



2014 – 2015 Compilation of Data

- SSIS Program Evaluation
- Solomon Girls Center Program & Artist in Residency Evaluations
- Ralston Parent Training Survey
- Sts. Peter and Paul School Student Evaluations
- Sts. Peter and Paul School Parent Training Evaluation
- The Bubbylonian Encounter Student Feedback
- Lincoln Pathfinder Teacher Training Evaluation
- Educator Post Program Evaluation
- 2015 Summer Series Evaluation and Feedback



2014 – 2015 SSIS Program Evaluation Results

During the 2014-2015 school year RESPECT focused on measuring the effectiveness of their middle school menu program *Choices*. This educational theatre program allows schools to select from a menu of mental health related topics (teen dating violence, bullying, body image, depression/suicide, self-injury - cutting, drugs and alcohol). Any three topics of *Choices* are combined into a single theatre production. Following the theatre portion of the program a panel of actor-educators with mental health experts (including school counselors and psychologists as available) respond to questions from the audience. (Questions are written anonymously on note cards or are taken directly from the audience.) Role-play with the students is often used within the discussion portion of the program.

Students in this evaluation were administered the Social Skills Inventory System (SSIS) within a week before and a week after participating in *Choices*. The Social Skills Improvement System (SSIS) rating scales is a tool that provides a measurement of students' social skills and problem behaviors. The scale allows professionals working with students to screen and classify specific students who may be at-risk for social skill deficits. It also provides information that can be used to create treatments for these students. Students were provided with individual identification numbers so that individual responses could be compared. Analysis was conducted by a student from the graduate program at UNO as supervised by Dr. Lisa Kelly Vance.

Analysis was completed on 127 pretest and posttest rating scales from two area middle schools. One rural and one urban school district participated. To be eligible for analysis, students must have completed enough of the rating scales for each of the standard scores (i.e., social skills and problem behaviors) and each of the subscales (e.g., internalizing, self-control) to be scored by ASSIST software. The data was combined for the analysis below but a range of 10% - 19% of individual students showed an increase in social skills and 8% -13% a decrease in problem behavior for the specific schools.

The analysis resulted in a clinically significant difference in individual student measures of self-control abilities ($p < .05$); additionally, this group of students demonstrated a significant decrease in their internalizing behaviors ($p < .10$) as noted on the SSIS. 13% of individual students demonstrated a significant increase in social skills (such as self-control, engagement and communication skills) and 11% a significant decrease in problem behaviors as reported on this self-report measure.

These results support the use of educational theatre paired with facilitated discussion and role-play for students of middle school age.



staging conversations

Solomon Girls Center

Student Evaluations-Grades 2-3

Program & Artist in Resident Sessions

Summer 2014

How often bullying happens:

69% have been “bullied”

50% have been “hit” “kicked” or “pushed”

46% have had other kids say mean things about them “a lot”

21% have had other kids say mean things about them “a little”

How bullying makes them feel:

71% say bullying makes them feel “left out”

64% say bullying makes them feel “angry”

29% say bullying makes them feel “scared”

36% say bullying makes them feel “sick”

62% say bullying makes them feel “like they want to stay home and not go to school”

What RESPECT taught them: It’s important not to be a bystander.

“Watching bullying and doing nothing to help the kid being bullied helps the bully.”

Before RESPECT 43% answered yes

After RESPECT 64% answered yes

Students Reported:

The RESPECT play taught me how to stop bullying. 100%

The RESPECT play taught me where to get help. 93%

The RESPECT play taught me how to help kids who get bullied. 93%



Solomon Girls Center

Student Evaluations-Grades 4-12

Program & Artist in Resident Sessions

Summer 2014

Students who participated in RESPECT's artist in residency were provided with questions specifically related to the RESPECT program. Students were allowed to select responses from 1-5 (i.e., 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree) to show agreement with statements in order to indicate how they felt about the performance. In response to the statement "I liked the RESPECT play that I saw today", 71 % of the respondents chose strongly agree and none of the students selected disagree or strongly disagree. 54% of students replied strongly agree and 14% replied agree to the statement "I learned new ways to help myself when I am being bullied". In response to the statement, "I learned new ways to help others when they are being bullied", 69% stated that they strongly agreed and 17% stated that they agreed. Of the students, 80% stated that they strongly agree or agreed that they learned new people or resources to go to if they need help with bullying. Additionally, 69% or 24 students stated that strongly agreed that they plan on using some of these new ways to stop bullying as soon as they can.



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Parent Training Fall 2014

Ralston Public Schools

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Rate the quality of the information/content provided. ? ? ? 8.5* ?

?

Rate the quality of the role playing techniques/teaching provided. ? 8.9* ?

?

Rate how helpful this training will be to help you interact with your own child/children about bullying. ? ? ? ? ? 8.4* ?

?

Rate the overall training session. ? ? ? ? ? ? 8.4* ?

?

*Ratings based on a scale of 1-10, 10 being the highest ?

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Additional Comments: ?

?

What was the most important thing that you learned today? ?

- Communication without fear. ?
- Process to deal with approaching the teacher. ?
- Double up on teachers and counselors to ensure help. ?
- Staying calm, asking open-ended questions. ?
- We should really listen to our kids and give them the benefit of the doubt so that we can advocate for them. ?
- Validating feelings and loving, upfront, no matter what. ?
- Never talk to someone with a phone in their hand. ?
- Listen and support. ?
- Show empathy and open minded communication. ?
- That I'm not alone. ?
- Reinforces what I have been doing right. ?
- Who to go to when having bullying issues. ?

?

?

?



Student Evaluations-Grades 2-3

Sts. Peter and Paul School

Winter 2014 - 2015

Second and Third grade students were given surveys before and after watching a RESPECT presentation. Before the students watched the play, they were given three scenarios involving themselves or others being bullied. Students were asked to write how they would react in each of the three scenarios. These responses were compared to the same students' responses to the same scenarios after the students had participated in the RESPECT program. Because individual student data was not collected for individual comparison, common themes in the groups answers were compared between before and after surveys.

For the first scenario (I am being bullied. There is a kid who calls me names every day. I feel sick. I don't want to go to school. I am going to), the majority of students replied that they would tell their teacher or an adult before they had watched the program. After the play the majority of students still responded that they would tell the teacher, and five less students stated that they would ignore the bully or tell them to stop. In the second scenario (A girl in my class is being bullied. No one ever lets her play with them at recess or sit with them at lunch. They laugh at her. She is really sad. I want to do something. I am going to), almost all of the students replied on the first evaluation that they would sit with the girl at lunch or would invite her to play with them. The students' responses were similar for the second evaluation a great majority of the students stated that they would play with or sit with the girl until she felt better.

Lastly, in the third scenario (I am being bullied. Someone keeps hitting me when no one else is looking. It makes me upset. I want to hit someone. I am going to), the students mostly said that they would not hit the bully and/or would tell an adult. After the presentation, many of the students said that they would still tell a teacher; however, several of the students also replied that they would "calm down" or "relax" and would not hit the bully.

At the end of the post-presentation evaluation, students were given 6 statements specifically about the RESPECT program, which students could reply, YES, DON'T KNOW, or NO. These responses were utilized to evaluate student perceptions of the program. For the first statement (The RESPECT program taught me new things about bullying), 78% of the students responded yes. When asked if they learned where to get help for bullying, 60% of students responded yes. 70% of the students stated yes that they learned how to help themselves when they are bullied. When asked about if the students felt they learned how to help their friend when they are bullied, the majority of students (78%) said yes. 75% of students felt that they had learned how not to be a bully and 83% said they were glad RESPECT came to their school.



Student Evaluations-Grades 4-6
Sts. Peter and Paul School
Winter 2014 - 2015

Sixty students in the 4th, 5th, and 6th grade were also given a survey to obtain their opinions of the RESPECT program and measure their knowledge on bullying. Before watching the play, the students were asked to define bullying and provide written explanations of what they would do in three provided scenarios that involved bullying of either themselves or the bullying of other students. After the play, the students were given the same four questions in addition to four more statements about the RESPECT program and one question about one element that the students will use from the presentation.

Each of the students was asked to provide their definition of bullying. The majority of the students stated that bullying meant being mean to another person by calling them names or hurting them. After the presentation, the students' remained the same, however more of the students included that bullying can also include leave kids out on purpose or intentionally trying to hurt another's feelings. The students were also presented with several scenarios. The first scenario asked the student what he or she would do if he or she felt as though friends were intentionally leaving them out of activities and told him or her that she was being too sensitive when the student tried to discuss his/her feelings. Most of the students responded that they would either confront their friends about feeling left out or if that didn't work, they would find other friends that were nicer. After the play, the answers about finding new friends was fairly consistent, however, students also responded that they would go to an adult or their teacher to ask for help. The second scenario asked the students how they would handle a situation in which they knew of a male student who was constantly teased in person and through tweets and seemed to not have any friends. Before the play, most of the students stated that they would be nice to him and would be his friend. They also stated that they would ask the bullies to stop and if it continued they would tell the teacher. After the play, the students still responded that they would be friends with the bullied student. Also, some of the students noted that they would convince this student to talk to a teacher and would print out a list of the tweets to show the school. The final scenario asked students what they would do about a group of bullies that have been around the school for a while and recently have started picking on them. The student is getting mad about the bullies and feels that no one can stop them. In response to this scenario, the student first explained that they would reach out to other friends or tell an adult about the situation. Also, many of the students stated that they would directly ask the bullies to stop and ask them how they would feel being bullied. After watching the play, the majority of the students explained that they would go immediately to a teacher or parent.

At the end of this survey, students were given four statements about the RESPECT program and were asked whether they agreed, disagreed, or were neutral to the statements. For the first statement, "I enjoyed learning with the RESPECT program through educational theatre", 73% of students agreed. 67% of the students stated that they agreed with the statement, "I learned some new things about how to help myself." When asked if they learned new things about how to help their friends, 75% of the students selected agree. Also, 75% agreed that they planned to use some of the new things they learned as soon as they could. Students also were able to provide one example of what they learned from the RESPECT program. Students responded that they learned to be nice and respect people, to tell an adult if

they see someone being bullied, and that they should stand up for people, even if the person being bullied is not their friend.



Student Evaluations-Grades 7-8
Sts. Peter and Paul School
Winter 2014 – 2015

Seventh and Eighth grade students were given surveys about their knowledge of bullying before and after experiencing a RESPECT education theatre production on the topic. Thirty-six students completed the survey before the play and 19 completed the post-play survey. For the survey, the students were asked to define bullying and were given three scenarios that asked for student responses to either themselves or others being bullied. Before and after responses were compared to determine any differences created by the program. After the theatre production, students were also asked about their opinions of the program.

When the students were asked to define bullying before watching the play, almost all of the students stated that bullying occurred when a person was purposefully mean to another person by either name calling, pushing, or hitting. After watching the RESPECT performance, the student definitions of bullying remained constant with most of the students stating bullying was when someone hurts another person either physically or verbally. The students also provided their responses to three scenarios. The first scenario required the student to determine what he or she would do if he or she felt as though friends were intentionally leaving them out of activities and told him or her that she was being too sensitive when the student tried to discuss his/her feelings. At first, the students mostly stated that they would tell their friends about their feelings and if nothing changed they would hang out with other people. Few students mentioned involving an adult. Student responses after the play were mostly the same including confronting their peers or ignoring the friends who were leaving them out. The second scenario provided to the students asked them to consider their response if they knew of a male student who was constantly teased in person and through tweets and seemed to not have any friends. Also, the teacher was not aware of him being teased and the student wanted to leave the school. Many of the students responded that they would become friends with this student and would help him either confront or ignore the bullies. A few of the students stated that they would go to a teacher or parent for help. After the program, more of the student responses included going to the student's teacher. In the final scenario, the students were asked what they would do about a group of bullies that have been around the school for a while and recently have started picking on them. The student is getting mad about the bullies and feels that no one can stop them. Both before and after the program, none of the students stated that they would fight back with the bullies. Before the play, roughly half of the students said they would tell a teacher while the other half said they would stand up for themselves by talking with the bullies. After the play, more of the responses reflected the need to inform a teacher or adult.

At the end of this survey, students were given four statements about the RESPECT program and were asked to rank their agreement with each statement by selecting a value from 1 to 5 (1= strongly disagree, 2=disagree, 3=neutral, 4=agree, 5 =strongly agree). For the first statement, "I enjoyed learning with the RESPECT program through educational theatre", 80% of students selected either agree or strongly agree while the remainder were neutral or didn't answer. 53% of the students stated that they agreed or strongly agreed with the statement, "I learned some new things about how to help myself"; one student selected that they disagreed. When asked if they learned new things about how to help their friends, 53% of the students

selected agree or strongly agree. Also, 47% agreed that they planned to use some of the new things they learned as soon as they could. Students also were able to provide one example of what they learned from the RESPECT program. Students responded that they learned to stand up for people, be nice, and to tell a teacher or tell the bullies to stop.



staging conversations 

Program Evaluation
St. Peter & Paul Parent Training
Spring 2015

On a scale of 1 - 10 (10 being highest):

- | | |
|---|-------|
| 1. Rate the overall training | 9.8* |
| 2. Rate the information and content provided | 9.8* |
| 3. Rate the process of using role-playing techniques to teach | 9.6* |
| 4. Rate the helpfulness of handling bullying in the classroom | 10.0* |
| 5. Rate the helpfulness for handling bullying with your child/ children | 9.8* |

*Average of participants ratings.

What was the most important thing that you learned today?

- How to approach situation
- How to talk to kids; depending on their age
- How to speak more calmly to my children
- The real definition of bullying

What did you like best about the training?

- Everything
- The acting
- Role play
- Allowed to ask questions

What could we do better?

- If it is in Spanish, possible for our Spanish speaking parents.
- It was great











Bubbylonian Encounter
December 2014
Student Responses

The first presentation of the Bubbylonian Encounter presented students in grades K-3 with a 50 minute presentation and facilitated conversations about preventing child sexual abuse. The goal is to prevent abuse but also to provide students who are experiencing abuse with the resources to report the abuse to safe adults in their environment. Children learn what their private body parts are and who should appropriately look at and touch these private parts of their body. Children learn who can help them, how to say “no” and how to get help. Children learn about appropriate “secrets” and how to trust their feelings about scary or worrisome feelings about a variety of inappropriate sexual abuse/grooming behaviors. They learn that abuse can be perpetrated by even familiar persons and if they experience abuse, it is never their fault (even if some aspects of the abuse are not scary or frightening to them.) Students completed an 8 item questionnaire after the program. 100% of students completed 100% of the items correctly.



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Program Evaluation
L.P.S. Pathfinder Teacher Training
Spring 2015

On a scale of 1-10 (10 being highest) participants indicated the following:

1.	Rate the overall training	100% rated at a "10"
2.	Rate the information and content provided	100% rated at a "10"
3.	Rate the process of using role-playing techniques to teach	100% rated at a "10"
4.	Rate the helpfulness of handling bullying in the classroom	100% rated at a "10"
5.	Rate the helpfulness for handling bullying with your child/children	100% rated at a "10"

What was the most important thing that you learned today?

- The various performance options for various bullying scenarios
- Stop and think
- How to divert harsh behavior, language, etc to foster empathy
- Strategies to help students, intervene with peers regarding bullying

What did you like best about the training?

- The interactivity and processing opportunities during and after performance
- Energetic and enthusiastic people
- Audience involvement
- The Actors!

What could we do better?

- Nothing. It was great!
- Nothing



Educator Post Program Evaluation Results 2014 - 2015

Educators whose students participated in RESPECT programs were asked to complete this post program evaluation. Below are the averaged results from the 85 educators who completed the surveys.

For the questions below, please circle a number based on the following scale

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

1. The teacher resource guides were helpful.	4.3
2. The student and parent take-home materials were a benefit of the program.	4.3
3. The RESPECT actor-educators were professional in all aspects of their behavior (physical presentation, timeliness, etc.)	4.9
4. The content of the script and artistic presentation was beneficial to our organization.	4.8
5. The message of the program was clear and strong.	4.9
6. Overall, the performance was a success.	4.8
7. I would recommend this program to other teachers or schools.	4.8

DURING the RESPECT program:

8. The program got the attention of my students.	4.7
9. The program maintained the attention of my students.	4.6
10. The program was sufficiently interactive and motivating for my students' developmental level.	4.6
11. The language was appropriate for my students' developmental level.	4.7
12. The program provided good information about safe pro-social relationship skills.	4.8
13. The program provided opportunities to practice safe pro-social relationships skills.	4.7
14. The large group or panel discussion was useful in processing the educational components of the play.	4.5
15. Staff and panel members were clear, well informed and interacted positively with the audience.	4.8
16. The RESPECT actor-educators were knowledgeable about the issues of abusive behavior that were depicted in the production.	4.8

After the RESPECT Program

17. My students talked about the program.	4.1
18. My students demonstrated some of the skills taught in the program.	4.0
19. I will be able to incorporate some of the program concepts or ideas into other parts of my teaching or lessons.	4.3

For the following open-ended questions educators' responses are below.

What did you like best?

- Very important that you mentioned males can be abused too!
- Interactive components were very good!
- Good use of having a teacher up there with the presenters!
- The students' attention was kept the whole time!
- Clear message!
- The fact that the message was STOP and THINK ABOUT IT!
- Allowing students to anonymously ask questions.
- Getting the students up and moving, involved, hand movements, action and meaning!
- The script was perfect.
- Language and content was up to date.
- The stuffed animals helped the kids have a super duper time!
- Role playing with the students!

What could we do better?

- I could never go wrong with more take home materials!
- More time.
- Maybe get a microphone – cannot always hear it.
- Could have been longer!
- Allow more time for small group discussions!



**Youth Social Well Being Series: Prevention & Intervention Through Theatre
Internet Safety & Cyberbullying - July 9, 2015
Evaluation Results**

Participants at RESPECT's Summer Series were asked to rate the following components of this session on a scale of 1 - 5 with 1 being "poor" and 5 being "excellent".

Presentation of Natalie The Net Nanny Educational Play 4.9

Comments:

- Great interactive learning style and informative.
- Entertaining and relevant while "secretly" educational! This would definitely impact a younger audience - Great job!
- Engaging and seems really fun for kids.
- Fun and interactive.
- Very informative new model. I like it.
- It was nice to see what the presentation would be like for kids
- Well done - presented with humor and truth.
- Entertaining and gave lots of useful tips.
- Informative and energetic.
- This should be presented to adults, parents, as well as elementary youth. Excellent info!

Panel Discussion 4.7

Comments:

- Having a variety of members is great to get a feel for different perspectives.
- All very knowledgeable in what they do.
- I felt I already knew most of the information. I did not like that Deputy Wingler kept using the word pedophile; it is very presumptuous, and more accurate language would be perpetrator. Not all perpetrators are attracted to children. It's also about power and opportunity.
- Informative and important - basic info for any adult to know.
- Panel was very diverse and brought out great discussion.
- Good mix of panelists with expertise and experience.
- It was really nice to hear from the experts; they shared things that I did not think of.
- A learning experience!
- Very open, clear and good advice.
- Great speakers on the panel who were very educated on the topics.
- Could have listed to this for a longer time frame.

Role Play Training 5.0

Comments:

- Allowed a great visual for certain scenarios.
- Relevant and thought out for good group discussion/learning. Wish there was more time for it.
- While I didn't learn any new information, they did a good job implementing each role play and having a discussion with the audience.
- Gives great ideas on ways to reframe difficult conversations.
- Great scenarios and discussion.
- Great to think through different things.
- The actors are adept at quick transitions from child to adult.
- Good ideas and information to take back with my kids.
- Good to have audience show a different perspective and great discussion after.

What could we do better?

- More sharing of specific situations the audience has experienced in our area with anonymous details of course! Also, feedback on putting bullying and target face-to-face: Is this a good idea?
- It was perfect.
- Have panel go longer - maybe extend time frame to 3 hours - lots of vital info.

What did you like best?

- The panel discussion.
- Such beneficial and useful information on tough topics.
- Role play training.
- Haley did a great job facilitating and kept the training engaging.
- It was all great!
- Interactive Nature
- Panel
- The sincerity of the actors
- I really liked the panel discussion. Got a lot of useful information from different people and backgrounds.
- Panel discussion.
- All was great.

Would you recommend this session to a friend or colleague? 4.4

(1 = Definitely Not; 5 = Definitely Yes)



**Youth Social Well Being Series: Prevention & Intervention Through Theatre
Mental Health & Peer Pressure - July 16, 2015
Evaluation Results**

Participants at RESPECT's Summer Series were asked to rate the following components of this session on a scale of 1 - 5 with 1 being "poor" and 5 being "excellent".

Presentation of Choices Educational Play 4.9

Comments:

- Very realistic and on point.
- Great job illustrating difficult issues
- Precise, informative, relatable and impactful. The actors are incredibly talented.
- Great acting, very good messages, and good examples of how to deal with stuff kids are going through.
- Sketches were excellent. I felt like the suicide portion presented only a very limited "what to look for."
- Great topics and the actors were wonderful.
- Very well done.
- Wonderful examples. Maybe give audience a couple moments to process each play in between.
- It was a little disjointed/forced at times, but generally it was well done.
- Great relevant topics.
- Very well done!
- Excellent!
- Tough but great and important topics.

Panel Discussion 4.6

Comments:

- Great panel. They delivered answers that the layperson can use which is really useful.
- Very informative, such an impressive panel.
- Good questions from discussion.
- Presenters were all well informed on topics and provided valuable discussion.
- I thought that a lot of responses were very broad. Thought that this should be moved to the end of the session.
- Really enjoyed different viewpoints in professionals.
- Wish there was a little more time for questions.
- Great discussion
- Very informative and great to have a variety in the members - mental health, educators, non profit, etc.
- Great suggestions and ideas for starting conversations with kids.

Role Play Training 4.8

Comments:

- Interesting. I enjoyed the interaction.
- Playing out these tough situations definitely makes them much more approachable.
- The best part of the session. I wish more people were confident to role play.
- She guides so well. Prompted questions.
- I liked being able to practice this.
- Excellent performances!
- Love the discussion!
- Great scenarios!

What could we do better?

- Additional resources on specific topic. Ex. today we discussed suicide so local resources and national hotlines we can utilize with students.
- Keep doing what you're doing.
- Have everybody write/make a bit of situations or scenarios they want to see and then role play with the actors.
- Maybe introduce people? Break into smaller groups for reflection if time.
- Continue this much needed program.
- Love the discussion.
- It was great.

What did you like best?

- I think the 3 parts were all super and equally important.
- Panel
- The information provided by Gay and Jermaine was most helpful to me. We are very fortunate to have this program and these inspirational people in our community and the food was fabulous!
- Panel discussion.
- I enjoyed the plays - the acting was great.
- I really enjoyed the discussions that came out of the role playing activities.
- The conversations and interaction.
- The role play training is what I liked best.
- All of it - Variety of role plays. Ability to discuss.
- Discussion of possible solutions.
- Role play training.
- Presentations
- The dialogue was helpful
- The play.

Would you recommend this session to a friend or colleague? 4.9

(1 = Definitely Not; 5 = Definitely Yes)



**Youth Social Well Being Series: Prevention & Intervention Through Theatre
Teen Dating Violence - July 23, 2015
Evaluation Results**

Participants at RESPECT's Summer Series were asked to rate the following components of this session on a scale of 1 - 5 with 1 being "poor" and 5 being "excellent".

Presentation of Cracked But Not Broken Educational Play 4.8

Comments:

- Absolutely Fantastic! I had seen it before and I still cried!
- Extremely powerful. This was the 2nd time I have seen this play and it hit me just as hard.
- Great acting. I forgot I was watching actors because it seemed so real.
- Actor-educators were OUTSTANDING!!
- Think story line and the audience could benefit from a little more focus on what a bystander can do and who to talk to.
- The play was a fantastic portrayal of a teen dating violence relationship.
- Wow!! The actors did a fantastic job - I believe all high school students need to see this.

Panel Discussion 4.5

Comments:

- Great resources. More time would have been great.
- Love them all.
- Overall positive, more focus on available resources and steps to take.
- Brought out great discussion on a tough topic.
- Great information.
- Excellent

Role Play Training 4.8

Comments:

- Lots of input from panelists which was good, but it would have been great to get more from the audience.
- Maybe have people pair up to role-play or smaller group with discussion.

What could we do better?

- Honestly, I liked the full day conference better last year. This probably includes more people, but just my opinion. It felt a little rushed.
- It would be great to follow a DV teen dating situation from “event” to reporting to target/victim protection and get a feeling for how it looks.
- Nothing - don't change a thing.
- This method really reaches people, helps them think.
- Not a thing.
- More time?
- Few more resources
- Instead of 9:00 - 11:00, go 9:00 - 12:00. Great information!

What did you like best?

- The play. Truly awesome. I love what you all do. Well researched, great inclusion of various components of IPV without overwhelming. Very realistic..
- The play was excellent - very well done and acting was excellent.
- I appreciated the 3-part program for the morning. It allowed us to really delve into the topic, expertise and suggestions for our students.
- Role playing.
- The acting was superb!
- The panel.
- All of the conversation generated.
- RESPECT Actors are awesome!
- Having three different ways of sharing the information.
- The play was fantastic for this session.
- It was all great info.
- Actor presentation and panel discussion.

Would you recommend this session to a friend or colleague? 5.0

(1 = Definitely Not; 5 = Definitely Yes)