

Developing a Shared Understanding of Evaluation Quality

The Case of a School-Based Sexual Abuse Prevention Program

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IMAGINATION
Theater

Solutions as individual as your needs

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The *No Secrets* Program

No Secrets is a sexual abuse prevention program offered since 2002 using scripted scenework and improvisational techniques.

- Three presentations
 - Kindergarten through 2nd grade
 - 3rd through 5th grades
 - 6th through 8th grades
- Classroom discussions
- Safe Room counseling



No Secrets - Acknowledgements

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- The REAM Foundation
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- The O'Shaughnessy Foundation
- The Albert Pick Jr. Fund

Imagination Theater

- Participatory theater company
- Brings programs on social issues to at-risk youth in public schools



In the Beginning

A Program Perspective

- Need to evaluate program effectiveness
- Program objectives
 - Measure outcomes for K - 8th grade students
 - Make causal attributes
 - Follow students over time

In the Beginning..

An Evaluator Perspective

- Skepticism about measuring outcomes
- Concerns about constraints
 - Assessing outcomes for young children
 - Limited access to students
 - Small budget

Evaluation Process

- Literature review
- Logic model
- Development of instruments
- Pilot
- Revisions
- Phase 2 data collection



Literature Review

- Identification of student outcomes
- Measurement instruments
- Evaluation designs
- Included empirical evaluation studies, meta-analyses, and other literature reviews

Measures Reported in Literature

- Changes in children's knowledge & skills
 - Measured with questionnaires administered in classroom by teacher
 - Or in individual interviews recording children's responses to vignettes
 - Most commonly used measure: Children's Knowledge of Abuse Questionnaire (Tutty 1995)
- Disclosure rates

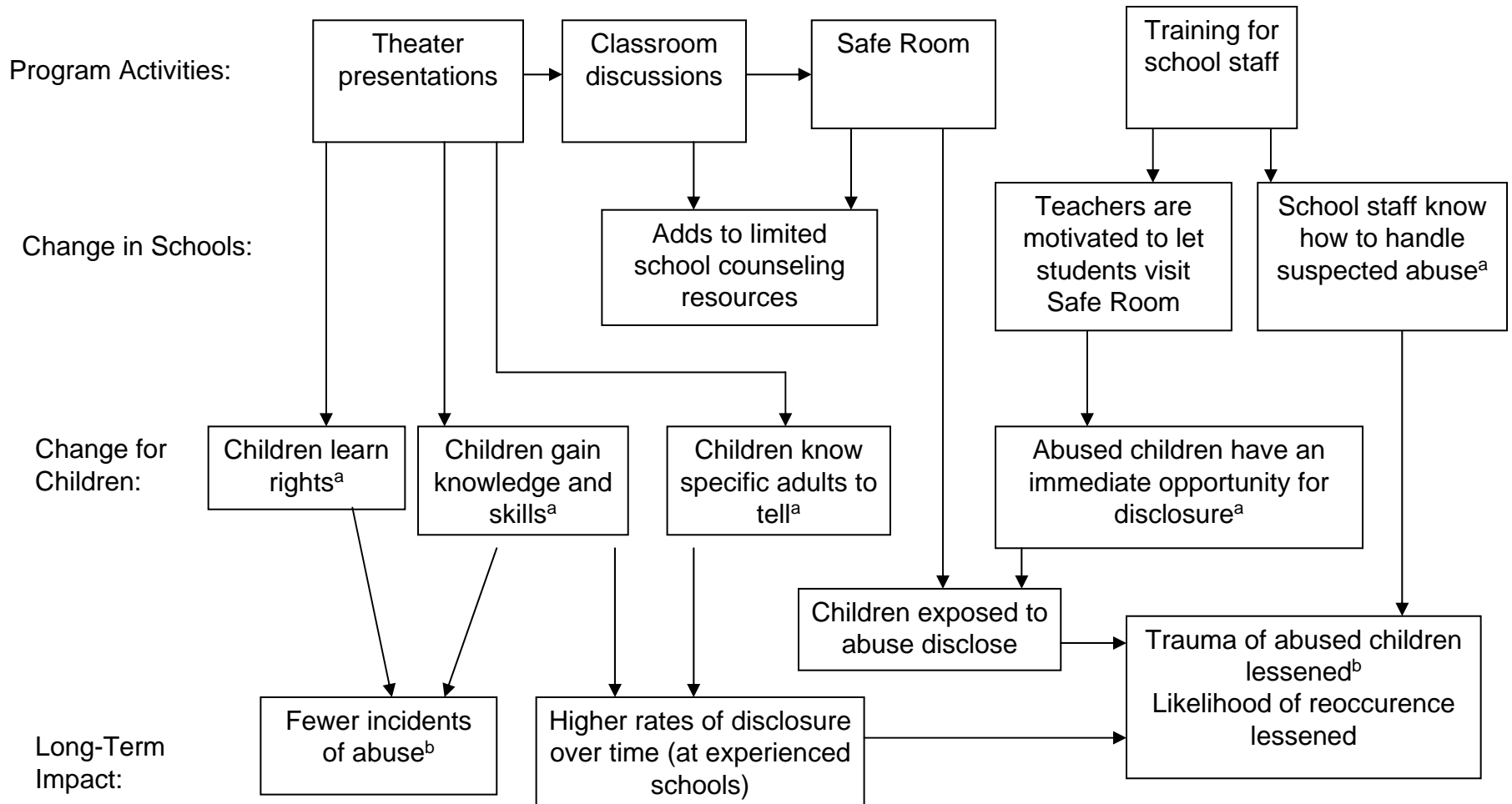
Findings in Literature

- Consistent evidence of small gains in limited areas of
 - Children's knowledge about sexual abuse
 - Children's prevention skills
- Reported disclosure levels comparatively lower than those of *No Secrets* program
- Wide variation
 - In the programs studied
 - Evaluation instruments
 - Ages of children studied
- Few studies of urban, high-poverty children

Program Perspective on Literature Review

- “The literature review was extremely helpful...”
- Supported an interactive educational approach
- Made clear that measuring program effectiveness would be a challenge
- Goal alignment - program and evaluator
 - Logic model developed
 - Logic model process established
 - Key evaluation elements identified

Logic Model



^aAn outcome that could potentially be measured by program

^bAn outcome supported by academic research

Logic Model Process

- Program perspective
 - Clarified prevention goals
 - Identified educational outcomes
 - Focused purposes of evaluation
- Evaluator perspective
 - Understood evolution of program
 - Heard multiple viewpoints on program theory
 - Education and prevention
 - Reduction of trauma through disclosure and counseling
- Commitment to a shared discovery process

Evaluation Elements

- Develop and test evaluation instruments over time
- Build program evaluation capacity
- Integrate evaluation and program delivery
- Apply Bandura's learning theory
 - Attention
 - Retention
 - Motor reproduction
 - Motivation

Measurement Instruments

- K – 2nd Grades
 - An observational measure
- 3rd – 5th Grades
 - 11 True/False questions
 - 2 open-ended
- 6th – 8th Grades
 - 10 True/False questions
 - 5 open-ended questions



Data Collection

- Assessments during post-performance classroom discussions
- Reinforcement of performance lessons
- Pilot: 2 schools
 - Observations in K, 1st, and 2nd classrooms
 - Questionnaires in 4th, 5th, 8th grade classrooms
- 2nd phase of data collection: 3 schools
 - Observations in K and 1st grade classrooms
 - Questionnaires in 2nd through 8th grade classrooms

Example Results

Kindergarten and First Grade

PILOT	Hurt While Wrestling with Brother		Welcomed Hug from Grandpa	
	Good Touch	Bad Touch	Good Touch	Bad Touch
Kindergarten	6	19	23	7
1 st Grade	0	25	20	3

“When someone touches you in the part they’re not supposed to touch, you should tell a grown-up.”

Kindergarten student from observations in 2nd phase

Example Results

Second Grade, Phase Two

	Yes	No	Missing
You always have to keep secrets.	10.3%	84.6%	5.1%
It's OK for someone you like to hug you.	94.9%	5.1%	0
If you don't like a touch, you should ask the person to stop.	79.5%	20.5%	0
Sometimes it's OK to say "no" to a grown-up.*	51.3%	48.7%	0
If someone touches you in a way you don't like, you should tell someone you trust.	92.3%	5.1%	2.6%

*Girls more likely to respond "Yes" than boys.

Example Results

Third - Fifth Grades, Phase Two

	True	False	Don't Know
You always have to keep secrets.	.9%	97.3%	1.8%
It's OK for someone you like to hug you.	59.1%	3.6%	37.3%
If you don't like a touch, you should ask the person to stop.	100.0%	0%	0%
Sometimes it's OK to say "no" to a grown-up.	66.4%	21.8%	11.8%
If someone touches you in a way you don't like, you should tell someone you trust.	95.5%	.9%	3.6%

Example Results

Sixth - Eighth Grades, Phase Two

	True	False	Missing
If someone touches you in a way you don't like, it's your own fault.*	10.8%	88.7%	.5%
You can trust your feelings about whether a touch is good or bad.	82.6%	13.3%	4.1%
In cases of sexual abuse, the abuser might be a family member or a friend.	82.6%	14.9%	2.5%
I would speak up if I heard someone say something really cruel about someone else.	72.3%	24.1%	3.6%
A girl should feel flattered to have her butt slapped by a boy she likes.*	21.5%	76.9%	1.5%

*Girls were more likely to agree with the performance lesson than were boys.

Refining Outcomes Kindergarten & 1st Grade

- Familiarity with concepts and skills
- Learn to label feelings and talk about body safety
- Greater variance among children's learning than for older children
- Opportunity to disclose

Refining Outcomes

Second – Fifth Grades

- Learn concepts and skills
- Generalize learning to new situations
- Relate to the scenarios and actors
- Reinforces positive values and behavior
- Opportunity to disclose
- Consider gender differences

Refining Outcomes

Sixth - Eighth Grades

- Positive reinforcement of knowledge and skills
- Change in attitudes
- Increase understanding of the perspective of others
- Opportunity to disclose
- Consider gender differences

Next Steps

- Evaluate teacher training
- Revise middle school items to assess attitudes rather than knowledge
- Survey primary-grade teachers about impact on students
- Investigate disclosure rates, taking into account student demographics and school characteristics

A group of approximately 20 children and two adults are posing for a group photo on a stage. They are all wearing matching maroon long-sleeved shirts and dark grey or black pants or skirts. The children are of various ages, from young children to teenagers. Some are striking playful poses, while others are smiling at the camera. In the background, a large red curtain hangs across the stage. A white banner is suspended in front of the curtain, featuring the word 'IMAGINATION' in a simple, black, sans-serif font, with the word 'theater' written below it in a cursive, handwritten style. To the left, a whiteboard is visible with a few colorful paper leaves pinned to it. To the right, another whiteboard or poster is partially visible. The floor appears to be a dark wood or laminate. The overall atmosphere is cheerful and organized.

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QUESTIONS?

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