Kidpower
Personal Safety Skills Project Evaluation Report
Submitted by
JVA Consulting, LLC

July 17, 2009
Introduction and Background

Kidpower of Colorado Springs (Kidpower), one of many affiliates across the nation and world under the umbrella of Kidpower International, provides comprehensive safety education and confidence-building skills to youth ages 3–18 and safety training to the adults in their lives, including parents, teachers, counselors and caretakers. Kidpower’s mission is “to prevent childhood abuse, assault, and abduction by teaching children and teens to use the power they have to set clear, strong boundaries and to keep themselves safe.” Through Kidpower’s programs, youth learn the skills to build self-esteem; how to prevent bullying, harassment, violence and abuse; and how to reduce victimization and behavioral risks.

Extensive literature indicates that people with developmental disabilities are more prone to violence, abuse and exploitation compared with people without disabilities. Further, children with developmental disabilities face more victimization than adults. While there is less research that relates to bullying and developmentally disabled youth, studies show that there is a higher rate of bullying among students who are developmentally disabled than those who are not. To address the problem of bullying among youth and teens in the Colorado Springs area, Kidpower received funding from The Colorado Trust’s Bullying Prevention Initiative from 2005 to 2009 to launch the Personal Safety Skills and Bully Prevention for Persons with Developmental Disabilities Program (Personal Safety Skills Project here forward) which is aimed at training students with special needs to reduce bullying, exploitation and abuse. The youth population served through this program included special education students in grades K–12 from El Paso County School Districts 3 and 20 and their parents, as well as school personnel such as teachers, counselors, mental health professionals and paraprofessionals. El Paso County School Districts 11 and 49 were added later to the project.

The Colorado Trust contracted with JVA Consulting, LLC (JVA), a private consulting firm providing fund development, capacity building and research and evaluation services to nonprofit organizations, foundations and government agencies, to conduct an evaluation of program outcomes from 2006 through 2008. Evaluation services were initially contracted for two full school years, 2006–2007 and 2007–2008, but they were extended through the end of 2008 upon The Colorado Trust’s grant funding extension to Kidpower. This report will provide evaluation results for the school year beginning in 2007 and for the partial school year in 2008 (September through December). Consequently, the amount of data collected for the partial school year is much smaller than other years, thus limiting the generalizability of the findings. Specific timeframes for each evaluation cycle are:

- September 1, 2006, to May 31, 2007 (Year 1)
- September 1, 2007, to May 31, 2008 (Year 2)
- September 1, 2008, to December 31, 2008 (Year 3)

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2 Ibid.
Purpose
The purpose of the evaluation for years 2 and 3 is to assess the presence or absence of knowledge and skills among youth, their parents and teachers who participated in the Personal Safety Skills Project trainings. Specifically, the evaluation considers:

- The presence or absence of protective knowledge and skills among youth with developmental disabilities
- The presence or absence of child protective knowledge and skills of parents and teachers and their intentions to teach and reinforce skill utilization

Program Overview
The Personal Safety Skills Project, offered to school districts 3, 11, 49 and 20 in El Paso County, is specifically designed for youth who are developmentally disabled in grades K–12, including Transition, and their parents and school personnel at their respective schools. Kidpower has developed the following strategies that underlie all of its programs to maximize learning:

- Experiential, success-based practice of bully prevention techniques for youth that emphasizes hands-on practice and reinforcement
- Involvement of influential adults, such as parents and teachers, to foster healthy self-protection and bully prevention skills that serve as a framework for further learning
- Train-the-trainer approach for educators and school staff

The Personal Safety Skills Project activities for students include two personal safety training sessions up to two hours each or four training sessions of up to one hour each per classroom for developmentally disabled students. Students learn techniques to raise awareness of potential harassment, violence and abuse and how to safely deter such situations. Teachers and parent volunteers are encouraged to participate with the students during these trainings. Parents also receive a two-hour Parent Education training to reinforce the skills the students have learned and how to incorporate the skills into their family support systems. School personnel, including teachers, counselors, mental health professionals and paraprofessionals, participate in inservice training that assesses each student’s capacity, thus providing Kidpower with useful information to tailor the training to students’ strengths. Teachers receive and learn how to properly use a comprehensive teaching kit, which includes many social stories and experiential practices to aid in reinforcing skills with students. Teachers were able to watch Kidpower staff perform the training, thus providing teachers with a framework for how to use the materials. Additionally, teachers and social services staff receive two two-hour individualized follow-up coaching sessions that will enable teachers to teach core Kidpower safety skills by providing them with teaching materials and assisting them in lesson plan preparation. Kidpower is aware that motivation is critical to ensure that teachers continue to reinforce personal safety skills with students, thus Kidpower provides teachers with several resources to aid teaching.

Methodology
The Kidpower evaluation employs a mixed-method approach to gather data from youth, parents and school personnel using observation, survey and interview techniques. All surveys were completed at the end of each training session, except the student skill-rating survey, which was completed in the last of two or four sessions. Following are descriptions of each instrument used.
Student skill-rating survey: Kidpower instructors and JVA staff rated each student’s skill level at the conclusion of the two- or four-session classes on how well students could demonstrate knowledge and skills related to personal safety. Instructors rated each of the nine statements on a three-point scale with, 1 = Not at all demonstrated, 2 = Somewhat demonstrated and 3 = Clearly demonstrated.

Teacher survey: Teachers who received Kidpower training at each school completed an 18-question survey that rated the overall Kidpower program, training process, student knowledge, presence of safety skills among students, and their own knowledge of safety skills and intention to reinforce them with students who have developmental disabilities. Teachers used a five-point scale, with 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly agree.

Parent survey: Parents who participated in the Parent Education training completed a 16-question survey that rated the overall program, his/her knowledge related to safety skills and his/her intentions to use the skills to help children remain safe. Parents used a five-point scale with 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly agree.

Teacher interview: Within a few weeks of the Safety Skills training, Kidpower and JVA staff conducted interviews with a sample of teachers and other support personnel who participated in the Kidpower training to gather information on the overall training process, student skills observed in the classroom and additional resources that they may need.

Site observation: JVA evaluators conducted 10 classroom observations of the Personal Safety Skills Project training taught by Kidpower trainers, noting trainers’ teaching methods and demonstrated student skills.

Demographics

Kidpower conducted 11 Personal Safety Skills workshops with students in 2007–2008, serving 104 students, seven parent trainings and eight trainings with school personnel. Kidpower also conducted 10 needs assessments with the teachers. A total of 107 adults were served.

From September 2008 through December 2008, Kidpower conducted six Personal Safety Skills workshops, providing skills to a total of 60 students. Kidpower also conducted two Parent Education trainings, one teacher training, serving a total of 19 adults, and conducted four needs assessments. Following are key demographics by each instrument used:

**Student Skill-Rating Survey**

- Year 2: Data from 77 students
  - 57.9% are male (n = 44), 42.1% (n = 32) are female
  - Grade data only from 38 cases: grade 1 (n = 4), grade 2 (n = 3), grade 3 (n = 5), grade 4 (n = 8), grade 5 (n = 10), grade 7 (n = 2), grade 8 (n = 6)

- Year 3: Data from 21 students
  - 71.4% (n = 15) are male, 28.6% (n = 6) are female

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3 "n" refers to the count of a sample size
Grade data only from grade 7 (47.6%, n = 10) and grade 8 (52.4%, n = 11)

Site Observation
- Years 2 and 3: Data from 100 students total
  - Observed students ranged from grade 2 through a transitional program of students who had graduated from high school

Teacher Survey
- Year 2: 17 total respondents
  - 16 respondents are female
  - 15 respondents are white
  - No teaching grade reported
- Year 3: 6 total respondents
  - All respondents are female and white
  - No teaching grade reported

Parent Survey
- Year 2: 38 total respondents
  - 79% are female (n = 30)
  - 68% are white (n = 28)
- Year 3: 12 total respondents
  - 67% are female (n = 8)
  - 83% are white (n = 10)

Results

Students
At the conclusion of the Personal Safety Skills training with students, Kidpower instructors and JVA staff rated how well students demonstrated knowledge and personal safety skills using the student skills-rating survey. On average, students somewhat or clearly demonstrated knowledge and personal safety skills in all years. It is important to note that the classes that are included in this evaluation varied, often greatly, in different aspects, such as students’ level of functioning, student age and Kidpower staff’s teaching experience. The students represented in the evaluation are different from class to class and year to year. Despite these variables, it is expected that overall, survey results will show the strengths and weaknesses of program effectiveness.

Knowledge
Data from the student skill-rating survey and from the teacher survey suggests that students are knowledgeable of how to exercise personal safety. In the student skill-rating survey, on average, students clearly demonstrated knowing what the safety rules are with strangers, where the mean response was 2.7 in Year 2 with a standard
Standard deviation\(^4\) (SD) of 0.47 and a mean response of 2.6 (SD = 0.50) in Year 3. Students also clearly demonstrated knowing what to do with words that hurt, where the mean response was 2.7 (SD = 0.50) in Year 2. The mean response was slightly higher in Year 3 (2.9, SD = 0.30) for students’ knowledge of what to do with words that hurt. Overall, mean responses in all years of students’ knowledge of personal safety ranged between 2.6 and 2.9. For comparison, Table 1 below represents these statements by year.

### Table 1: Student Knowledge of Personal Safety as Rated by Kidpower Instructors

<table>
<thead>
<tr>
<th>Statement</th>
<th>YEAR 2 (n = 77)</th>
<th>YEAR 3 (n = 21)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Response</td>
<td>Mean Response</td>
</tr>
<tr>
<td></td>
<td>Out of 3.0</td>
<td>Out of 3.0</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>SD</td>
</tr>
<tr>
<td>Knows what the safety rules are with strangers.</td>
<td>2.7</td>
<td>2.6</td>
</tr>
<tr>
<td></td>
<td>0.47</td>
<td>0.51</td>
</tr>
<tr>
<td>Knows what to do with words that hurt.</td>
<td>2.7</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>0.50</td>
<td>0.30</td>
</tr>
</tbody>
</table>

In years 2 and 3, teachers agreed to a larger extent that students know what a “stranger” is and what the safety rules are with strangers than knowing what bullying is and how to stop it. Table 2 shows mean responses for each statement by year. While the mean responses in Year 3 were higher than in Year 2, the sample size in Year 3 (n = 6) was much smaller than in the previous year (n = 17), therefore the significance of the conclusions may be limited.

### Table 2: Student Knowledge of Personal Safety as Rated by Teachers

<table>
<thead>
<tr>
<th>Statement</th>
<th>YEAR 2 (n = 17)</th>
<th>YEAR 3 (n = 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Response</td>
<td>Mean Response</td>
</tr>
<tr>
<td></td>
<td>Out of 5.0</td>
<td>Out of 5.0</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>SD</td>
</tr>
<tr>
<td>The majority of my students know what bullying is and how to stop it.</td>
<td>3.8</td>
<td>4.3</td>
</tr>
<tr>
<td></td>
<td>0.97</td>
<td>0.82</td>
</tr>
<tr>
<td>The majority of my students know what a “stranger” is and what the safety rules are with strangers.</td>
<td>3.9</td>
<td>4.7</td>
</tr>
<tr>
<td></td>
<td>1.05</td>
<td>0.52</td>
</tr>
</tbody>
</table>

### Skills

In Year 2, the skills that students most clearly demonstrated, as determined by Kidpower staff, were the ability to walk away from an unsafe or unwanted situation (2.8, SD = 0.49), stop unwanted touch (2.8, SD = 0.49) and use strong words like “NO!” or “STOP!” appropriately (2.8, SD = 0.46). These statements also had high mean responses in Year 3. The skill that was least often clearly demonstrated was students’ ability to walk with awareness and confidence, with a mean response of 2.6 (SD = 0.55)

\(^4\) Standard deviation measures how widely disbursed a data set is. A low standard deviation indicates that the data points tend to congregate close to the mean, while a high standard deviation indicates that the data are spread over a large range of values. Therefore, a mean with a low standard deviation is more representative of a data set, than a mean with a high standard deviation.
in Year 2 and 2.4 (SD = 0.50) in Year 3. It is expected that this skill is very difficult for some students who are significantly disabled developmentally to achieve through the course of the Kidpower training and it is more likely that they will develop such skills over time through dedicated reinforcement from parents and teachers. Despite these small fluctuations in mean response rates, it is important to recognize that the mean responses in all years described above are relatively high.

The statements with the highest mean scores (2.9) in both Year 2 and Year 3 were students’ ability to stop unwanted touch and ask an adult for help and to keep trying until he/she gets help. Table 3 below displays each statement by year.

**Table 3: Student Skills as Rated by Kidpower Instructors**

<table>
<thead>
<tr>
<th>Statement</th>
<th>YEAR 2 (n = 77)</th>
<th></th>
<th>YEAR 3 (n = 21)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Response</td>
<td>SD</td>
<td>Mean Response</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td>Out of 3.0</td>
<td></td>
<td>Out of 3.0</td>
<td></td>
</tr>
<tr>
<td>Can ask adult for help and keep trying until he/she gets help.</td>
<td>2.7</td>
<td>0.49</td>
<td>2.9</td>
<td>0.31</td>
</tr>
<tr>
<td>Can use strong words like &quot;NO!&quot; or &quot;STOP!&quot; appropriately.</td>
<td>2.8</td>
<td>0.46</td>
<td>2.5</td>
<td>0.51</td>
</tr>
<tr>
<td>Can use his/her voice, body and words to set clear boundaries.</td>
<td>2.7</td>
<td>0.55</td>
<td>2.5</td>
<td>0.51</td>
</tr>
<tr>
<td>Can tell someone what is bothering them.</td>
<td>2.6</td>
<td>0.53</td>
<td>2.8</td>
<td>0.44</td>
</tr>
<tr>
<td>Can stop unwanted touch.</td>
<td>2.8</td>
<td>0.49</td>
<td>2.9</td>
<td>0.36</td>
</tr>
<tr>
<td>Can walk away from an unsafe or unwanted situation.</td>
<td>2.8</td>
<td>0.49</td>
<td>2.8</td>
<td>0.44</td>
</tr>
<tr>
<td>Can walk with awareness and confidence.</td>
<td>2.6</td>
<td>0.55</td>
<td>2.4</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Overall, mean responses were higher in Year 3 as compared with Year 2, however, it is important to consider the effects of a small sample size of six teachers in Year 3. As previously stated, a small sample size may skew results as the sample may not be representative. As compared with other statements, teachers agreed to a larger extent in both years that the majority of their students learned skills on how to deal with name-calling. The statement, “The majority of my students can calmly leave situations that are unsafe,” was rated slightly lower among all statements in both years (3.2, SD = 1.33, in Year 2 and 4.1, SD = 0.75, in Year 3). Interestingly, Kidpower instructors rated students as clearly demonstrating this skill (2.8 on a 3.0 scale) in the student skill-rating survey, while teachers were “neutral” (3.2 in Year 2) or “agreed” (4.2 in Year 3) with the statement “the majority of my students can calmly leave situations that are unsafe.” The absence of student identifiers prevents further analysis that would confirm or reject that the students rated by Kidpower instructors are the same as the students rated by their teachers. Thus, it is not possible to know whether the same student population was observed in both surveys. Other statements that were used to rate students on both the student skill-rating survey (see Table 3) and the teacher survey (see Table 4) reported
little discrepancy between the teachers’ rating and the Kidpower instructors’ rating. These statements include students’ ability to:

- “Use their voice, body and/or words to set clear boundaries.”
- “Calmly leave situations that are unsafe.”
- “Get help from safe adults when he/she has a problem and keep trying until he/she gets help.”
- “Stop unwanted touch.”

Table 4 below shows the mean responses of how teachers rated their students in years 2 and 3.

### Table 4: Student Skills as Rated by Teachers

<table>
<thead>
<tr>
<th>Statement</th>
<th>YEAR 2 (n = 17)</th>
<th>YEAR 3 (n = 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Response</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td>Out of 5.0</td>
<td></td>
</tr>
<tr>
<td>The majority of my students learned skills on how to deal with name-calling.</td>
<td>4.2</td>
<td>0.72</td>
</tr>
<tr>
<td>The majority of my students can demonstrate awareness skills.</td>
<td>3.9</td>
<td>0.75</td>
</tr>
<tr>
<td>The majority of my students can stop unwanted touch.</td>
<td>3.8</td>
<td>1.13</td>
</tr>
<tr>
<td>The majority of my students can get help from safe adults when he/she has a problem and to keep trying until he/she gets help.</td>
<td>4.1</td>
<td>0.78</td>
</tr>
<tr>
<td>The majority of my students can calmly leave situations that are unsafe.</td>
<td>3.2</td>
<td>1.33</td>
</tr>
<tr>
<td>The majority of my students could use their voice, body and/or words to set clear boundaries.</td>
<td>4.1</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Data from teacher interviews conducted by Kidpower staff, reveal that some students have used personal safety skills in the classroom. Out of four teacher interviews in Year 2 and five teacher interviews in Year 3, all reported having observed students use skills such as the “trash can” for words that hurt, “checking first” before talking to strangers, telling someone to stop when something is bothersome and verbal boundary setting when other students come near. The following excerpts from teacher interviews show specific cases of observed skills in the classroom:
Mary has used the skills quite a lot. She knows that if someone bothers you to tell them to stop and ask for help. She used to give unsolicited hugs and now asks and knows the “high five” option. Jack and John say stop on the playground to other students and ask for help. This is new behavior for them. Mark talks about using his “trash can” with words that hurt.

Students have used all skills taught in [the] classroom, halls and on [the] playground. Kids have integrated the language of the program into their social interactions and this was very helpful to them to know what to say and when. All students seem to understand.

Kids are using [the] trashcan technique in the classroom. Paul picked up a lot of it… much more than teachers thought he would given his functioning level.

Susan greeted the instructor today by saying, “I remember ‘check first!’” [She] asks her teachers whether she can have a hug before hugging. [She] asks who is a stranger versus who is a friend. Teachers believe the Susan’s comprehension was great.

Beth is setting boundaries and asking for help when peers were bullying.

**Parents**

**Knowledge of Child Protective Skills**

Of the 38 parents in Year 2 and 12 in Year 3 who completed the survey, in general they agreed or strongly agreed with statements about their knowledge of child protective skills. Parents strongly agreed in both years that they now know how to help their child know what a “stranger” is and what the safety rules are with strangers (4.7, SD = 0.48, in Year 2 and 4.8, SD = 0.45, in Year 3) and that they now have the resources to share with their child on ways to stay safe (4.8, SD = 0.42, in Year 2 and 4.7, SD = 0.49, in Year 3).

Parents agreed to a lesser extent in Year 3 of knowing how to help their child use his/her voice, body and words to set clear boundaries with people he/she knows, including family, friends and peers (4.3, SD = 1.16). In Year 2, parents also agreed to a lesser extent that they now know how to help their child know what bullying is and how to stop it (4.4, SD = 0.65). Table 5 shows the mean responses for parents’ perceptions of their knowledge and skills in helping their child learn personal safety.

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5 Aliases are used throughout this report.
Table 5: Parent Knowledge of Child Protective Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>YEAR 2 (n = 38)</th>
<th></th>
<th>YEAR 3 (n = 12)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Response</td>
<td>SD</td>
<td>Mean Response</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td>Out of 5.0</td>
<td></td>
<td>Out of 5.0</td>
<td></td>
</tr>
<tr>
<td>I now have resources to share with my child on ways to stay safe.</td>
<td>4.8</td>
<td>0.42</td>
<td>4.7</td>
<td>0.49</td>
</tr>
<tr>
<td>I now know how to help my child to protect him/herself from being hurt by name-calling.</td>
<td>4.5</td>
<td>0.51</td>
<td>4.6</td>
<td>0.52</td>
</tr>
<tr>
<td>I now know how to help my child use his/her awareness to avoid dangerous situations.</td>
<td>4.5</td>
<td>0.60</td>
<td>4.6</td>
<td>0.52</td>
</tr>
<tr>
<td>I now know how to help my child use his/her voice, body and words to set clear boundaries with people he/she knows (family, friends, peers).</td>
<td>4.7</td>
<td>0.53</td>
<td>4.3</td>
<td>1.16</td>
</tr>
<tr>
<td>I now know how to help my child to stop unwanted touch.</td>
<td>4.5</td>
<td>0.60</td>
<td>4.8</td>
<td>0.45</td>
</tr>
<tr>
<td>I now know how to help my child get help from safe adults when he/she has a problem and to keep trying until he/she gets help.</td>
<td>4.5</td>
<td>0.51</td>
<td>4.6</td>
<td>0.52</td>
</tr>
<tr>
<td>I now know how to help my child know what bullying is and how to stop it.</td>
<td>4.4</td>
<td>0.65</td>
<td>4.8</td>
<td>0.45</td>
</tr>
<tr>
<td>I now know how to help my child know what a “stranger” is and what the safety rules are with strangers.</td>
<td>4.7</td>
<td>0.48</td>
<td>4.8</td>
<td>0.45</td>
</tr>
<tr>
<td>I now know how to help my child calmly leave situations that are unsafe.</td>
<td>4.6</td>
<td>0.61</td>
<td>4.6</td>
<td>0.52</td>
</tr>
</tbody>
</table>

**Intention to Use Skills**
Parents strongly agreed with the statement, “I intend to use the skills I learned today” (4.8, SD = 0.43, in Year 2 and 4.8, SD = 0.39, in Year 3).

**Perceptions of Kidpower Parent Program**
Parents strongly agreed that the Parent Education training was easy to understand, that it will help their child and that they would recommend the parent program to others. In addition, parents felt that the program was interested in their child’s well-being and they felt welcome. Table 6 displays parent perceptions of the Kidpower Parent Program.
Table 6: Parent Perceptions of Kidpower Parent Program

<table>
<thead>
<tr>
<th>Statement</th>
<th>YEAR 2 (n = 38)</th>
<th>YEAR 3 (n = 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Response</td>
<td>Mean Response</td>
</tr>
<tr>
<td></td>
<td>Out of 5.0</td>
<td>Out of 5.0</td>
</tr>
<tr>
<td>I felt welcomed at the program.</td>
<td>5.0</td>
<td>4.9</td>
</tr>
<tr>
<td>I felt that the program staff were interested in my child’s well being.</td>
<td>5.0</td>
<td>4.8</td>
</tr>
<tr>
<td>I feel that the program will help my child.</td>
<td>4.8</td>
<td>4.7</td>
</tr>
<tr>
<td>I felt the program was easy to understand.</td>
<td>4.9</td>
<td>4.6</td>
</tr>
<tr>
<td>I would recommend the parent program to others.</td>
<td>4.9</td>
<td>5.0</td>
</tr>
</tbody>
</table>

**Teachers**

**Knowledge and Skills to Teach Personal Safety**

In general, the 17 teachers in Year 2 and all 7 of the teachers in Year 3 strongly agreed with all statements regarding their abilities to help students with developmental disabilities to stay safe. Teachers in Year 2 agreed less strongly to feeling confident that if an issue arose, that they would know what Kidpower material to access and reinforce (4.6, SD = 0.51). Table 7 displays teachers’ perceptions of the Kidpower program for school personnel.
Table 7: Teacher Knowledge of Child Protective Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>YEAR 2 (n = 17)</th>
<th>YEAR 3 (n = 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe I now have resources to share with my students on ways to stay safe.</td>
<td>4.9 0.25</td>
<td>5.0 0.00</td>
</tr>
<tr>
<td>I believe I know how to use the materials and stories in the Kidpower teaching guide/kit.</td>
<td>4.8 0.40</td>
<td>5.0 0.00</td>
</tr>
<tr>
<td>I believe the intervention strategies taught will assist me in helping students with developmental disabilities.</td>
<td>4.8 0.40</td>
<td>5.0 0.00</td>
</tr>
<tr>
<td>I feel confident that if an issue were to arise, I would know what Kidpower material to access and reinforce.</td>
<td>4.6 0.51</td>
<td>5.0 0.00</td>
</tr>
</tbody>
</table>

Intention to Use Skills
Teachers strongly agreed with the statement, “I intend to use the materials and stories in the Kidpower teaching guide/kit” (4.8, SD = 0.40, in Year 2 and 5.0, SD = 0.00, in Year 3). Further, teachers intend to reinforce the skills presented with their students (4.8, SD = 0.45, in Year 2 and 5.0, SD = 0.00, in Year 3).

Perceptions of Kidpower Program for School Personnel
Overall, teachers strongly agreed that the program was interested in their students’ well-being (4.9, SD = 0.24 in Year 2) and that it will help their students (4.7, SD = 0.49 in Year 2). Further, they strongly agreed that the program was easy to understand (4.9, SD = 0.34 in Year 2) and that it was very useful to teachers (4.8, SD = 0.54 in Year 2). All seven teachers in Year 3 strongly agreed with each of the statements above about the Kidpower program for school personnel.

Site Observation
Background
Over the 2007–2008 school year, JVA evaluators observed 10 classes containing students (n = 100) from second grade to students in a transitional program who had graduated from high school. Classrooms typically had between 8–12 students. The schools observed were all located in the greater Colorado Springs area, which is an urban community. The Kidpower curriculum is taught over four sessions, and JVA intentionally scheduled observations to view the instructors teaching each of the four sessions of the program. Because the first session is introductory, only one observation of the first session occurred. Two Kidpower instructors led all of the sessions, except the session with physical skills, which had three instructors, and at least one teacher from
the school participated in the sessions to learn the curriculum and reinforce it in the classroom after the program ended.

The students observed varied in their level of cognitive and physical ability. Kidpower tends to target students with cognitive impairment or social/emotional issues because of the research that show that these students are at elevated risk of abuse, as stated previously in this report. Some students were very low functioning (developmental disabilities, low cognitive or significant identifiable emotional disabilities), and some were not verbal but communicated via American Sign Language. Further, the educator’s teaching kits and parent teaching kits are instrumental in reinforcing skills in a multisensory manner.

The variability of functioning level makes the sessions difficult to teach because instructors need to gear the class at a level where the cognitively impaired students comprehend, but that those with behavioral or emotional struggles are not lost. For example, one observation noted a student who began the session hidden under desks at the back of the classroom. The Kidpower instructors did not acknowledge that he was doing this and continued to teach the class, but by the end of the class, he was close enough to see the slides, but still on the floor. This mix of students requires the instructors to be very adaptable.

**Student Skills Observed**

All students in the classes observed could easily demonstrate the skill to “throw away hurtful words in your trash can and say something positive to yourself.” Students were observed improvising the role-play responses that instructors demonstrated, which showed that students understood the concept that was being taught and were able to transfer that learning to another context. A base skill that nearly all students could exhibit unprompted was putting up their “fence” and “stop signs.” This is exhibited by extending their arms to create a distance between themselves and another. However, not every student could exhibit every base skill without prompting and reminders from Kidpower instructors. For example, several students could not remember what to do with words that hurt initially, but when reminded about their “trash can,” students could exhibit throwing away hurtful words.

Kidpower instructors were able to carefully watch students to determine if they needed more practice with the skill. For example, when practicing walking with confidence past a stranger, most walked with exaggerated arm swinging and grins. No one remembered to look at the strangers that they walked past. Recognizing that the students were not successfully showing the skill, the instructors had students practice a second time, and nearly all the students saw the funny face that the Kidpower instructor made that time. In most of the classes that the evaluators observed, this was a skill that needed to be practiced several times.

With very few exceptions, students appeared very engaged with the curriculum. In the first session, students seemed shy, but quickly became very engaged in the classes and practices and paid attention to the images projected on the slides and instructor’s demonstrations of skills. For example, one girl talked in a really ‘small voice’ at the beginning of class but by the end of the two hour session spoke with much more confidence.

JVA observed in most sessions that students had difficulty getting help from an adult. Based on the data, JVA recommends that Kidower instructors spend more time emphasizing the need to get help and how that promotes their safety.
JVA observed students demonstrating the following knowledge and skills:

- Knowing that a stranger is someone that you don’t know
- Young children were taught that they need to check with their parent/guardian before talking to a stranger
- Young children were taught that they need to check with a parent/guardian before opening the door to a stranger
- Walk with awareness and keep a safe distance from a stranger when passing by
- Use soft eye to stay in visual contact when passing a stranger
- Throw away hurtful words in your trash can and say something positive to yourself. All students in the classes observed could easily demonstrate this skill. (Instructor pointed out that friends are good at reminding you to do this.)
- Put compliments in your heart and say thank you without minimizing the compliment
- Take time to get centered before responding to a situation (“getting centered power”)
- Avoid conflict by not being there
- Deescalating threat of violence and try to get away
- Use “walk away power”
- Creating boundary by making fence and saying stop in a clear, loud voice
- Getting help from a trusted adult. Instructors brainstormed people from whom students could get help.
- Using specific language to get help from adults who weren’t listening to them, i.e., ”I have a safety problem or that this is about my safety”
- Appropriate touching and what to do if you do not like the touch. Instructors underscored that no one should have to keep touch secret.
- Defining bribes and why they are unsafe
- Taught that anytime someone tries to bribe you, you must tell an adult, even if you promise the person bothering you that you will keep it a secret
- The importance of reporting the person who touches you inappropriately or tries to use a bribe to get you to do something that gives you an “uh oh” feeling
- How to tell someone that you don’t want him or her to borrow your stuff
- Recognition that people are more important than their stuff so if someone threatens to hurt you for something you own, give it to them and get away
- Understanding what bullies are and what motivates them
- Understanding of what peer pressure is
- How to respond when a friend wants to do something that you know is wrong, e.g. steal

**Observation of Kidpower Instructors**

During the first session, JVA observed that the Kidpower instructors were able to quickly assess students’ needs and abilities so they can determine the correct pace of the session. JVA also observed that after the first session, the Kidpower instructors took time to debrief with the school liaison to get feedback and learn how to best teach this particular group of students. For example, JVA observed that one of the school liaisons disclosed specific issues common to a group of students and requested specific lessons about teaching confidence and keeping a safe distance because a lot of students in that class had been abused.
Kidpower’s program focuses on safety, both physical and emotional. During the first session, instructors let students know that they will be seeing slides that are cartoon characters of students, but that their stories are based on true experiences. Kidpower asked the students to imagine themselves as cartoon characters and consider how they would feel if the situations being depicted in the slides happened to them. The same characters are shown throughout the four sessions. Because the slides are a critical component of the program, instructors made sure that everyone could see the screen. JVA observed that the cartoon slides were very effective at soliciting an emotional response from students and that students seemed to become attached to the characters depicted.

JVA observed that Kidpower’s instructors seemed very comfortable and familiar with the curriculum and with each other. Instructors referred to their lesson plan to keep themselves on track with the day’s session and to teach with fidelity to the model. JVA observed incredible consistency in the content of what is taught and methods used across all sessions that were observed. The instructors worked together to stay on track. In all sessions that JVA observed, both instructors appeared energetic and excited about teaching the skills conveyed through the curriculum. The methods of instruction included: cartoon slides; props, such as stuffed toys and puppets for younger students; instructor demonstrations; and student and instructor role-plays and practice. A key component of the curriculum is the chance for every student to practice safety skills and receive customized feedback from the Kidpower instructors. JVA observed that the instructors were very affirming of student’s practice and gave praise after every student practiced, along with suggestions to improve the skill, when needed.

In teaching the emotional safety skills, JVA observed that the Kidpower instructors gave older students the choice to practice something specific that hurt their feelings in the past, or if they wanted, the instructor could make up something mean to say for their practice. Sometimes, instructors practiced skills by making up imaginary things like ‘that’s an ugly hat’ when the student was not wearing a hat. Kidpower instructors use this technique intentionally when they sense that practicing something too personal or obvious might hurt the student’s feelings and damage the trust that the instructors are trying to build with each student. JVA also observed that instructors asked each student’s permission to practice responding to a specific mean thing and confirmed that the student understood that it was just practice and not something that the instructor really meant.

Observation notes indicated that Kidpower instructors are skilled at making accommodations based on students’ needs. For example, one student was bothered by loud noises like clapping, so the instructors switched to light stomping on the ground to show applause, which the student accepted. Kidpower also taught a quadriplegic student how to move his wheelchair as a weapon. The classrooms were set up to accommodate the lessons. In some cases, students practiced walking with awareness in a school hallway.

Throughout all of the sessions, Kidpower instructors asked students to wear nametags in a place easily seen. JVA observed that calling students by their names seemed to promote a faster bonding period than when students can remain anonymous.

The instructors did a good job of noticing the kids who were not paying attention and asking them to watch the examples and practice skills. The instructors also did an excellent job of managing disruptions. Instructors were very engaging and asked students a lot of questions aimed at getting them to think about what they can do to keep themselves safe. It was noted that the Kidpower instructors did an excellent job developing relationships with the students and helping them feel comfortable to share
personal information. JVA heard one student tell the instructors, “thanks for making this so fun.”

With the exception of holiday weeks, Kidpower taught the sessions on a particular day of the week for four consecutive weeks. Each of the sessions (beginning with the second), began with an overview of what they discussed in the last session. This allowed for knowledge recall and informal assessment of skills attained and retained. Those that were not retained were reinforced by the instructors.

In classes with a significant number of low functioning students, Kidpower instructors spent the time required to teach the skills and did not try to stay on pace with the day’s agenda. In one session, the evaluator observed the instructors not completing the class plan, due to the amount of time that it took to ensure that students were mastering the skills. Based on the data that students appeared to understand and exhibit the skill with extra time, JVA recommends that the instructors continue using flexibility in regard to the day’s class plan.

Conclusion
The results from the Kidpower evaluation over the course of three years suggests that, in general, students demonstrated the presence of knowledge and skills relating to personal safety. One area that students less clearly demonstrated skill was in their ability to walk with awareness and confidence. Results show that parents and teachers also possessed the knowledge of child protective skills and intended to use these skills with their child. In addition, teachers reported possessing the skills to teach personal safety skills to students who are developmentally disabled.

Suggestions for Improvement
When asked in the teacher interviews what could be changed to better meet students’ needs, one teacher reported wanting more role-playing in the training and another stated greater parent participation.

JVA recommends that Kidpower instructors focus more on the skills that teachers say their students need and less time on those skills that students seem to pick up quickly and understand on a repeated basis.

Although Kidpower expects teachers to do follow-up lessons with their students about safety, many may not. Therefore, JVA recommends that Kidpower conduct follow-up conversations during the school year or offer school staff additional support sessions during the school year so that teachers are reminded of the material.