

# “MORE SECURE IN YOUR SELF”

Evaluation of the route *Proficient and safe* for preventing aggression and violence against the staff in secondary education

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# 1 Introduction

## 1.1 Training

The program Public Safety Task of the Ministry of the Interior and Kingdom Relations has awarded a grant to two partnerships for secondary education, namely the partnership Amstelland/the partnership Meerlanden and the partnership Koers VO (region Rotterdam) for providing training to teachers and staff. The aim was to provide training and coaching to 90 teachers in secondary education.

Customized trainings were given at the end of 2014 and the beginning of 2015. Participants who signed up were divided after an interview into three different routes: the skills training, PMA training or the EQ test. In a personal interview beforehand it was decided which was the most appropriate route for each person. An important question that was asked at the interview was: "Why did you ever enter the field of education?" The challenge was to find the original motivation again and to make the work less hard by removing barriers and personal inhibitions.

### **Skills training (30 participants)**

The skills training (executor Choice training institute KOI) is intended to give skills to participants in order to reduce the stress response to aggression. They get more confidence and tranquility which gives room to be proactive. The feeling of control that this creates causes an immediate reduction of the aggression in others.

### **PMA training (60 participants)**

The PMA training (executor EduMind) provides information about how the brain works and why people behave as they do. Aggression is created because the person that behaves aggressively has experienced something that becomes reactivated/triggered. Participants then learn how they can effectively respond to aggression and violence in the workplace based on the knowledge of a simple question technique. Besides that the participants receive individual coaching with the aim to learn to recognize the triggers in themselves and to change.

### **EQ test (16 participants)**

Sixteen teachers who applied were offered another route because they had doubts about participation or about the choice between skills training and coaching. This process consisted of a psychological test with an interview and advice on the possible outcome. The report delivered by the executor of this section of the route mentions that these participants were "definitely not average teachers." Underlying problems such as borderline, war veteran, bad situation at home, autism, being bullied could be found in this group. Everybody experienced the conversations as "very valuable", according to the report. Because none of the participants in the EQ test eventually took part in one of the two other routes, they filled in no questionnaires. Therefore, this report is based only on the skills and the PMA.

Attachment 4 contains a description of the three routes.

## 1.2 Evaluation

In order to find out if this "customized" approach leads to less aggression and violence an independent evaluation of the trainees was carried out. This report shows the results of the evaluation.

### Research Questions

The following research questions are essential for this report:

1. Is an individually "customized" approach for teachers who have to deal with aggression and violence effective at reducing aggression and violence (particularly, the number of incidents)?
2. What are the differences between the routes in effectiveness?
3. To what extent can frequent victimization be predicted on the basis of a psychological test /personality profile?
4. Has the project been carried out as planned? If not, why not?

### Special Research

The research design used for this evaluation is special. Usually, the evaluation of this type of training consists of conducting a questionnaire among participants immediately after training. They are asked whether they thought the training was interesting, useful and entertaining and what they have learned. Sometimes they take a test to determine the level of knowledge.

This research goes much further. Firstly, because we don't just take a look at the subjective appreciation of the participants before the training, but also at the actual effects of the training on behavior and victimization. Secondly, it is a special research because it's not just tested immediately after the training, but also prior to the training and six months afterwards. This enables the determination of potential long-term effects. As a result, the research is barely affected by the "memory effect" that retrospective research has to wrestle with. Afterwards we don't ask the participants whether they find their jobs safer than before the training, but we have measured that at three different occasions. Thus, we can make a comparison based on the information that was collected before and after training. We also make use of a "control group" in order to see if the changes significantly differ from normal fluctuations in victimization. This research meets the rigorous methodological requirements that are needed to draw the conclusions on the effect of the trainings.

## 1.3 Accountability Research

There is a written questionnaire provided for the participants on three occasions:

- 0 - assessment: at the intake
- 1- assessment: immediately after completion of the training
- 2 -assessment: four to six months after completion of the training

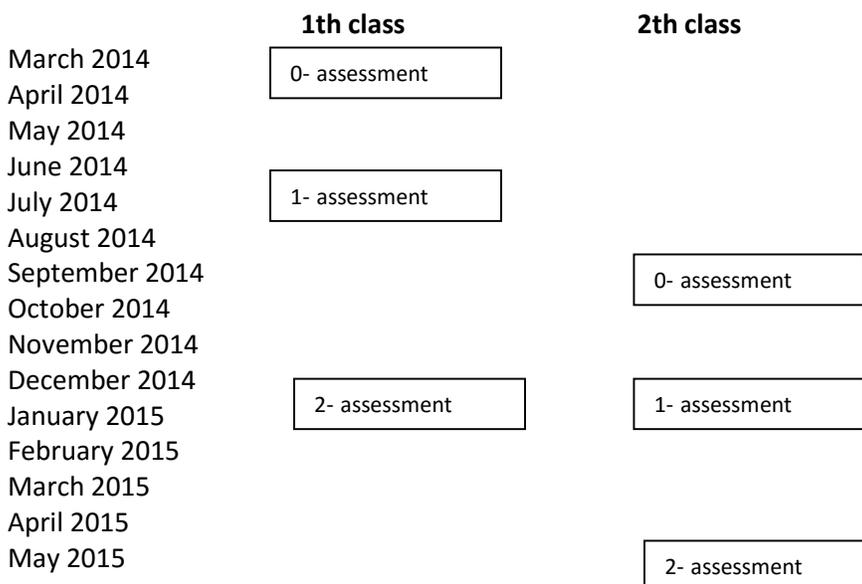
There were questions asked in the questionnaire about the training and coaching. There were also questions asked about the performance in the workplace. Besides that, it was determined at each assessment how much aggression and violence participants had experienced. Prior to the research it was chosen if it was possible to get the questionnaires filled in digitally; it was decided to be done on paper because of the costs.

Training and coaching are presented in two groups. The moment the three questionnaires were completed varied for these two different groups. Among the first group the interview and 0- assessment took place in February or March 2014. The first impact assessment (hereafter called "1 - assessment"), took place immediately after completion of the training or coaching at the end of June. The second impact assessment (hereafter called "2 - assessment") took place in December 2014 during a group meeting where everyone could fill in the questionnaire immediately.

The second group of participants had the interview and thus the 0-assessment at the beginning of September 2014. The first assessment took place after completion of the training in mid-December 2014. In late April and at the beginning May 2015 the questionnaires for the second assessment were filled in.

The period between the time of completion of the training and the second assessment was made as long as possible because it had to provide a look into whether or not any potential effects would remain visible on the longer term. Among the first group of participants there was a period that lasted for six months between the completion of the training and the final impact assessment. In order to ensure timely completion of the research it was chosen to initiate the 1-assessment in December 2014 and the 2- assessment in May 2015 for the second group of participants. Which means that in the second group there were not six, but four months between the first and the second assessment. Which was long enough: if the routes had a short-term "shock effect" it will show up in these assessments.

*Figure 1.1 Assessment dates for two groups of participants*



## Response

The response of the 0- assessment was 100%: all participants filled in a questionnaire at the interview. At the first assessment immediately after the training 81 of the 90 participants filled in a questionnaire (90% response rate). The second assessment that was held after six months was completed by 64 participants (71%). The coaches tried to make the response rate as high as possible in many different ways. They organized an additional reunion day where participants could complete the questionnaire for the second assessment for example. A part of the participants were also called and emailed several times with the request to fill in the questionnaires. That worked: a response rate of 71 percent after three assessments is high when compared to other research. In research of education for sustainable employability of workers - in a study that consisted out of three assessments in one and a half years<sup>1</sup> the response rate was 50% after three assessments. Consequently, the response in the present study was much higher. The failure of 17 participants who merely filled in the questionnaires of 0-assessment and 1-assessment, was the result of practical problems according to the trainers: these participants had no time, were no longer accessible or had changed their jobs in the meanwhile. It is therefore not true that the "failure" had a substantive reason that was caused by the skills training or coaching.

## Database

All questionnaires were imported in May 2015 in an SPSS database. To protect the anonymity of the participants the questionnaires had letter and number combinations instead of the names of participants. After importing all of the questionnaires it was revealed that some of these codes weren't correct on all forms. By combining the response from different assessment this could be corrected for each of the 81 participants from which the three questionnaires were collected. The database contains all information, including "open questions" that were provided by the participants and were made available to the client. The used questionnaires are delivered to the client so that in the future any possible follow-up research with the same method can be held.

## 1.4 Participants

As aforementioned it was not possible obtain the three questionnaires from all of the 90 participants. This report is based on 81 participants which are further divided into two regions and two routes as following:

Table 1.2 Number of participants per municipality and trajectory

| Trajectory      | Region Rotterdam | Amstelland/ de Meerlanden | Total |
|-----------------|------------------|---------------------------|-------|
| Skills training | 17               | 9                         | 26    |
| PMA training    | 40               | 15                        | 55    |
| Total           | 57               | 24                        | 81    |

Other information about the background of the participants is:

<sup>1</sup> **Footnote** A. Hazelzet et al. (2011), Stimulating education among less educated workers for sustainable employability, TNO/Hoofddorp.

- The participants work at ten different schools
- Most work as a teacher (83%); everyone else works as support staff (14%).
- They generally have been working in education for 12 years, of which 8 years were in their current position
- Most participants are female (71%), everyone else is male (28%).
- The general age is 46 years: the youngest participant is 20 years old and the oldest participant is 61 years old.

## 2 Evaluation of the process

The main objective of this evaluation is to give an insight into the effects of the training aggression and violence. But there are also some discussions with the trainers to map out the experiences during the process. These discussions took place at four occasions: when recruiting schools and participants, during the training sessions and twice upon completion. These discussions provide concise, process evaluation that contains useful information in the event of the same approach being offered to other schools.

### **Discussion 1 (May 2014) - Startup**

At the beginning, it quickly became apparent that it took much more time than expected to get cooperation from schools and employees. Initially there was a mail sent to the management of the school with an explanation. Timing was crucial in this phase: many schools made their curriculums and training schedules in May of the previous school year. That meant it was best to begin the recruitment process of schools and participants in early spring. The training could then start in the new school year, after the summer holidays. In the schools that had room in their curriculums the recruitment was continued. That proceeded in a unique way at each school. Some schools immediately took action and provided a list of candidates who wanted to join. In a different part of the schools the information in the mail wasn't studied well enough. However it was possible for the trainers to personally visit the school and to explain how the pilot Proficient and safe was built and - above all - to give an insight into the specifics of these workouts in a workshop to directors and a number of employees. Afterwards people could sign up. In another school a trainer visited the management team and afterwards six team leaders passed the "message" onto colleagues of whom they were the direct supervisor. One team leader did so through mail, the other did it in personal conversations. The end result was a list of names of employees who wanted to participate of all schools. A trainer / coach went to every school and conducted a 45 minute personal interview with every registered employee. Then it was determined which of the three possible follow-up programs would be followed.

All in all, the trainers estimated that about a quarter of employees were enthusiastic about the training and wished to register. For example, because they thought the route could offer them something they had been looking for a while. Next to that there was also a group of whom approximately 50 percent was interested, but who had doubts about participating. That group of volunteers did not sign up directly. It appeared that this group could often be persuaded by enthusiastic stories of the first group. It works best when time is set aside for recruitment in two groups: the early adopters can then follow the route, becoming "ambassadors" within the school to get other employees to participate. The remaining 25 percent of the employees did not participate in this process, according to the trainers and coaches.

Sometimes this was because there were no problems: these people functioned well and didn't need the training. According to the trainers another part of the employees did need training, but were not prepared or in a state to look at themselves and their past. That willingness is required at the PMA training: "You go on a personal journey in which you need to have the courage to look at yourself." If you cannot or will not do it, you do not have to

participate. The discussions can be very confrontational. There were also schools where the board forced a part of the employees to participate, but participants are removed from the intake, if they themselves were not motivated to participate.

### **Discussion 2 (October 2014) – Implementation**

In September 2014 the targeted number of participants has been reached and the last groups of participants began from the start in that month. Since there are four individual coaching sessions that had to be held with sixty participants of the PMA training, that resulted in a huge “logistical task”. However, the experiences were very good: it was considered "incredibly fun" to take part.

### **Discussion 3 and 4 (March and May 2015) – Completion**

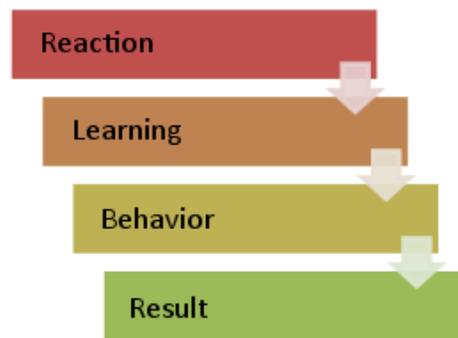
In the last two meetings, in March and May of 2015, with the provider of the routes the main focus was placed on the completion of the training and on filling in the questionnaires. Then it appeared that it took time and effort for all participants to fill in the questionnaires for the second assessment (six months after training). The first assessment was relatively simple, because the questionnaire at the last session of training or coaching could be handed out in blank. The second assessment appeared much more difficult, because the trainers and the participants no longer spoke to each other personally. It was not possible to make contact with all participants. Filling out a questionnaire and sending it by email or post takes more effort than if they already sit together for an evaluation interview, or during a reunion day. For a possible sequel on this route it is therefore recommended to think about it in advance. The trainers give the suggestion to make the participation in the reunion day mandatory so that the questionnaire can be filled in for the second assessment.

## 3 Impact Assessment

### 3.1 Theoretical framework

For most evaluations of trainings a form is used that is filled in by the participants immediately after the training. It is usually asked what the participants thought of the training: Was it interesting, useful, fun? That is called the response level. However, there are four levels of training that should be evaluated in order to make a judgment about the effects.<sup>2</sup>

Figure 3.1 Four levels of evaluation of trainings



#### Response Level

Is about the subjective experience that students have gained in training, for example, how fun, interesting or useful participants found the training. In this study it was measured by the participants after the training via the evaluation form to have a number of reporting digits provide for aspects of training and coaching.

#### Learning Level

Concerns to which extent the students have achieved the learning objectives and the knowledge and skills addressed in the training that they can recall. This is often measured by taking a test or exam after the training. This did not happen in this study because no testable knowledge was transferred, but a different way of thinking and responding to incidents and tense situations. At the first assessment we asked the participants if they have gained new insights from the training, so that we could be able to determine whether the participants learned something new.

#### Behavioral Level

Deals with the outcomes of the training in terms of actual behavioral change at work. This is often less researched than the response levels and the learning level, because behavioral change is difficult to measure. Literally asking whether people behave differently is a very subjective way of measuring that is also prone to memory effects. The inclusion of a number of statements in the questionnaires that deal with concrete function in the workplace has

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<sup>2</sup>Footnote D. Kirkpatrick (2009), Evaluating Training Programs; The Four Levels, BK Publishers.

been chosen for this research. It is therefore still a subjective indicator, but a good comparison of the same aspects is in any case possible by the consequent questioning on two remotely different assessment dates.

**Results Level**

Deals with the effect of training on the factors the training focused on. In this case it refers to the number of times people faced aggression and violence. In order to determine whether a decline in the number of incidents can actually be attributed to the training must be fulfilled by a number of methodological requirements. We will get extensively into this more in the corresponding section on the effects.

**3.2 Response Level**

Response level is about the subjective experience that course participants gained in training, for example how fun, interesting or useful participants found the training. The reaction of the participants to the trainings is measured in this study by asking them to fill in an evaluation form immediately after training. Therein were the first report digits asked for specific components. Secondly there was a room for delivering “open questions” offered.



Report digits were requested for four different aspects of the training. Participants are on average (extremely) positive: all figures are satisfactory, good or very good. The judgment of the participants of the PMA coaching is on all counts even more positive than on the skills training.

*Table 3.2 Digits Report response level*

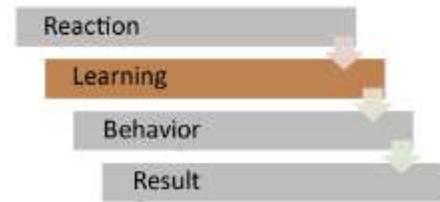
*"What digit report would you give to the following aspects of the training?"*

| Section                  | PMA Coaching<br>(N = 55) | Skills training<br>(N = 26) |
|--------------------------|--------------------------|-----------------------------|
| Intake interview         | 7.6                      | 6.7                         |
| Contents of the training | 8.2                      | 7.5                         |
| Trainer                  | 8.7                      | 8.1                         |
| Kept appointments        | 9.3                      | 8.2                         |

The positive reactions that emerge from the report figures above are confirmed by the “open answers” given by the participants. Those answers are included in attachment 1.

### 3.3 Learning Level

Learning level deals with the extent to which the course participants achieved the learning objectives and the knowledge and skills addressed in the training that they can recall. No knowledge test was conducted after this training and coaching to gauge what the participants had learned. That was impossible because no testable knowledge was handed over. It was not focused on factual knowledge, but on a better way to learn respond to incidents and tense situations. Therefore, we asked the participants for their subjective judgment. We asked them in the first assessment (immediately after training) if they themselves think that they have gained new insights through training or coaching.

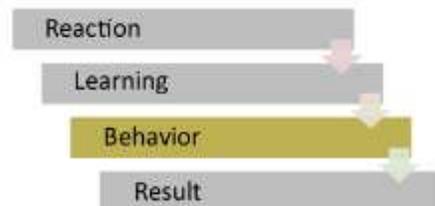


It turns out that almost all of the participants both in the skills training and the PMA coaching have gained new insights. In skills training 23 of the 25 participants said that they have gained new insights (92%). In PMA coaching was this true for 52 of the 53 participants (98%).

The new insights are primarily focused on awareness, setting boundaries and knowing how to act. These new insights are dealing with two levels: participants know what can cause aggressive behavior in others and they know where their reaction might be coming from. The essential concepts that were in the focus of the training and coaching, such as triggers and bad clusters are found very regularly in the answers. Attachment 2 contains the answers in a row.

### 3.4 Behavioral Level

Behavioral level deals with the outcomes of the training in terms of actual behavior change at work. This evaluation will examine the behavioral change in two ways. The first method was to present a number of statements about their actual behavior while working at school. These statements were presented at the first and the second assessment in the exact same way. There are statements formulated about the situations and topics that were essential to the training and coaching. For example, we asked if the participants can act without anxiety against aggressive pupils. The question was stated as the following:



“Below are the statements about your performance. These are the same questions as in the intake interview and the between assessment. We want to know whether you have noticed a development in the period since you took up the training. Therefore, we ask below about the difference between your present performance and your performance just before training. Please tick the box next to the statement which best fits your view?”

|           |   |   |            |   |   |           |
|-----------|---|---|------------|---|---|-----------|
| 1<br>Less | 2 | 3 | 4<br>Equal | 5 | 6 | 7<br>More |
|-----------|---|---|------------|---|---|-----------|

According to the participants it turns out that improvements have appeared on all forms of behavior. That applies to the skills training and the PMA coaching. However, notice that the behavioral changes in the PMA coaching are still positive and greater than at the skills training. In the two tables below the scores from the second assessment can be found: they indicate what the changes were in behavior on the long term, half a year after training.

### Skills training

There is a visible improvement at skills training in all positions. This becomes clear from the fact that the participants enjoy going to their work after the training (score 4.5). The biggest Participants notice that they have more confidence if students are mutually aggressive, as well as the aggression is directed against themselves.

*Table 3.3 Behavioral change after skills training (development between 0 assessment and second assessment: 1 = deterioration, 4 = unchanged, 7 = improvement)*

|   | <b>Score</b> |
|---|--------------|
| <u>I enjoy going to work</u>  | 4,5          |
| <u>I want to find out who or what the actual cause of an aggressive outburst was</u>      | 4,8          |
| <u>I can remain objective and not place the guilt on an aggressive pupil</u>              | 4,9          |
| <u>I can cope with hard to reach or irresponsible parents</u>                             | 4,9          |
| <u>I have control over my body (breathing, sudden feelings) in aggressive situations</u>  | 4,9          |
| <u>I can restore order in a troubled classroom</u>  | 5,0          |
| <u>I can calm down aggressive pupils</u>  | 5,1          |
| <u>I am sufficiently prepared to cope with aggressive students</u>                        | 5,1          |
| <u>I perform without fear against aggressive pupils</u>                                   | 5,2          |
| <u>I can ask relevant, targeted questions to pupils to make their aggression decrease</u> | 5,3          |
| <u>I have confidence if a student approaches me aggressively</u>                          | 5,3          |
| <u>I can remain calm and confident if students approach me aggressively</u>               | 5,4          |
| <u>I have confidence if students display aggressive behavior amongst themselves</u>       | 5,4          |

### PMA coaching

The participants of the PMA coaching also see mere improvements in their behavior since the coaching. Just like the participants of the skills training they have more confidence and calmness in their work than before the coaching. According to these scores we can see even greater improvements than the participants in the skills training. But participants reported even greater improvements in the deployment of the techniques that they have learned. The greatest improvement is seen in the willingness of the participants to find out what is the real cause of an aggressive outburst. Furthermore they are much more capable than before to ask relevant and targeted questions to aggressive pupils to make their aggression decrease. Thus, the PMA led to more and stronger behavioral improvements than the skills training.

The table below shows the scores from the second assessment: they indicate what the effects were half a year after the training. But even in the first measurement, thus immediately after training, the same statements have been presented. This shows that the

behavioral effects were larger six months after completion of the course than immediately after training. The biggest improvement is seen in restoring order in a troubled class and in the confidence while students mutually demonstrate aggressive behavior: these are apparently the behavioral changes that participants begin to experience precisely in the months after the training. In any case, this research shows that there is therefore not a question of a short-term effect on behavior, but that the training continues to work also in the months after the completion.

*Table 3.4 Behavioral change after PMA coaching (development between 0 assessment and second assessment: 1 = deterioration, 4 = unchanged, 7 = improvement)*

|   | <b>Score</b> |
|---|--------------|
| <u>I have control over my body (breathing, sudden feelings) in situations of aggression</u> | 5,1          |
| <u>I enjoy going to work</u>  | 5,1          |
| <u>I can cope with hard to reach or irresponsible parents</u>                               | 5,2          |
| <u>I perform without fear against aggressive pupils</u>                                     | 5,2          |
| <u>I can calm down aggressive pupils</u>  | 5,3          |
| <u>I have confidence if a student approaches me aggressively</u>                            | 5,3          |
| <u>I can restore order in a troubled class</u>  | 5,4          |
| <u>I can remain calm and confident if students approach me aggressively</u>                 | 5,4          |
| <u>I am sufficiently prepared to cope with aggressive students</u>                          | 5,4          |
| <u>I have confidence if students display aggressive behavior among themselves</u>           | 5,5          |
| <u>I can ask relevant, targeted questions to pupils to make their aggression decrease</u>   | 5,6          |
| <u>I can remain objective and not place the guilt on an aggressive pupil</u>                | 5,7          |
| <u>I want to find out who or what was the actual cause of an aggressive outburst</u>        | 5,7          |

In addition to the statements we have used a subjective assessment method: after the training we asked the participants whether they had noticed any change in behavior within themselves. The participants were asked whether the training and coaching has led to a change in their functioning: "Has the training had an impact on your work?" The answers given to this question have confirmed the positive results that were already found in the statements above. The answers are interesting because they show how the participants describe the behavioral change in their own words: their answers are to be found in Attachment 3. The main conclusion that can be drawn here based on those answers is that according to a very large majority of the participants both the skills training and the PMA coaching had a positive effect on their behavior. For the skills training this was 88% positive (from the 25 that gave an answer). For the PMA coaching this was 94% positive (from the 53 that gave an answer).

### 3.5 Result Level

Result level focuses on the impact of the training on goal factors on which the training is founded. In this case that represents the number of times participants are confronted with aggression and violence. For this evaluation, we have taken over the definition of aggression and violence from questionnaires that have been used since 2006 for examining the Public Safety Task



program:

“Have you had experience with aggressive behavior by students and/or parents? We distinguish five types of aggressive behavior:

- **Verbal abuse** (swearing, shouting, humiliation, harassment, bullying)
- **Physical abuse** (pushing, hitting, kicking, kicks, spitting, grabbing, injuring, physical interference, throwing objects, destruction of property, theft, robbery)
- **Sexual harassment** (Whistling, sexually suggestive remarks or glances, sexual assault, rape)
- **Other forms of harassment** (threatening, stalking, chasing, blackmail, pressuring, threatening letter, threatening family members)
- **Discrimination** (negative remarks or behaviors on gender, color, religion, age or sexual orientation)”

It is not easy to prove whether the training has led to less incidents. A research that aims to demonstrate a causal connection must meet a number of methodological requirements. The Maryland Scientific Methods Scale (MSMS) is an internationally accepted benchmark for the validity of effect evaluations<sup>3</sup>. The MSMS classifies evaluation studies in five categories. These five categories describe levels of scientific validity. Hereby the first category has the lowest validity and the last category the highest validity:

- Level 1: Correlation
- Level 2: Pre and post-test without a comparison condition
- Level 3: Pre and post-test with a comparison condition
- Level 4: Pre and post-test in different experimental and comparison situations controlled for other influencing factors
- Level 5: Assessment with a random allocation

Level 3 is needed to give valid statements about the effectiveness of an intervention. That level is reached in this research, because it was measured at three different moments and because comparison condition was used. We already wrote about the three measurement moments that are needed to reach level 2. That’s why we only get into the comparison condition that was used to reach level 3 here: how did the victimization develop itself in people who didn’t participate in the training? We get this material for comparison from large scaled research of victims in secondary education. That research has measured the percentage of victims of aggression and violence in secondary education every year from 2007 to 2013<sup>4</sup>.

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<sup>3</sup> D. Farrington et al. (2002), “The Maryland scientific methods scale”, in: L. Sherman (ed.), Evidence-based crime prevention, London: Routledge

<sup>4</sup> TNO (2014), Monitor Safety Public Task 2014 - Report for the ministry of internal affairs and kingdom affairs Program Safe Public Task. This research is based on surveys of 400 to 500 employees in secondary education. The trainers have indicated there should be no reason why aggression and violence would have developed substantially different in 2014 and 2015 when compared to the years with available figures. We therefore assume that the figures from the period 2007 - 2013 can be extrapolated to the years 2014 and 2015.

Table 3.5 Victims aggression and violence secondary education

| Year    | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---------|------|------|------|------|------|------|------|
| Victims | 44%  | 40%  | 42%  | 36%  | 38%  | 33%  | 35%  |

The numbers from this national research show that aggression and violence varied in the period of 2007 to 2013, but were within certain margins. The minimum was 33% and the maximum was 44%. A slightly downward trend is visible. In 2007, 2008 and 2009 the average percentage of victims was 42%. In the four years after that (2010 to 2013) the average was 36%. But this downward trend does not apply to all years: from 2012 to 2013 there was a slight increase.

It can be deduced from these numbers that the number of victims of aggression and violence changes every year, but not extremely. The changes every year are within a margin of minus 6 percentage points (from 2009 >2010) to plus 2 percentage points (from 2012 to 2013 for example). In percentages this is a decrease of 14% or an increase of 7%<sup>5</sup>. This gives us the measurements we need to compare the changes in the victim percentages in participants of the training. If the decrease is more than 14% it is bigger than what can be expected from normal fluctuations.

It has to be noted that the participants of the routes weren't "average": they often has real problems and the effect of the training can be bigger for them than the average teacher who probably experience less incidents. For irrefutable proof an even higher level on the MSMS should be reached. For level 4 of the MSM it should be automatically researched if there was another possible explanation for the changes between the 0- assessment and the 2- assessment. Level 5 would be reached if the training wasn't offered to participants who signed up, but to a completely randomly chosen group of participants. Level 4 and 5 almost never get reached in a social scientific research, because the needed research is almost impossible to carry out. It's also a question whether or not it's necessary: the causal connection between the training and the decrease of the percentage of victims possibly can't be proven irrefutably, but it's also possible to make causal conclusions in level 3.

### Percentage of victims

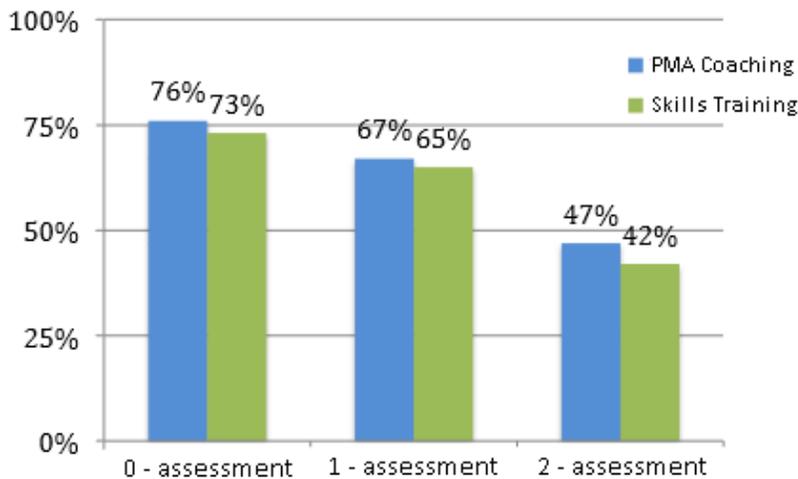
An indicator of victimization of aggression and violence that's often used is the percentage of victims. That shows what percentage of participants has been through one or more incidents. We don't take the number of incidents every participant has been through, or the type of incidents into account. Everyone who has been through one or more incidents of whatever type is seen as a victim. And everyone who hasn't experienced an incident is seen as a non-victim. This means it's a rough indicator that doesn't take any details into account, but the benefit is that the indicator is usable for a small number of responders, like in this pilot.

<sup>5</sup> The difference between percentages and percentage points might have to be explained. Let's assume that the percentage of victims decreases from 50% to 25%. That is a decrease of 25 percentage points. But the number of victims is halved, which is a decrease of 50 percent. To make a good comparison with the group of participants in the next paragraph we look at the change in percentages, not the change in percentage points.

For both routes, the skills training and the PMA coaching, we see a decrease in the percentage of victims. The percentage of victims in the skills training decreased from 73% to 42%. That is a statistically significant decrease ( $p < .05$ ). The percentage of victims in the PMA training decreased from 76% to 47%. That is a statically significant decrease as well ( $p < .01$ ).

If we compare the three measurement moments it stands out that the improvement mostly happened in the months after the training and coaching, so in between the 1-assessment and 2-assessment. A decrease is also visible between the 0- assessment and the 1- assessment, but that decrease is smaller than in the months following the route. Because there are a few months between the 1-assessment and the 2-assessment it is now proven that there is no short shock effect that disappears again after a short period. The positive effects kept working after the training and seemed to get even stronger. Participants didn't just learn new skills and behavior, but kept using this in their normal work with permanent effects - at least in the period of four to six months that has been researched here.

Figure 3.6 Percentage of victims aggression and violence participants.



#### *Comparison condition*

The decrease of the percentage of victims isn't just statistically significant: it is also bigger than can be expected of normal year to year fluctuations. According to the comparison research there is a max decrease of 14% possible - in the most optimistic scenario of the past eight years. In the participants of the PMA coaching this would mean a decrease of 76% to 62% in the percentage of victims. The factually determined decrease in this group of participants was much bigger. There was a decrease of 38% (from 76% to 47%). This decrease is significantly bigger than what can be expected based on the normal fluctuations. The same goes for the skills training. In the most optimal scenario there would be a decrease of 14% in victimization, from 73% to 59%. The factual decrease was much larger in this group as well: there was a decrease of 42% (from 73% to 42%). Here the decrease is much bigger than the maximum decrease that usually can be expected in a year.

We want to point the fact out again that the participants of these routes probably has more problems than the average teacher from the comparison research. What the effects would be for randomly selected participants isn't known.

On a final note we can conclude that the percentage of victims has decreased significantly in both routes. And we also see a decrease that's much larger than in the control group. That means that according to the standards of level 3 of the MSMS it has been proven that the training and coaching are the cause of the improvement.

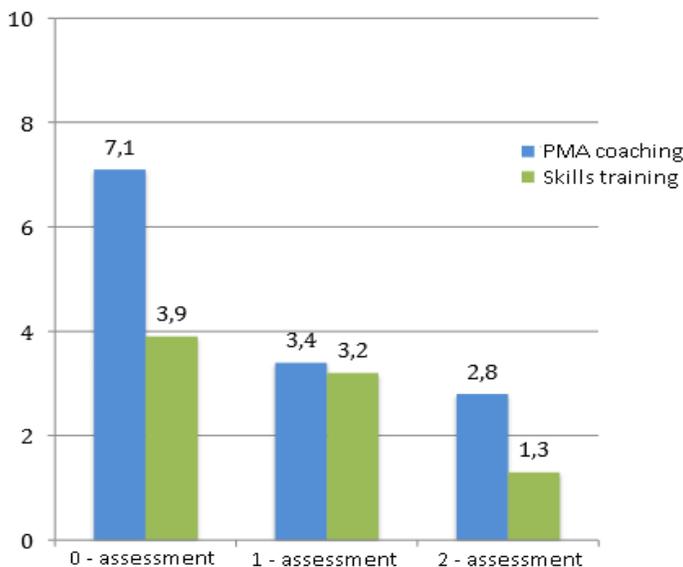
### Repeat victimization

A lot of victims of aggression and violence experience multiple incidents. In this paragraph we don't look at the percentage of victims (yes/no), but at the number of incidents of every victim.

#### *Extreme scores*

One of the participants indicated he experienced almost 400 incidents every year. From the additional notes he left on the questionnaire it became clear he meant aggression and violence between students that he witnessed, not aggression and violence directed at him personally. Those incidents shouldn't be included as this research focusses on aggression and violence focused on the employee. In case it became clear from the questionnaire that someone was just a witness and wasn't victimized personally this was corrected. Extreme scores (outliers) were adjusted so they wouldn't influence the average results of the relatively small amount of participants. We chose for a number of incidents that is still very high when compared to the average, namely 12 incidents. These victims still weigh high on average, but they no longer influence the average extremely.

Figure 3.7 Number incidents per person



It is clear that there is a strong decrease in the number of incidents as well, both in the PMA coaching as the skills training. It is also clear that the participants in the two routes differed in repeat victimization. The average number of incidents in participants of the PMA training

was twice as big as for the group that was offered the skills training (7,1 against 2,9 incidents). This shows that that the distribution of the participants over the two different routes has been done right at the intake: the more intensive PMA coaching was given to people who experienced relatively many incidents.

The decrease in the number of incidents is significant in the group who got PMA coaching. These employees experienced an average of seven incidents (7,1 to be precise) and that decreased to an average of three incidents per person (2,8) at the 2-assessment. There was a significant decrease visible in the average number of incidents of the skills training as well: from an average of 4 incidents per person before the training to an average of 1 incident per person in the period after the training. The number of incident was less high in this group from the start, but the decrease is just as strong in relation to the PMA coaching.

### **Type of aggression and violence**

In this research five types of aggression and violence can be distinguished. Verbal aggression is the most common type of aggression by far. Before the training and coaching about three quarters of all participants where a victim of this. After that training and coaching that percentage decreased a lot.

The four other types of aggression and violence were less common. Physical violence happened relatively much, but only in the participants of the PMA coaching. At the start of the route half of them were confronted with that. Physical violence was much rarer for the participants of the skills training: only one in ten had experienced that at the start. The three other types of aggression and violence are: intimidation, discrimination and sexual intimidation. Only a relatively small part of the participants were confronted with this: less than one in ten participants.

If we have to divide the figures of the two routes and for the five types of aggression and violence we're left with a small number of respondents. That's why it's irresponsible to report about these figures in detail: they are too sensitive for fluctuations. But an umbrella conclusion can be made: we don't just see a decrease in the percentage of victims and the number of incident per victim. We also see that the training and coaching has effects on all five types of aggression and violence. The method doesn't just lead to a decrease in verbal aggression, but in a decrease in physical violence, intimidation, sexual intimidation and discrimination as well.

## 4 Summary and conclusions

### 4.1 Summary

#### Training and coaching

The program Safe Public Task of the ministry of internal affairs and kingdom relations has subsidized the training and coaching of teachers and educational supporting employees in the secondary education. This subsidy has been assigned to two partners in secondary educations, namely the swv Amstelland/de Meerlanden and to swv Koers VO (Rotterdam region). The goal was to give the training and coaching to 90 teachers in secondary education to decrease aggression and violence.

At the end of 2014 and the start of 2015 the training was started. Participants that signed up were divided over three different routes: a skills training, a PMA training or an EQ test. In the personal intake beforehand it was decided what route fit every person. Below you find the descriptions that were delivered by the providers of the routes.

- The **skills training** (30 participants, provided by Keuze opleidingsinstituut KOI) “gives the participants skills to limit a stress reaction to aggression. This gives them more confidence and rest so there is room to act proactively. The sense of control that develops creates an immediate decrease in aggression of the other person.”
- The **PMA training** (60 participants, provided by EduMind) “offers information about how the brain works and why people behave like they do. Aggression develops because a person who acts aggressively has been through something what gets reactivated/triggered. Participants then learn how they can react more effectively to aggression and violence at work by using question techniques. They also get individual coaching with the goal to learn to recognize their own triggers and to change them.”
- The **EQ test** (16 participants, provided by the institute for Psycho trauma) was offered to employees who were having doubts about participating or the choice between the skills training and the coaching. That route consisted of a psychological test with a conversation and an advice about a possible continuation.

What is special about the approach is the individual customization for every participant based on the intake.

➤ See attachment 4.

#### Research methods

To find out if this customized approach leads to a decrease of the amount of aggression and violence an independent evaluation of the training was done. Three measurements were used to map out the effects of the training and coaching: during the intake (0-assessment), immediately after the end of the training (1-assessment) and four to six months later (2-assessment). A lot of people responded: every participant filled in the 0- assessment during the intake (100%). After that 81 of the 90 participants (90%) filled in the questionnaire of the 1- assessment after the training ended. Several months after the training the trainers were able to make 64 participants (71%) fill in the questionnaire. That is a very high

response percentage in comparison to other research with three assessments spread over a relatively long period.

The used research design is special because it's about more than just filling in the evaluation form or a knowledge test immediately after the training. This research makes it possible to find out what the real effects of training is on the behavior and victimization - even on the long term. The research is barely influenced by the memory effects that often influences retrospective research. A comparisons condition was also used to find out if the changes in victimizations would deviate significantly more than normal fluctuations. Therefore this research complies to the methodical requirements that are needed to make causal conclusions about the effects of the training.

➤ See more in chapter 1.

### **Process evaluation**

Several interesting conclusions can be made from the process evaluation. We briefly summarize them here. The process evaluation is mostly interesting in case it is decided to implement this work method at more schools.

- Getting schools and employees to work along with us took up more time than expected. It was also needed to give shape to the recruitment at every school.
- Timing was crucial: at the end of the school year, around May, the educational plans and training often get created. That means it's best to start recruiting schools and participants in spring, so the training can be started after the summer vacation.
- A part of the employees - according to the trainers about a quarter of the staff in secondary education - is immediately enthusiastically. These are the early adopters and they can take on the role of ambassador within the school to get other employees to sign up as well. Therefore it's smart to reserve some time to do the recruitment and training in two parts.
- The PMA training with sixty participants (with four individual conversations) became a huge logistical job. The experience however was really well: people found it "fun" to partake in the training.
- Letting the participants fill in the questionnaire took up a lot of time and energy as well: especially during the 2-assessments as trainers and participants had no personal contact anymore. For possible continuation of this route it is recommended to think about this well beforehand: the trainers suggest to make participation of the reunion mandatory, so the questionnaire can be filled in for the last measurement.

➤ See more in chapter 2.

### **Effect evaluation**

For most evaluations of a training an evaluation form gets filled in immediately after by the participants. This research goes much further than that, like previously stated. This makes it possible to distinguish four levels for the evaluation. These four levels get described extensively in chapter 3. We limit ourselves to the most important results here.

➤ See more in paragraph 3.1

#### *Reaction level*

The participants are almost unanimously positive about the training. They gave high ratings about the intake, the content of the training, the trainers and honoring the appointments. This also becomes clear from the open answers.

➤ See more in paragraph 3.2 and attachment 1.

#### *Learning level*

Almost all participants of the skills training and the PMA coaching say they have gotten new insights. This goes for 92 percent of the participants of the skills training and for 98 percent of the participants of the PMA coaching. The new insights are mostly about awareness, setting boundaries and knowing how to act in difficult situations. According to the participants that works on two levels: they can better understand the behavior from students and parents and they better understand their own reaction on the behavior. Both insights help to decrease the amount of aggression and violence they face.

➤ See more in paragraph 3.3 and attachment 2.

#### *Behavioral level*

The behavior after the training and coaching has been changes positively as well. That becomes clear from the answers to a few theses about concrete work situations and from open answers. This goes for both the skills training and the PMA coaching: participants are happier to go to work, experience more confidence and can stay calm if students show aggressive behavior towards each other or them. During the skills training there is an improvement visible of all behavioral aspects. We see the same during PMA coaching: the improvements are even more positive and bigger than they were with the skills training. These effects weren't short term either. They kept working on the long term - which becomes clear from the comparison between the answers people gave immediately after (1-assessment) and the answers after four to six months (2-assessment). Even better is that with the PMA coaching the training keeps working in the months after it ended, which means the effects on the behavior are even bigger after six months than just after it ended. The subjective open answers the participants gave also show that there was a behavioral change. The skills training was 88% positive about the effects on the behavior. Of the PMA coaching 84% was positive about it.

➤ See more in paragraph 3.4 and attachment 3.

#### *Result level*

There is a positive effect viewable of the end goal as well - decreasing aggression and violence. The percentage of victims in the group of participants of the skills level decreased with 42 percent: from 73 to 38 percent. In the group of participants of the PMA coaching the percentage of victims decreased with 38 percent: from 76 to 47 percent. For both routes the percentage of victims was almost halved. These improvements are statistically significant and they are much larger than on grounds of what can be expected of "normal" fluctuations in victimization. That means it has to have been the training and coaching that made the difference. This goes both for the PMA coaching and for the skills training. Repeat victimization has gone down as well. The participants of the PMA coaching experienced an average of seven incidents. In the months after the coaching this decreased to an average of three incidents. People with less incidents partook in the skills training:

before the training these participants experienced an average of four incidents. In comparison the decrease was just as big as it was for the PMA coaching: the average amount of incidents per person decreased from four to one. From a further analysis it became clear that there are positive effects for all five types of aggression and violence that can be distinguished: not just verbal aggression, but physical violence, intimidation, sexual intimidation and discrimination as well. The number of responders is too small to present detailed figures for every type, but the image is consistent and clear: the training has a positive effect on all types of aggression and violence.

➤ See more in paragraph 3.5.

## 4.2 Conclusions

On a final note the research questions get a short answer in the form of conclusions.

### 1. Is there an individual custom approach of teachers who experience aggression and violence to effectively decrease aggression and violence (especially the amount of incidents)?

Yes. Both the skills training and the PMA training lead to a significant decrease of the number of incidents and the results were positive on other indicators as well.

### 2. What are the differences between the routes in effectiveness?

The skills training lead to a decrease in the percentage of victims with 42 percent, the PMA coaching lead to a decrease of 38 percent. The repeat victimization decreased for the skills training from an average of four incidents to one per person and for the PMA coaching the average went from seven to three incidents. From the more subjective indicators it becomes clear that the appreciation of the skills training was big, but that the appreciation of the PMA coaching was even bigger. The same goes for the learning effects and effects on behavior.

### 3. In how far can frequent victimization be predicted according to a psychological test/personality profile?

This was very possible with the used methods. The participants of the PMA coaching experienced about two times as much incidents as the participants of the skills training beforehand. Seeing the high appreciation for both routes and seeing the differences in situation at the start of the training it became clear that the intake has made the right distinction between the need of the participants.

### 4. Has the project been executed as planned? If not, why not?

Yes. The project has been finished in the planned time, the number of participants was reached and the results were very positive. The route took more time and effort than originally thought. That was because it was more difficult than expected to recruit schools and participants and because it took more time to collect all the information for the evaluation. The project has been executed as planned, but took more time than what we aimed for. From this evaluation it becomes clear that the success of the training was mostly due to two crucial ingredients of this approach: attention and customization. Those are

things that can barely be made more efficient by automation and large scale working. For a possible rollout of the training enough time needs to be reserved to make sure that the characteristics of the researched approach is preserved.

# Attachments

## Attachment 1 - Response Level

This attachment contains the so-called open answers that the participants filled in in their evaluation forms. The reader needs to realize that the participants could decide themselves at reaction level if they wanted to fill in an answer. That's why it needs to be taken into account that especially participants with a strong opinion (notably positive or notably negative) answered. Participants with an "average" opinion probably filled less answers in.

For the other open answers in the next attachments that's less of an issue as they were explicitly asked to give an answer.

### Skills training

#### Negative

- For me personally the content was not innovative.
- I already knew some things through other trainings.
- Intervention appointment fell through. I had not been called and came for nothing.
- Trainer has not been on the evaluation visit.
- The training was not innovative and the approach was not explained and demonstrated.

#### Positive

- Trainer had a lot of experience in the matter and that was clearly noticeable.
- Coach has a clear story.
- A very meaningful, fun course!!

### PMA coaching

#### Negative

- Focused too much on the conversation, I was initially more interested in a practical training on how to deal with aggression.
- I would have liked to have been better prepared for what to expect. Startled by the first coaching session.
- The intake interview was slightly rushed but that was because of my own lack of time.
- I would like to have more practice with the question technique.

#### Positive

- Everything was just very good. Plenty of space and openness about everything.
- The coaching sessions were very valuable and of high quality. Many new insights gained.

- The training is very well put together. Interactive and theoretical with plenty of space for conversations with each other whereof you learn a lot.
- Extremely educational and helpful in practice.
- It was a training that was so interesting and that added so much to the fulfillment of your existence it was a treat to participate.
- I could also give it a 10, I'm super satisfied.
- I found individual interviews educational and enjoyable.
- [name] and [name] are great energetic girls.
- Excellent regular course. Professional and thorough. New insights.
- [Name] very fine coach :-)
- Super course!
- Highly motivated, competent trainers. Even outside the training guidance.

Other

- An 8 for the interview because I was a bit ambivalent.
- It was sometimes difficult to plan through work or to work long hours. Ending with a session was not at all bad, but a relief.

## Attachment 2 - Learning Level

### Skills training

*"Did you get new insights or ideas during the interview and training over your performance? If yes, which one?"*

New insights (23 participants = 92%)

- Have become more aware about taking care of yourself. How do you earn respect from the students, group dynamics, caring for others. Verbal responding etc.
- Handles for teaching/automating of the scholar.
- It always gives a motivating impulse.
- I think I will try to be more aware of what I want to emit and what influence it has on the students.
- In case of aggressive people I now know how to act.
- Yes, I went very clear in search for my limits and changed my choice of training.
- Yes, I'm not doing that bad.
- Yes, I do a lot of things unconsciously.
- Yes, that my way of giving attention influences the way students approach each other. Let them know you see things.
- Yes, that my way of presenting myself if I want the classroom to quiet down can be different.
- Yes, being conscious of the effect of the way I act during a tense situation.
- Yes, how I can limit the aggressive behavior of my students.
- Yes, I clearly started to become afraid.
- Yes, I often react too fast verbally and that doesn't calm the other person down.
- Yes, looking at the way you have to get along with students during a conflict, being able to look at yourself.
- Yes, reflecting more on the way I act.
- Yes, it's more important than thought to have a positive attitude and a positive image.
- Yes, radiating calmness and not being afraid or showing that I'm afraid.
- Got new insights about how to handle students that start behaving aggressively or violently.
- Radiating calmness.
- It's easier to step towards a group of fighting students.
- Strategical placement in a room.
- More sure in difficult situations.

No new insights (2 participants = 8%)

- No.
- No, I participated in a similar training at (name other school)

## **PMA coaching**

*“Did you get new insights or ideas about the way you function during the intake and the training? If so, how?”*

New insights (52 participants = 98%)

- I got to know more about myself and my triggers.
- That every feeling stands for a conscious/unconscious cluster.
- That there is a lot to explore.
- That there is a lot of hidden meaning to the way I act.
- That I can help students more with the way they fill in their lives or how to handle “bad clusters” so they get a more positive attitude towards life
- That I can solve problems of students in other ways as well.
- A lot! My own beliefs and triggers. Developed better question methods.
- I now know what can make me tense up and react too sharply than needed in the classroom or in the hallway.
- Yes, everything I do I do with a reason, a meaning, a goal.
- Yes, everything we decide is based on feeling
- Yes, anxiety can be places where you don’t expect it to be.
- Yes, understood that there is a cluster behind the way I act. It be good or bad. That recognition arises between situations and how that behavior arises.
- Yes, that things aren’t black and white.
- Yes, that I’m direct, can ask questions, but that it’s difficult for me to remember the questions I should ask.
- Yes, by really starting conversations and by asking questions and by listening to what the student is really saying I started to listen in a better way.
- Yes, I recognize personal trigger. Or I now know how I can uncover a difficult situation afterwards.
- Yes, learning to let go of own experiences and theses.
- Yes, I better understand why I act and react in a certain way.
- Yes, I’m more conscious of the way I act and mechanisms and how I can handle certain behavior.
- Yes, I make problem situations less personal. Being aware that reactions of students can be provoked by triggers.
- Yes, I noticed that a lot of things I thought I got over were still there in the background and influencing my functioning.
- Yes, I can explain the way I act more or less thanks to the PMA.
- Yes, I feel more about why I react in a certain situation and how I should react.
- Yes, I now know certain reactions come from somewhere and I know how to handle them now.
- Yes, I know what could be certain triggers. I can react like I want to.
- Yes, you sometimes get controlled by triggers you don’t have any logical hold on and you can change that.
- Yes, more conscious of triggers
- Yes, more clarity about my own mental blocks and the effects they have in the way I deal with students
- Yes, more self assured.

- Yes, learning to understand my own triggers, so I understand students better.
- Yes, the way I react has a background.
- Yes, not everything someone else does is because of me. But it's sometimes an internal problem of the other.
- Yes, looking past the aggression.
- Yes, where the anger comes from. I can make the connection with my own references.
- Yes, why I let myself be limited in my personal development in certain situations.
- Yes, I now know why some students invoke something in me (ex. irritation.) Can profile myself more, a more involved colleague.
- YES! A lot more insight in how I react and how that is seen. Why children can react really sharply on me.
- Yes. I come to less of a stand still when it comes to negative emotions.
- Yes, that I shouldn't immediately react to a bad situation, but that I should ask myself why I want to react that way and then act
- Yes, I learned where emotions come from, my bad clusters. Because of this I got to know myself better and I can handle certain situations better.
- Yes, that everything you say and do comes from a certain feeling/earlier experience and that, that influences your behavior and vision.
- Yes, the way the brain works and saving the clusters and bad clusters. Objective code and emotional code give me insight.
- Yes, I function the best if I get the chance and the time to talk to someone.
- Yes, the way I function has become much clearer. Especially when I react to a student and vice versa.
- Yes, a lot of negative emotions come from bad clusters.
- More inner peace, easier satisfied.
- More insights that I want to keep to myself.
- PMA question techniques and the way the brain works.
- Solving the problems of students through a roadmap.
- What my triggers are.
- What bad clusters block me during work.
- Definitely: PMA is a way to reduce tension.

No new insights (1 participant = 2%)

- No. I have been trying in many ways, sessions, training.

## Attachment 3 - behavioral level

### Skills training

*"Did the training have any effect on your functioning?"*

Other behavior (22 participants = 88%)

- Definitely: I am more confident and show it.
- I got calmer.
- I found a few fun ways to deal with students.
- A little: more confidence.
- Becoming calmer faster.
- I have become surer of the way I act.
- Yes, I am calmer if someone shows aggressive behavior.
- Yes, I dare to do more in the classroom.
- Yes, I learned to (physically and mentally) prevent situations.
- Yes, I look back more on a lesson, how it went.
- Yes, I'm more confident in front of the kids who for example scream loudly (and I have the same outside of school).
- Yes, I am calmer.
- Yes, I feel more confident.
- Yes, I am more confident in the classroom.
- Yes, I'm more confident even if situations might escalate.
- Yes, I can act more calmly.
- Yes, I step in more during the break between fighting students, by isolating a student and going to a calmer situation.
- I can use more skills if needed.
- More conscious of my own reaction, conscious of the need of a good posture.
- Staying calm.
- I am calmer.
- More confident in difficult situations - and I haven't experienced any since.

No other behavior (3 participants = 12%)

- No.
- No.
- Not visible yet.

### PMA coaching

*"Did the training have any effect on your functioning?"*

Other behavior (50 participants = 94%)

- I am more conscious about why I do what I do, like why certain behavior affects me extremely.
- Consciously asking questions with a goal.
- Coaching conversations with a lot more depth, not just numbers and a general way of functioning.

- That the way you react on others has to do with bad clusters, taking those away through the PMA technique. Taking away blockades that limit you.
- I know a few triggers now and I notice that I don't get tensed up anymore.
- A different way of looking at situations, starting a conversation with students in a different way.
- I use the rescue a lot.
- I feel better, no more headache, calmer.
- Insights and triggers.
- Yes, I'm more calm and understanding towards students.
- Yes, become conscious of.
- Yes, it balances me more and gives me the knowledge needed to act right in certain lesson situations.
- Yes, I regularly use the question technique.
- Yes, goal reached,
- Yes, more skills and techniques to guide students, a sense of more freedom to take steps for myself.
- Yes, it gives me more confidence and pride.
- Yes, going along with students has a positive effect.
- Yes, I'm more aware of my triggers and bad clusters and through the coaching sessions I took away the tension from the bad clusters. A better feeling in daily life.
- Yes, I get less angered in certain situations that develop (rude behavior, etc).
- Yes, I got more calm in relation to certain colleagues.
- Yes, I recognize behavior of myself and can avoid escalations so my reaction is more honest.
- Yes, I can better guide the students.
- Yes, I got more perspective and can better park things.
- Yes, I got less or didn't get triggered at all when a student shows annoying behavior so I can handle the situation better.
- Yes, I react calmly when a student reacts aggressively and know what questions to ask to find out what the reason is they react that way.
- Yes, I stay calmer in front of the classroom, more time and control in difficult situations. And less difficult situations: more insight in behavior.
- Yes, I can better react.
- Yes, I can act calmly and stay calm in tense situations. I can also look relaxed.
- Yes, more research of emotions, more openness of what can be behind it.
- Yes, more calm towards myself and students.
- Yes, more relaxed in front of a group, better question method, more understanding of what causes behavior.
- Yes, better conversations with students.
- Yes, self-reflection. Being able to let go.
- Yes, being more confident in front of the class.
- Yes, see above.
- Yes, see new insights.
- Yes, I feel better.

- Yes, calmer. I know where certain reactions come from and see that there can be more playing for a student than what you can see.
- YES! I am more in control of emotional situations.
- Yes, I can park certain situations and use the PA later to function better. Room and calm in body and mind.
- Yes, I know what my triggers are. Why I react the way I react about certain things.
- Yes, I learned how to streamline my conversation technique.
- Yes, calmer, more insight.
- I can endure more and recognize what is good and what isn't for me.
- More patience, more insight, more ways to handle aggression.
- More inner peace.
- Calmer.
- More conscious of naming feelings and physiological effects in myself and others.
- Definitely: I got more baggage.

No other behavior (3 participants = 6%)

- No
- None
- Not yet

## Attachment 4 - information about the training

The text in this attachment has been provided by the trainers/coaches that provided the training.

### About the skills training and the PMA coaching route:

**Target group:** teachers/OOP in secondary education who want to become stronger when handling aggressive behavior in students and parents.

**Work method:**

After sign up everyone gets a personal intake to decide which of the below mentioned routes fit them best. The current work situation, the experienced problems, possible former training and the effectiveness of this, and the preparedness that person has to go through the personal coaching are all taken into account.

**A. Skills training in being able to handle aggression (30 participants)**

The training is made up out of four plenary meetings of 4.5 hours (4 pm to 8.30 pm) and an intervision meeting at school.

This skills training (provided by Keuze opleidingsinstituut KOI) gives participants the skills to limit the stress reaction to aggression/ Yjos way they get more confidence and thus become calmer. From another attitude room is developed to be able to act proactively. The feeling of control causes a direct decrease of aggression in the other.

The training is built around the following parts:

- Recognizing the development of negative / unwanted behavior of others on time
- Knowing how to handle tense situations and experiencing less tension or feelings of unrest
- Getting insights into the behavioral process, including the personal (unconscious) behavior.
- Knowing how to react when aggressive behavior is shown.
- In the training the experiences between the meetings get talked about. With the results from those meetings the participants then can use what they learned.

The training is mostly focused on that conflict situations can always be solved through learned verbal skills. Realistic situations get talked about by the trainer, that are recognizable to the participants. Mirroring participants and direct confrontation and evaluation are important parts with this. Between the third and fourth meeting the participants get an intervision meeting at school.

**B. A supporting route (training and coaching) based on the PMA technique (Progressive Mental Alignment) (60 participants)**

The route is made up out of both training as personal coaching. The training has four plenary meetings of 4.5 hours (4 pm - 8.30 pm) and four individual coaching sessions.

The PMA training (provided by EduMind) offers information about how the brain works and why people behave like they behave. Aggression develops, because the person who acts aggressively

has gone through something that gets reactivated/triggered. Participants learn how they can gain knowledge by using simple question techniques to be able to react more effectively to aggression and violence at the workplace. The participants also get individual coaching..

The following content is discussed in the training:

- Information is given about how the brain works and how events are saved.
- It is explained how behavior in the present gets decided by events in the past. This way understanding develops for students/parents who show aggressive behavior and insight in the possible underlying factors.
- The participants learn how they can immediately react differently to aggressive behavior through simple question techniques. Through the gained insights and with the learned question techniques the teachers can better handle aggression on the work floor.
- In the training the experiences between the meetings get talked about. With the results from those meetings the participants then can use what they learned.

Participants also get individual training to recognize their own triggers so they can work these away partially. In the coaching session the non-effective behavioral pattern gets found and changed through the PMA method.

## **About the EQ test (16 participants):**

### **“Personal development in relation to aggression and violence.”**

In education there often isn't a lot of space for reflection on your daily functioning. During the day there always is something else with a higher priority. Your personal development as a professional is often forgotten. Who am I as a teacher? What skills in education do I enjoy and which could and do I want to develop? Aggression and violence in the classroom make those questions even more important.

The proposed route takes personal development as a starting point, and looks from that perspective at aggression and violence. The route has two phases, where I help you in the first phase to get more insight in yourself and to find out what route should follow that fits you the best. The second phase is actually participating in that route.

### **Baron EQ-i-test**

Based on 19 years of research by Dr. Reuben Baron, tested by 120.000 people worldwide the Baron EQ-i test is the first scientifically developed and validated test for emotional intelligence. The test gives insight into the possibilities of handling the demands and the pressure, including aggression and violence that we experience during our daily (work) life. The test can be used as a coaching instrument for personal development. In this route the results of the test also get used as an instrument for the development of skills to handle aggression and violence. From experience we know that the results of the test are often a huge eye opener.

### **Conversation**

Based on the Baron EQ-i test we start a conversation. I give you your results of the test, explain what they mean and talk about the relation between aggression and violence with you. That way a dialogue gets formed with the goal to further develop insights into yourself, and

connected to that, insights in how you handle aggression and violence. Of course the results of the test and the conversation are confidential.

After the conversation I ask you to write a report where you describe what the results of the test mean to you and what you would like to work on. This report forms the basis for the second conversation, a few weeks after the first. In the second conversation you have a lot of time to talk about the results of the Baron EQ-i test.

**The structure of the route step by step**

Phase 1: Finding out what your needs are

Filling in the Baron EQ-i test online

The first meeting based on the Baron EQ-i test (about 2 hours)

You write a reflection report

Second meeting (about 1 hour)

Planning the follow up route

We then come to a definitive decision for the follow up route. It's completely open and depending on your needs what this will be. It's possible this is coaching, a training to learn how to handle aggression or maybe you conclude you don't need a follow up route.

S. Flight (2015), *More firm in your shoes; Evaluation of the route Proficient and safe for preventing aggression and violence against the staff in secondary schools*, commissioned by the Ministry of the Interior and Kingdom Relations, DSP Group / Amsterdam.

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