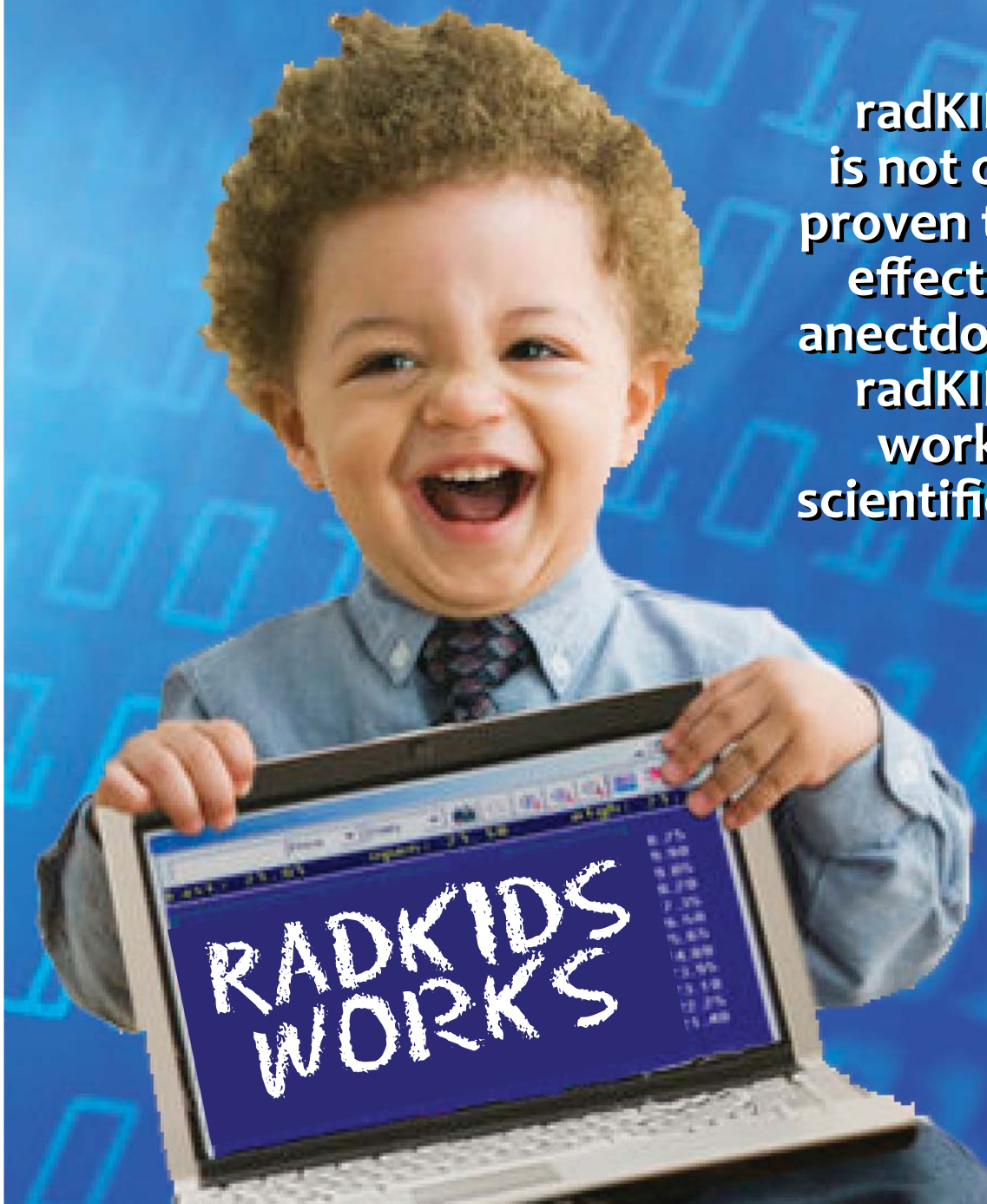


THE DATA IS IN and the Science Says

radKIDS
is not only
proven to be
effective
anecdotaly,
radKIDS
works
scientifically!



radKIDS® Works!



HISTORY: Since the beginning of the radKIDS® Personal Empowerment Safety Education program we have been asked to prove the impossible; that radKIDS® is a prevention education program that works. We all know there is no guarantee with prevention education but we also know that radKIDS® can make a difference and, in fact, has for thousands of children and families.

I remember sitting with a representative from Washington DC about 7 years ago. radKIDS® was being showcased by the Governors Safe and Drug Free School Committee in Massachusetts and the presentation went well. At least at first ☺, or until the auditor asked me for “scientific proof” that radKIDS® prevents abduction. I proudly stated that “So far we have had six children escape abduction attempts!” I then shared a couple of the details involved in the saves reinforcing the radKIDS® skills and confidence used in making the escape successful. At that point the auditor looked me right in the eye and said “That’s nice but that is *AN-ECDOTAL* evidence. What scientific proof do you have?”

Regretfully, I reverted to my defensive instinct and asked him to explain to me “When the lives of six children became *ANECDOTAL*.” Of course the rest of the meeting did not go as well as hoped but I did learn something of value; you can have the best program in the country but there are only two ways to prove it; (1) show them or (2) deliver scientific proof. So, we continued teaching and sharing with local instructors and showing success, community by

community but still *anecdotally*.

Then, with the help of a grant from the Polly Klass Foundation, we hired a professional evaluator to create a pre- and post-testing tool that would allow us to begin collecting scientific data. It was my hope that we would not get a regular pre/post task based tool. I was hoping for something that would show not only change, but some personal empowerment or resiliency skill building. At first research scientist Dr. Jana Kay Slater was reluctant but after some work we agreed on a pre/post test that satisfied the curriculum based requirements and also met the standards of credible scientific evaluation.

The tool was in place and now we had to figure out what might be the best way to utilize it. A few instructors attempted some small class testing but sad to say we did not have the resources for a holistic or large scale study so the tool sat on the shelf. Although being offered to all instructors during their initial training, pre/post testing was not required due to the lack of funding and support necessary for the project.

While on a trip to do another Instructor Training program in Utah ☺, I asked Alyson Larsen and the Provo Utah

team of instructors if they could try and use the radKIDS® pre/post testing tool in their target school. Alyson agreed and organized this process following the guidelines outlined by Dr. Slater. During the 2008 academic year they completed testing of just under 300 children. However, without the expertise to organize and analyze the data collected, it sat again but not for long.

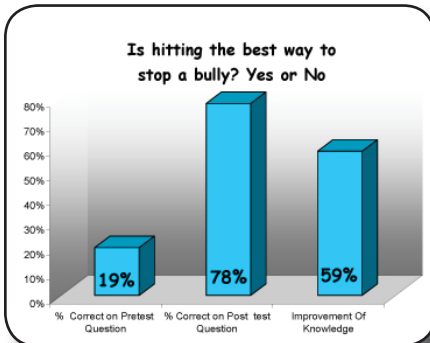
As many of you know, we have a strong alliance with Western New England College in Springfield, Massachusetts where we offer the radKIDS® Educational Model as a three-credit undergraduate course centered on breaking the cycle of violence in children’s lives. This class has been very successful and has led to other work within the college including several radKIDS® student projects.

Kelly Coakley, undergraduate accounting major at Western New England, volunteered to tackle the job of compiling the data in a way that would allow us to analyze and compare test results. Kelly worked in conjunction with Denine Northrup (Associate Professor of Psychology, Program Evaluation Specialist, and a radKIDS® instructor) who oversaw her work. *And the results are in! radKIDS® works and we can prove it “scientifically.”*

So what do we mean “radKIDS® works”?

To attempt to share this information with all in our radKIDS® family, we have put together the following information for your review. (As you review the materials that follow, please recognize the code “IOK” as Improvement Of Knowledge.) So here we go...

Bullying Prevention



Pre Test results indicated that only 19% of students stated that “hitting was not the best way to stop a bully.” Post radKIDS®, 78% of the kids knew that “hitting was not the best option.” This represents a 59% increase in improvement of knowledge (IOK). Upon completing radKIDS®, our radKIDS® have been given skills, confidence, and plans to see another way of stopping the bully.

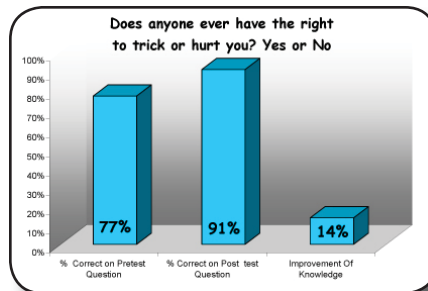
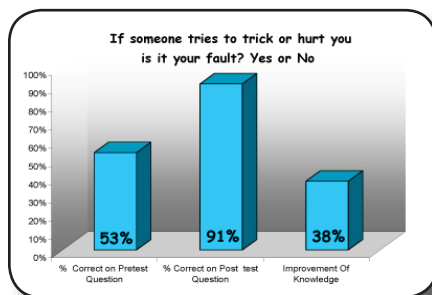
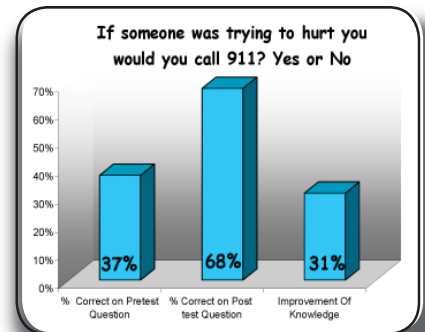
radKIDS® do not learn to fight they learn to stop someone from hurting them while at the same time learning that fighting may not be the best answer when dealing with a bully.

Self Value/Self Worth: Resiliency

Prior to radKIDS® training many children were not sure of their own self value and self worth in a world dominated by adults. How many of us have told our children, “Don’t talk to strangers!” and then followed it up with “Be polite!”? This mixed message makes it very difficult to know when to or not to be polite. It is very hard for our children to protect themselves from harm if not empowered to believe in their own self worth and value.

radKIDS® not only helps this developmental process physically by training the mind and body to work together through enhanced physical resistance skills to violence, but radKIDS® strengthens a child’s psychological well being and understanding increasing their resiliency skills needed to live and thrive in our world today.

Prior to the radKIDS® program most children (77%) knew that no one had the right to trick or hurt them but 23% did not have that core understanding. However, even with an understanding that no one has the right to hurt them, prior to radKIDS® only 37% would call 911 for help, after radKIDS® 68%; a 31% increase.



Our children should be told everyday to stay safe and to not let anyone hurt them but telling them and teaching them are two very different things. I believe this is best summarized in this section by the question, “If someone tries to trick or hurt you, is it

your fault?” Prior to radKIDS® ONLY 53 % of the children in the program said “No it is not my fault.” It is NEVER a child’s fault when someone tricks them or hurts them. But prior to the program barely half the children understood that. Post radKIDS®, 91% of the children stated “No it is not my fault.” This 38% increase in self value and self worth in

and of itself stands alone showing the value in teaching the radKIDS® curriculum and personal empowerment program.

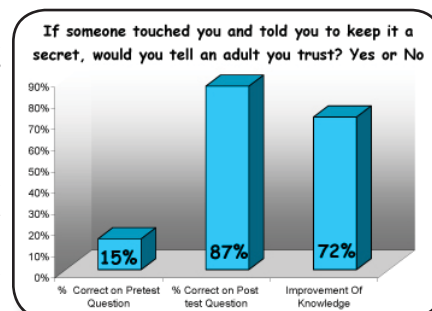
Every child has the right to know and understand that “NO ONE has the right to hurt or trick them AND that when someone does, it is not their fault” and I believe it is our responsibility to teach them. As they tell us on the front of our web site, “Don’t tell me what to do! Teach me what to do and how to do it.” That is the gift you are sharing in your community.

radKIDS® is not only a prevention model in education but more importantly, radKIDS® empowers children with long term life skills and lays the foundation of resiliency through self value, self worth and self esteem or as we like to say radKIDS® is a personally empowering safety education experience for our children.

Sexual Assault / Molestation Prevention

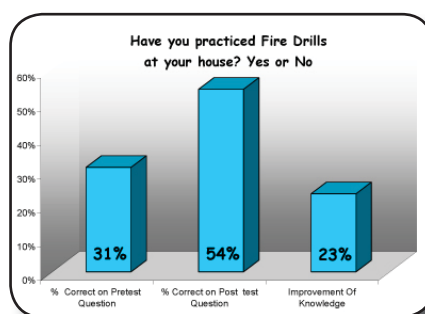
Although we all know that radKIDS® is not a stand-alone sexual assault prevention program, we know that through our educational model combined with the gift of “Sam’s Secret” we have helped thousands of children escape or break the cycle of violence in the area of sexual assault and or molestation.

Having said that, I hope that this next statistical reality would not come as a shock to any of us; prior to radKIDS® training only 15% of the children taking the class stated that they would tell if someone touched them and told them to keep it a secret. After completing radKIDS® 87% were able to say that they would tell. This is an incredible 72% improvement. Sexual assault is prob-ably the area of highest risk for potential violence in the life of a child. There is more work to be done in this area, but keep up all the great work you are doing. As you can clearly (and scientifi cally) see you are definitely making a difference in this portion of the radKIDS® program.



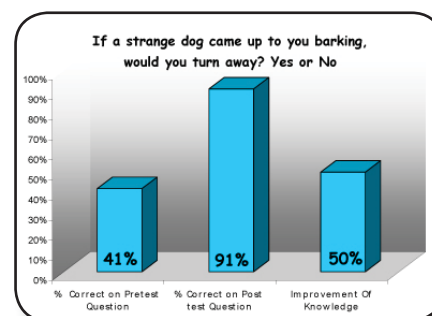
Not So Scary but Important

As we all know radKIDS® is not focused on just breaking the cycle of violence, we are also concerned with helping the child live safer in their world every day. In these two test questions, we see significant empowerment in our radKIDS® overall safety. In Fire Safety which is discussed in schools every year only 31% of the children entering radKIDS® had done a fire drill at home but with a homework assignment and encouraged parental involvement we were able to increase that possible life saving skill by 23% upon completion of the radKIDS® training. In Dog Safety only 41% of the children surveyed



prior to radKIDS® stated they would not turn and or run away from a barking dog coming up to them. Upon completion of the program 91% had a plan and stated they would not turn or run from

a barking dog. This represents a 50% improvement. It is also nice to note that we have “anecdotally” documented more than a few radKIDS® saves involving dog safety scenarios.



Conclusion

Although this is just the beginning for us in data collection it is a great start and I hope as instructors you share with me the excitement of these results. If nothing else, we hope by sharing this information with you that you will be able to use this information within your communities to enhance your program or jump start them if needed. Who knows it may even help you with possible local grants and funding opportunities which can be very valuable in our current economic times.

Instructor Challenge

I am also hopeful that you will help us and your local programs by including the pre/post testing process in your radKIDS® programs in 2009. All you need to do is email me here at radKIDS® HQ (steve@radKIDS.org) and we will email you the materials to begin in your next program.

Upon completion of the testing materials all you will need to do is return them to us here at radKIDS® headquarters and with our continued support from Western New England College we will process the

data for you and include them in our next study. In this way our unified data can be used by all our instructors nationwide to facilitate support for your programs locally and because it is the right thing to do. So we look forward to your requests for the pre/post testing materials and of course we thank you for your continued efforts sharing radKIDS® in your community.

As we enter 2009 isn't it nice to know that we know longer have to answer the question, “What is the

proof that this program works?.” With this “scientific” information, we can now say, “Here are some of of the things that the children have learned in radKIDS® and oh yea so far we have had 53 children escape abduction attempts in their communities around the country and thousands of children escape sexual assault, molestation, child abuse and bullying violence in their schools.”

Maybe
we should just simply say,
“radKIDS® WORKS!”