b> 62.5%	1 12.5%		
12. The content was clear and understandable	<b>4</b> 57.1%	3 42.9%			
13. Workshop materials were well organized	2 40%	<b>3</b> 60%			
14. The trainer(s) was/were well organized	1 20%	<b>3</b> 60%	1 20%		
15. Workshop materials facilitated participation among participants	1 14.3%	<b>6</b> 85.7%			
16. The trainer(s) facilitated participation among participants	2 40%	<b>3</b> 60%			
17. This workshop increased my knowledge	1 20%	<b>2</b> 40%	<b>2</b> 40%		
18. I will be able to apply the information/skills learned to my professional duties	2 33.3%	<b>4</b> 66.7%			

19. I recommended this workshop	0 0%	<b>3</b> <b>60%</b>	2 40%		
20. I recommended this/these trainer(s)	1 16.7%	<b>4</b> <b>66.7%</b>	1 16.7%		

**PREPaRE WS1: Crisis Prevention and Preparedness 4/15/14, Lynn and Chris, CESA #12 (12) People**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>CRISIS TEAM</b>					
1. The workshop objectives were clearly stated	<b>6</b> 54.5%	3 27.3%	2 18.2%		
<b>The workshop objectives were clearly met and I can now identify the:</b>					
2. Four characteristics of a crisis event	3 27.3%	<b>6</b> 54.5%	1 9.1%	1 9.1%	
3. Three concepts associated with the PREPaRE acronym	4 36.4%	<b>6</b> 54.5%	1 9.1%		
4. Four phrases of crisis management	3 27.3%	<b>6</b> 54.5%	2 18.2%		
5. Three concepts related to related to crime prevention through environmental design	3 27.3%	<b>7</b> 63.6%	1 9.1%		
6. Four elements related to promoting psychological safety	1 9.1%	<b>8</b> 72.7%	2 18.2%		
7. Purpose of a comprehensive safety team	4 36.4%	<b>6</b> 54.5%	1 9.1%		
8. Major functions of the Incident Command System (ICS)	3 27.3%	<b>8</b> 72.7%			
9. Guiding principles in crisis plan development	1 9.1%	<b>10</b> 90.9%			
10. Difference between the crisis team response plan and the school staff response plan	1 9.1%	<b>6</b> 54.5%	3 27.3%	1 9.1%	
11. Three stages for examining the effectiveness of the crisis prevention and preparedness	3 27.3%	<b>8</b> 72.7%			
12. The content was clear and understandable	4 36.4%	<b>6</b> 54.5%	1 9.1%		
13. Workshop materials were well organized	5 45.5%	<b>6</b> 54.5%			
14. The trainer(s) was/were well organized	<b>6</b> 54.5%	3 27.3%	2 18.2%		
15. Workshop materials facilitated participation among participants	4 36.4%	<b>6</b> 54.5%	1 9.1%		
16. The trainer(s) facilitated participation among participants	1 9.1%	<b>9</b> 81.8%	1 9.1%		
17. This workshop increased my knowledge	<b>6</b> 54.5%	5 45.5%			
18. I will be able to apply the information/skills learned to my professional duties	<b>6</b> 54.5%	5 45.5%			
19. I recommended this workshop	4 36.4%	<b>6</b> 54.5%	1 9.1%		
20. I recommended this/these trainer(s)	<b>5</b> 45.5%	4 36.4%	2 18.2%		

**PREPaRE WS1: Crisis Prevention and Preparedness  
4/11/14, Chris and Lynn- CESA #8, 12 Participants**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>CRISIS TEAM</b>					
1. The workshop objectives were clearly stated	<b>8 61.5%</b>	1 7.7%	3 23.1%	1 7.7%	
<b>The workshop objectives were clearly met and I can now identify the:</b>					
2. Four characteristics of a crisis event	<b>7 46.7%</b>	5 33.3%	1 6.7%	1 6.7%	1 6.7%
3. Three concepts associated with the PREPaRE acronym	<b>6 40%</b>	5 33.3%	1 6.7%	2 13.3%	1 6.7%
4. Four phrases of crisis management	<b>7 50%</b>	3 21.4%	1 7.1%	2 14.3%	1 7.1%
5. Three concepts related to related to crime prevention through environmental design	<b>7 46.7%</b>	7 46.7%	1 6.7%		
6. Four elements related to promoting psychological safety	<b>8 57.1%</b>	5 35.7%	1 7.1%		
7. Purpose of a comprehensive safety team	<b>8 57.1%</b>	6 42.9%			
8. Major functions of the Incident Command System (ICS)	<b>7 53.8%</b>	3 21.4%	2 14.3%	1 7.1%	
9. Guiding principles in crisis plan development	<b>7 50%</b>	<b>7 50%</b>			
10. Difference between the crisis team response plan and the school staff response plan	<b>6 50%</b>	3 25%	1 8.3%	2 16.7%	
11. Three stages for examining the effectiveness of the crisis prevention and preparedness	<b>9 64.3%</b>	4 28.6%	1 7.1%		
12. The content was clear and understandable	<b>8 50%</b>	5 31.3%	3 18.7%		
13. Workshop materials were well organized	<b>7 53.8%</b>	3 23.1%		3 23.1%	
14. The trainer(s) was/were well organized	<b>9 64.3%</b>	2 14.3%	1 7.1%	2 14.3%	
15. Workshop materials facilitated participation among participants	<b>5 45.4%</b>	4 36.4%	2 18.2%		
16. The trainer(s) facilitated participation among participants	<b>6 54.5%</b>	4 36.4%	1 9.1%		
17. This workshop increased my knowledge	<b>8 72.7%</b>	3 27.3%			
18. I will be able to apply the information/skills learned to my professional duties	<b>8 72.7%</b>	3 27.3%			
19. I recommended this workshop	<b>7 63.6%</b>	4 36.4%			
20. I recommended this/these trainer(s)	<b>7 63.7%</b>	3 27.3%	1 9.1%		

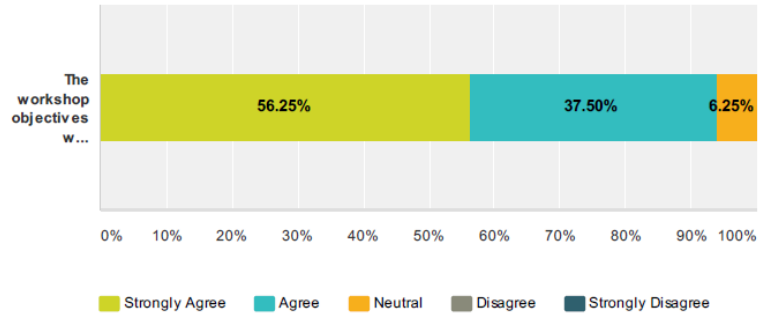
## PREPaRE WS2

4/11/14, Chris and Lynn- CESA #9, 16 Participants

PREPaRE WKSP 2 6/19/14

### Q1 Objectives

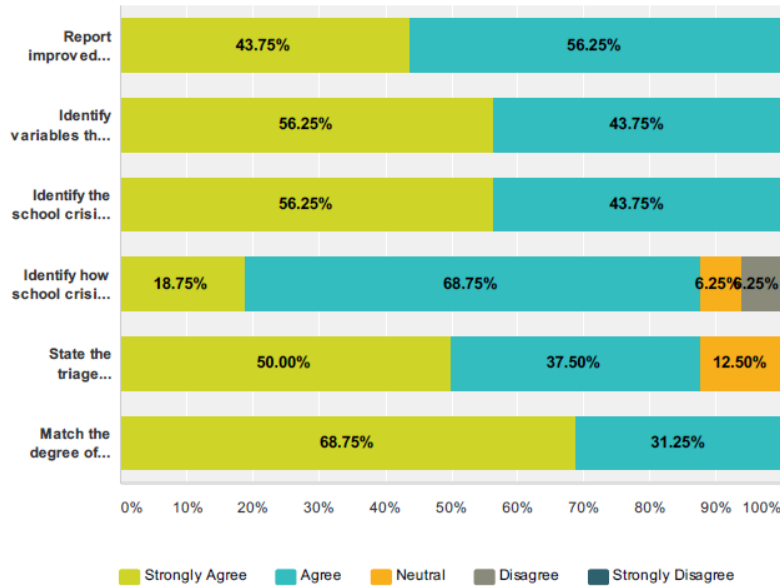
Answered: 16 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
The workshop objectives were clearly stated.	56.25% 9	37.50% 6	6.25% 1	0.00% 0	0.00% 0	16

## Q2 I am now able to do the following

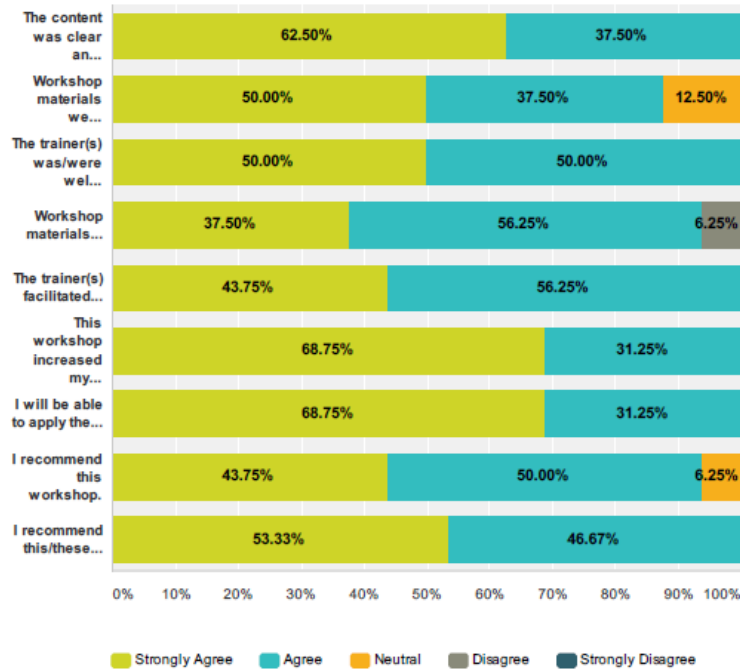
Answered: 16 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Report improved attitudes toward, and readiness to provide, school crisis intervention.	43.75% 7	56.25% 9	0.00% 0	0.00% 0	0.00% 0	16
Identify variables that determine the number of individuals likely traumatized by a given crisis.	56.25% 9	43.75% 7	0.00% 0	0.00% 0	0.00% 0	16
Identify the school crisis interventions specified by the PREPARE acronym.	56.25% 9	43.75% 7	0.00% 0	0.00% 0	0.00% 0	16
Identify how school crisis interventions fit into the multidisciplinary (NIMS/ICS) school crisis response.	18.75% 3	68.75% 11	6.25% 1	6.25% 1	0.00% 0	16
State the triage variables that predict psychological trauma.	50.00% 8	37.50% 6	12.50% 2	0.00% 0	0.00% 0	16
Match the degree of psychological trauma risk to the appropriate school crisis interventions.	68.75% 11	31.25% 5	0.00% 0	0.00% 0	0.00% 0	16

### Q3 Workshop Satisfaction

Answered: 16 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
The content was clear and understandable.	62.50% 10	37.50% 6	0.00% 0	0.00% 0	0.00% 0	16
Workshop materials were well organized.	50.00% 8	37.50% 6	12.50% 2	0.00% 0	0.00% 0	16
The trainer(s) was/were well organized.	50.00% 8	50.00% 8	0.00% 0	0.00% 0	0.00% 0	16
Workshop materials facilitated participation among participants.	37.50% 6	56.25% 9	0.00% 0	6.25% 1	0.00% 0	16
The trainer(s) facilitated participation among participants.	43.75% 7	56.25% 9	0.00% 0	0.00% 0	0.00% 0	16
This workshop increased my knowledge.	68.75% 11	31.25% 5	0.00% 0	0.00% 0	0.00% 0	16
I will be able to apply the information and skills learned to my professional duties.	68.75% 11	31.25% 5	0.00% 0	0.00% 0	0.00% 0	16
I recommend this workshop.	43.75% 7	50.00% 8	6.25% 1	0.00% 0	0.00% 0	16
I recommend this/these trainer(s).	53.33% 8	46.67% 7	0.00% 0	0.00% 0	0.00% 0	15

Respectfully Submitted,

Tracy Herlitzke

8/7/2014