

Instructor report of stakeholder perspectives on child outcomes for the *radKIDS*® Personal Empowerment Safety Education Program

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Introduction

The *radKIDS*® **Personal Empowerment and Safety Education Program** is a universal, community-based program developed in response to national recommendations for protecting children from violence and victimization. *radKIDS*® uses activity-based skill training based on accelerated learning principals and strategies to help children develop: 1) personal safety boundaries; 2) critical thinking skills for responding to threats of danger; 3) age-appropriate coping strategies for dealing with current and past victimization; 4) self-assertiveness and physical skills for self-defense; 5) communication skills for reporting incidents to parents/adults; and, 5) growing child self-worth—the program’s cornerstone for personal safety and healthy development.

For over 18 years, *radKIDS*® has been conducting behaviorally based bullying and violence prevention in schools and communities. The program has trained over 6,000 instructors and taught over 300,000 children in preschools and elementary schools.

In *radKIDS*®, elementary school children develop individual safety plans within a comprehensive menu of daily living environments and situations. These personalized safety plans and the simulation techniques used in the program engage children directly in the processes of preventing, resisting, and avoiding bullying, violence, and abuse.

radKIDS® involves a minimum of 10 hours of interactive group classroom training sessions that use a combination of instruction, discussion, and behavioral skill training drills. The curriculum provides:

- 1) an introduction to the program: program rules and philosophy, identifying safety and danger, safety zones, safety pre-planning/rehearsal, and an introduction to communicating with trusted adults;
- 2) school safety: environmental scans and identifying/resisting bullying in different school contexts (classroom, hallway, playground, cafeteria, halls and bathrooms), and communication with adults;
- 3) home safety: family password, telephone and door answering safety, internet and cyber bullying safety, home fire and escape plans, injury prevention, and gun safety;
- 4) out and about safety: tricksters, escape routes, dialing 911 to report danger, environmental scans and transport safety strategies for walking, biking, bussing, and car travel;
- 5) sexual assault prevention: personal touch, personal space safety, “Sam’s Secret” book;
- 6) abduction resistance: safe routes, identifying unsafe requests/situations, and avoidance and resistance techniques; and
- 7) celebration: a review and celebration session for students.

radKIDS® instructors, who provide the group-based learning activities with children, receive a 40 hour in-person training certification and licensing program. Instructors are typically classroom teachers, school counselors, physical education teachers, health teachers, law enforcement officers assigned to work with schools, community-based professionals, and concerned and interested school parents.

This report shares the results of an evaluation conducted with trained and experienced *radKIDS*® instructors. The study intended to identify their perceptions of the effectiveness of the program, and to gather their formative suggestions for curriculum and training improvements. A research team at Oregon Research Institute developed and assessed an online survey with 142 instructors located in 26 states in 2018. The purpose of the survey was to: 1) gather feedback from instructors on their perceptions of the effectiveness of various program components including aspects of the program that could be improved, and 2) identify the features of the program that stakeholders (e.g. school administrators, classroom teachers, students, parents, and community members) have described as most important to them including their suggestions for improving the program and/or its delivery. By drawing on the views and experiences of *radKIDS*® instructors, this evaluation sought to leverage their program expertise in developing a clearer systems framework and theoretical model for the program and in guiding next steps in program development and dissemination activity.

Methods

We created a semi-closed-ended online survey to capture both quantitative and qualitative information from *radKIDS*® instructors on program impacts and areas recommended for improvement. The 58 item survey included 8 demographic questions on the professional background of instructors, the US state in which they taught *radKIDS*®, how long they had taught the program, the numbers of groups and children they had instructed, the ages of children taught, and instructor educational background and sex. The survey also included 36-items designed to ascertain what children effectively learned in the *radKIDS*® program (e.g., identifying bullying behavior) with a 5-point response option (1 = strongly disagree, 5 = strongly agree), and 14-items pertaining to *radKIDS*® training and instructor support (e.g., training provided enough time for skill practice for you to feel able to begin teaching the program to students.) with a 5-point response option (1 = strongly disagree, 5 = strongly agree). Other questions on the survey included items on instructor satisfaction with training and program materials (1 = strongly disagree, 5 = strongly agree), their estimate of the percentage of children they taught who had experienced some form of violence, bullying or victimization prior to receiving the program, and the level of support instructors had experienced within the school setting for delivering the program. The survey also included six open ended questions on: 1) what aspects of *radKIDS*® instructors had personally observed to have the most impact on children's development, 2) how *radKIDS*® *Instructor Training and Certification* could better prepare and support instructors and be improved for delivering the program, 3) the aspects of the program that had been described as most important for child personal, social, and emotional development by the 5 aforementioned stakeholder groups, 4) the recommendations stakeholders had described as most important for improving *radKIDS*®, 5) how media could be used to improve the program, and 6) how the program could be more broadly disseminated to schools and communities nationally.

The online surveys were distributed by email through Qualtrics over two-week intervals to two groups of active instructors identified long term or currently active by the *radKIDS*® Executive Director. The two distributions occurred during the summer and fall of 2018. In all, 330 instructors received the survey and 132 responded to questionnaires over the two, two-week periods (a 40% response rate).

Results

Participants

The majority of survey respondents were female, but represented diverse backgrounds (Table 1). The largest proportion of instructors were parents (26%), followed by law enforcement personnel (23%), other backgrounds (14%) that included martial artists, social workers, community health workers, principals, community coordinators, afterschool program staff, and grandparents, Physical Education teachers (12%), and school counselors (8%). Forty-two percentage of the instructors who completed the survey reported they had taught the *radKIDS*® program for 5 years or more, while 48% indicated they had taught the program between 1 to 5 years. Over half of the instructors indicated they had taught 15 or more classes of students in the program, and 55% indicated they had taught 300 or more children in the program. All together, the respondents represented a longevity and experience in implementing the program, which was important for providing adequate expertise and valid feedback on the survey questions posed in the evaluation.

	N	%
Sex		
Male	29	20%
Female	119	80%
Instructor background		
Parent	35	24%
Law enforcement	34	23%
Other	24	16%
Physical Education teacher	16	11%
School counselor	12	8%
Regular education teacher	7	5%
Teaching assistant	7	5%
Community Professional	7	5%
Early childhood education teacher	6	4%
Education		
High School Degree	8	5%
Some College	20	14%
2 year associate degree	15	10%
4 year college degree	58	39%
Master's degree	42	28%
Doctorate degree	5	3%
How long teaching radKIDS?		
<1 year	13	9%
1 - <3 years	33	22%
3 - <5 years	39	26%
5 - <7 years	28	19%
7 - < 9 years	10	7%
≥ 9 years	25	20%
How many children's groups taught?		
1 - 3 groups/classes	17	12%
4 - 6 groups/classes	18	12%
7 - 9 groups/classes	12	8%
10 - 12 groups/classes	11	8%
12 - 14 groups/classes	14	10%
≥15 groups/classes	74	51%
How many children taught over time?		
< 50	13	9%
50-99	18	12%
100-199	26	18%
200 - 299	12	8%
300 - 399	17	12%
≥ 400	62	42%
Ages of children taught		
Preschoolers	26	20%
5-7 year olds	108	82%
8-12 year olds	117	89%

Respondents to the survey were broadly dispersed geographically in the nation (Table 2). Instructors who completed the survey reported residence among 26 states distributed across the US. The largest proportion resided in Utah (30%), Texas (13%), Florida and Georgia (12% each), and Massachusetts (7%).

Table 2. State Residential Locations of Respondents

State of Residence	N	%
Alabama	1	1%
Alaska	1	1%
Arizona	1	1%
California	4	3%
Florida	17	12%
Georgia	17	12%
Idaho	1	1%
Illinois	4	3%
Indiana	1	1%
Maine	2	1%
Massachusetts	11	7%
Michigan	1	1%
Minnesota	1	1%
Missouri	1	1%
Nevada	3	2%
New Jersey	1	1%
New Mexico	1	1%
North Carolina	1	1%
Ohio	3	2%
Pennsylvania	1	1%
Rhode Island	1	1%
South Carolina	6	5%
Tennessee	2	1%
Texas	19	13%
Utah	45	30%
Washington	2	1%
*Missing	1	1%

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Instructor rating of effective program components

A key goal in this evaluation was determining instructor’s perception of the effective components of the program. We asked instructors to rate 26 statements presenting child safety learning objectives in *radKIDS*® using a five-point scale from Strongly Agree (1) to Strongly Disagree (5). Table 3 presents the total percentage of responses by category and the mean score for each item. The highest rated items are related to the primary goals of *radKIDS*®. For example, instructors reported a mean score of 4.8 on children learning to “identify unwanted touching,” developing “effective skills to ask for help/protection when needed,” and learning to “make decisions based on safety concerns.” The program was also rated very highly in teaching children how to “recognize and resist abductions” and “be safe when out and about in the community.” Responses confirmed that the program was positively impacting students in intended areas of growth and development. The lowest scoring item was children learning to

“resist or avoid bullying as a bystander.” This is a component of the program that is currently being developed and, therefore, is expected to reflect a lower score.

Table 3. Instructor Rating of What Children Learn Effectively in the Program

Question Items	Strongly Disagree (%)	Slightly Disagree (%)	Neither Agree or Disagree (%)	Slightly Agree (%)	Strongly Agree (%)	Mean
radKIDS instructional variables						
1. identify unwanted touching	1	--	2	6	90	4.84
2. develop effective skills to ask for help/ protection when needed	1	--	2	15	82	4.76
3. recognize and resist abductions	1	--	2	15	82	4.76
4. make decisions based on safety concerns	1	--	1	18	80	4.75
5. resist or stop unwanted touching	1	--	2	17	79	4.73
6. be safe when out and about in the community	1	1	1	20	77	4.72
7. understand and resist tricky behavior	1	--	3	17	79	4.72
8. identify bullying behavior	1	2	1	16	79	4.69
9. recognize and use family, school, and community resources for safety	1	1	3	21	75	4.69
10. use the 3 radKIDS rules in their daily lives	1	--	4	19	76	4.67
11. be safe at home	1	--	4	21	74	4.67
12. resist physical victimization from adults	1	--	5	20	74	4.65
13. wear seat belts and bike helmets during transport	1	1	4	19	74	4.65
14. avoid physical victimization by adults	1	--	6	18	74	4.64
15. prevent home injuries for themselves	1	--	4	25	71	4.63
16. resist physical victimization from peers	1	--	4	25	69	4.61
17. resist bullying others	1	.7	4	26	69	4.60
18. recognize and avoid risky community situations	1	1	4	24	69	4.60
19. avoid physical victimization by peers	1	--	4	27	67	4.59
20. develop personal safety goals and plans	1	--	4	28	66	4.58
21. resist or stop bullying by others	1	--	4	30	65	4.56
22. use safety behaviors at home	1	--	7	25	67	4.56
23. resist or stop bullying as a bystander...	2	2	11	34	51	4.29

Instructor rating of program training, materials, and supports

The program was viewed positively for curriculum content (Table 4). Instructors rated highest the clear development of learning components used for instruction in the program. The lowest rated program elements included the lack of involvement of school administrators and staff in reinforcing program learning. Instructor ratings also indicated a need for more time dedicated for skill acquisition in their training as opposed to seat time. This included more adequate training and support in knowing how to work effectively with parents, cover all material in the intended time frame, and garner reinforcement for the program from school administrators and staff.

Table 4. Instructor Rating of Training, Program Materials and Supports

Questionnaire Items	Strongly Disagree (%)	Slightly Disagree (%)	Neither Agree or Disagree (%)	Slightly Agree (%)	Strongly Agree (%)	Mean
1. Learning components for students were clearly developed for instructional purposes	0	0	3.9	21.1	75	4.7
2. Lesson syllabi provided in your certification training were easy to understand and use	0	1.6	3.9	26.6	68	4.6
3. You felt you had adequate instructional support from the organization to be successful in delivering the program	0	5.5	6.3	18.1	70.1	4.5
4. Videos to help instructors lead physical skill training and drills on the fly were helpful and of sufficient quality	0	2.4	7.1	27.6	63	4.5
5. The <i>radKIDS</i> ® manual was organized clearly for you to follow and use for facilitating the program with students	0	4.7	6.3	24.2	64.8	4.5
6. Videos were easy for you to access and use	0.8	2.4	8.7	23.6	64.6	4.5
7. Materials for families were effective in engaging them in their child's safety learning and development	0	6.3	9.4	22.7	61.7	4.4
8. Homework exercises for students were well developed and useful to children in reinforcing lesson content	0	3.1	14.8	25	57	4.4
9. You were comfortable in managing logistics for implementing the program in the school	0	4.7	14.8	25.8	54.7	4.3
10. Training provided enough time for skill practice for you to feel able to begin teaching the program to students	3.9	7.8	2.3	35.2	50.8	4.2
11. Adequate resources were available to help respond to behavioral or abuse needs of students if issues arose	0	4.7	18	28.9	48.4	4.2
12. You had adequate training and support to work with parents	1.6	7.9	12.6	28.3	49.6	4.2
13. You were able to cover all intended program content with students within suggested time frames from training	3.1	10.2	6.3	37.5	43	4.1
14. School administrators and staff knew how to properly reinforce <i>radKIDS</i> ® rules and practices in the school	3.1	13.3	19.5	32.8	31.3	3.8

Aspects of radKIDS® observed to most positively impact child development

A core goal in the survey was to ascertain the aspects of the program instructors had “personally observed to have the most positive impact on children’s development.” This was an open-ended question and responses were analyzed and coded into 12 child development impacts:

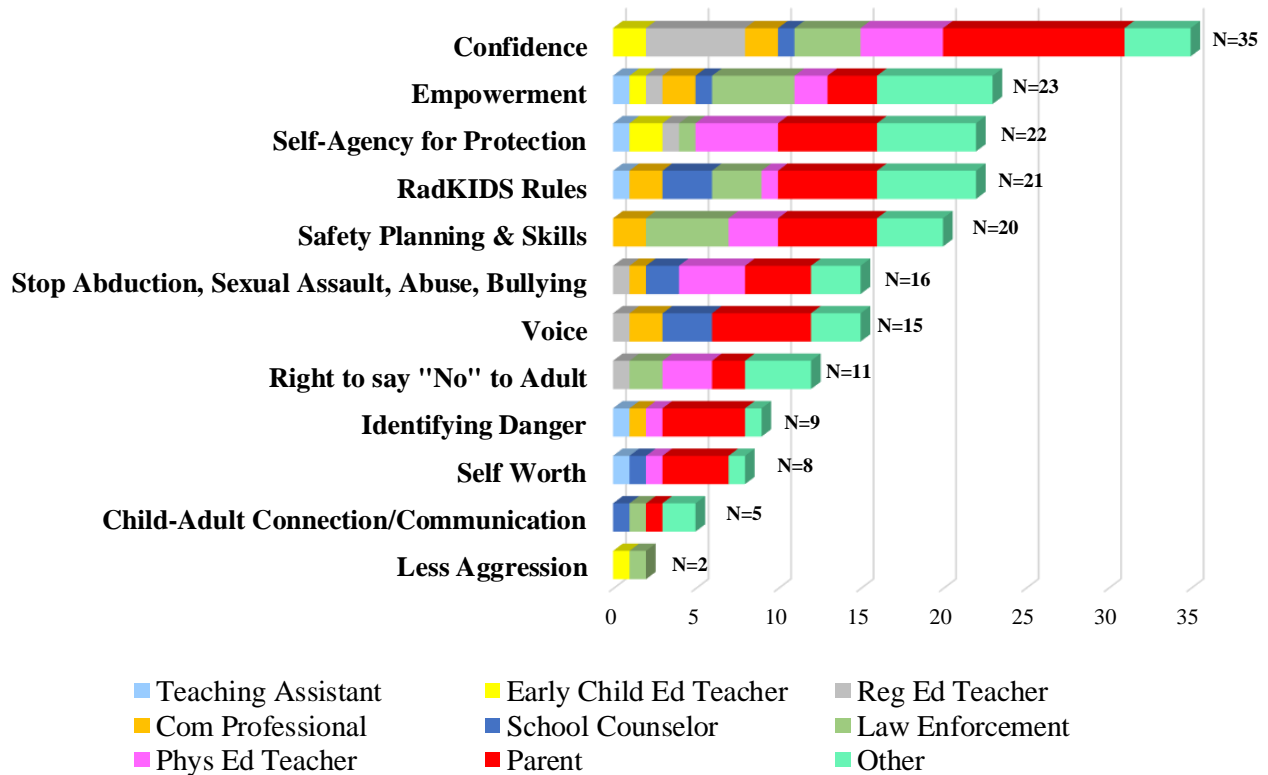
- 1) Confidence: growth in student confidence in themselves generally and, specifically, in relationship to taking care of themselves and protecting themselves from harm;
- 2) Empowerment: growth in understanding to take personal responsibility for themselves;
- 3) Self-agency for protection: increase in assuming locus of control for their own safety planning and behaviors instead of relying on adults;
- 4) *radKIDS®* rules: the three *radKIDS®* rules were considered a core aspect of the program in giving children a rubric for interpersonal safety: 1) no one has the right to hurt me because I am special, 2) I do not have the right to hurt anyone, including myself, except for protection, and 3) it’s not my fault, so I can keep getting help until someone listens;
- 5) Safety planning and skills: development of safety planning in response to their individual context and related observation, critical thinking, and physical skills training;
- 6) Victimization prevention: stopping abduction, sexual assault, adult abuse, and bullying in children’s lives;
- 7) Voice: learning to be loud verbally and physically, but also learning to assert themselves to be safe;
- 8) Right to say “No” to adults: understanding that they have full permission to reject adult overtures that are inappropriate for them as children and harmful or uncomfortable as a person;
- 9) Identifying danger: growth in ability to scan environments and people for danger;
- 10) Self-worth: growth in realizing they are each special and the most important person in their life and no one has the right to hurt them;
- 11) Child-adult connection and communication: introducing positive adult relationships into children’s lives and developing communication with trusted adults; and
- 12) Less aggression: reducing child fighting and aggression, as well as creating stronger order in the classroom.

We calculated the frequency of responses for each of the 12 positive program impacts and ordered each of them by background categories of instructors (Figure 1). Each of the constructs identified by instructors support the instructional goals of *radKIDS®* and confirm the intended

impacts of the program on children’s development. Growth in child confidence was reported the most frequently (n=35) and was noted by all instructor types, except teaching assistants. The program’s empowerment of children, facilitation of children’s self-agency for personal safety, effectiveness of the three *radKIDS*® rules in helping children frame their own and others’ behaviors for their own safety, and the safety planning and skills children learned in the program were also strongly identified as features of the program most positively impacting child development.

The least frequently mentioned item, but still identified, was the reduction of aggressive behavior and creating more order in the classroom. Instructor written comments on this question are shown in Appendix B.

Figure 1. Aspects of radKIDS Program Instructors Identified Most Positively Impacting Children’s Development



Aspects of radKIDS® most important to other stakeholders

The evaluation sought to take advantage of the direct contact instructors have with key stakeholders in the program to assess their perspective on the benefits of the program to children. The survey asked the open-ended question of instructors “*What aspects of radKIDS®, if any, have been described as most important for child personal, social, and emotional development?*” for school administrators, teachers, students, parents and the community. Table 5 presents the aspects of the program attributed to stakeholder groups. More instructors responded with comments for parents (N=90) and students (N=89) than other groups. However, many instructors provided multiple values for each stakeholder group; for instance, instructors attributed 101 counted program features deemed most important by school administrators compared to 64 for the community. Also, some instructors taught in community settings and not in schools so they could not provide insights into school administrator or teacher perceptions of program benefits for students. These instructors, though, sometimes had more interaction with parents and also received feedback from both parents and the community about the need for *radKIDS®* to be taught in the schools so all children in the community would receive the program (see instructor comments in Appendix C).

School administrators were described as particularly concerned about school safety, clear communication on safety issues, and a safe school culture (25%), bullying prevention (23%), and child safety (17%). Responses indicated that teachers also were primarily interested in the program’s promotion of school safety, but most importantly around bullying prevention (33%); concern for child safety was also high (20%). Unlike responses for other stakeholder groups, the most salient feature of *radKIDS®* for students was their enjoyment of the program—the content, the learning processes, and the personal outcomes. In terms of their personal, social, and emotional benefits, instructors felt students mostly valued the self-confidence, empowerment, and self-worth they gained from the program (40%). Learning how to be safe (18%), the physical skills and drills on the fly (14%), and acquiring the safety skills that applied to their own individual life (14%) were the attributes of the program that instructors felt resonated the strongest for students. Parents expressed considerable support for the program, particularly in its focus on child safety. More than any other group, however, instructors described parents as particularly interested in the program’s focus on equipping children to learn their own safety skills (22%) so they would not be reliant on parents or other adults to protect them from harm. According to instructors, the most important aspect of *radKIDS®* for community members was making the community safer, helping to prevent crime in the long-run with this investment in children, and reducing victimization (28%). Improving child safety in the community was also deemed very important (20%).

Table 5. Aspects of radKIDS® Most Important to Stakeholders for Children in the Program

Coded Items	School Administrators (N=77)	School Teachers (N= 72)	Students (N=89)	Parents (N=90)	Community (N=73)
Bullying	23 (23%)	23 (33%)	5 (6%)	7 (8%)	4 (6%)
Child Safety	17 (17%)	14 (20%)	16 (18%)	19 (20%)	12 (19%)
Behavior Management	5 (5%)	8 (11%)	--	--	4 (6%)
Child self-confidence, self-worth, empowerment	9 (9%)	10 (14%)	36 (40%)	9 (10%)	4 (6%)
School safety, communication & culture	25 (25%)	11 (16%)	--	--	3 (5%)
Sexual abuse prevention	3 (4%)	3 (4%)	--	6 (7%)	5 (8%)
Abduction prevention	1 (1%)	1 (1%)	--	5 (6%)	4 (6%)
School PR & requirements	4 (4%)	--	--	--	--
Physical Skills/Drills on the fly	4 (4%)	--	13 (14%)	15 (17%)	--
Children learn their own safety skills/contexts	10 (10%)	--	13 (14%)	20 (22%)	6 (9%)
Children had fun	--	--	7 (8%)	2 (2%)	--
Family manual, relationships, communication	--	--	--	10 (11%)	--
Safer communities/crime prevention/less victimization	--	--	--	--	18 (28%)
Support & involvement with children	--	--	--	--	4 (6%)
TOTALS	101	70	90	93	64

Aspects of radKIDS® needing change according to stakeholders

In a follow-up question to the one described above, we asked instructors “*What aspects of radKIDS® have program stakeholders described to you as most important for additions to the program, enhancements, or areas of improvement?*” For school administrators and teachers, the most frequently suggested improvement was to somehow teach the program more quickly or fit the program better into existing schedules (25% and 29% respectively; Table 6). Teachers had also mentioned more content on bullying prevention and more opportunities for them to be trained in the program, even with an abbreviated training so they were better able to support the curriculum being taught by instructors. Students had consistently mentioned wanting more of the program generally, but also they wanted more time devoted to drills and the active simulations in the program. In fact, 65% of the changes recommended by students focused on more activity in the program. Parents expressed the desire to see the program taught more often and to train up more instructors to be able to expand program offerings (29%). This same desire was consistently mentioned by community members. Almost half of the improvement recommendations by the community were focused on more opportunities for program delivery with more trained instructors (46%). Multiple stakeholders had suggested updating the curriculum with more training on social media safety training and adding curriculum on active shooters in the schools, which are currently being further developed.

Table 6. Stakeholder Recommended Improvements for radKIDS®

Coded Responses	School Administrators	School Teachers	Students	Parents	Community
	N=19	N=20	N=35	N=28	N=22
Teach program more, more instructors	2 (8%)	2 (8%)	5 (14%)	9 (29%)	12 (46%)
More on bullying & different types of bullying	2 (8%)	4 (17%)	1 (3%)	2 (6%)	--
More PR & information about the program to school/community	1 (4%)	1 (4%)	--	1 (3%)	2 (8%)
Implement radKIDS® in the schools, make part of curriculum	--	2 (8%)	--	2 (6%)	2 (8%)
Update curriculum on internet, phones, texting	3 (13%)	2 (8%)	1 (3%)	5 (16%)	1 (4%)
Less talking, more activity, simulation drills, physical skills	2 (8%)	--	24 (65%)	2 (6%)	--
Less time in instructor training	2 (8%)	--	--	--	--
Add curriculum on active shooter	2 (8%)	2 (8%)	1 (3%)	1 (3%)	1 (4%)
Make the program last longer	1 (4%)	--	3 (8%)	2 (6%)	--
Teach program more quickly, fit scheduling	6 (25%)	7 (29%)	--	--	--
Provide training for school admin & teachers that is < 40 hours	1 (4%)	4 (17%)	--	--	--
Find ways to support program costs in schools/communities	1 (4%)	--	--	--	3 (12%)
Provide more time for kids to talk out situations	--	--	2 (5%)	--	--
Make family manual simpler, quicker to read, engage parents	1 (4%)	--	--	4 (13%)	--
Make radKIDS® available/required for all students	--	--	--	3 (10%)	5 (19%)
TOTALS	24	24	37	31	26

Aspects of radKIDS® recommended for change by instructor

This evaluation also posed the formative question to instructors: “*What aspects of radKIDS® do you personally believe need improvement?*” Comments by instructors were coded into categories and rank ordered by frequency and percentages among all responses (Table 7). The greatest percentage of responses (19%) involved improvements to training. These suggestions included more trained simulators to help with graduation skill testing with students, refresher courses for instructors, more time in training devoted to preparing instructors for program delivery, less time devoted to in-person training, and more trained instructors. A large percentage of instructors (14%) felt no program changes were needed. The remaining comments focused on updating the curriculum and materials to respond to evolving social safety issues for children in schools and communities, such as more active shooter safety training in schools, updates to current gun safety training, and more age appropriate curriculum for older students (who get bored with some content and also requested more time for in-depth discussion).

Table 7. Instructor Recommendations for Program Improvement

Coded Items	Ranked Order Counts and # of Responses by Item	
	N	%
Training improvements: more simulators, refreshers, better preparation to instruct program, less time, more trained instructors	11	19%
No improvements needed	8	14%
Incorporate more training on active shooter/gun safety	4	7%
More age appropriate material and instructional practices for older students, including more nuanced gender support	4	7%
Evolve program for changing (increased use of technology, social media, internet safety, vaping, etc.) & difficult issues (self-regulation, drugs & alcohol, discrimination)	4	7%
Better pacing & organization; sharpen focus on central components	3	5
Blocking & other exercises need tweaking to be more effective	3	5%
Update program materials: coloring book, activity book, parent book	3	5%
Permanent flip charts for instruction and ability to purchase more instructional materials	2	4%
Improve use of multi-media: Session videos for students to follow along in class, short parent videos; use social media platforms to convey message and send safety updates	2	4%
Communication and support from <i>radKIDS</i> ® headquarters	2	4%
Qualified instructors capable of supporting emotional needs of students	2	4%
More on physical self defense	2	4%
Advanced skills to stop victimization/bullying; run/block/tell is not appropriate for all communities or situations	2	4%
More information to help public understanding of the program	2	4%
Reinforcement of program to support student retention of knowledge & skills	1	2%
Allow non-instructors to assist with large groups	1	2%
Understanding and responding to school requirements	1	2%
TOTAL	57	

Program dissemination recommendations

At the conclusion of the questionnaire instructors were asked to provide suggestions on their recommendations for broader national dissemination of *radKIDS*®. Their responses fit under five key recommendations for the program listed below. Reducing training time was the most consistent response, including the recommendation to rely more on technology to replace in-person time. Additionally, instructors saw the need to increase the capacity of the *radKIDS*® organization to expand training opportunities for more instructors and to provide more on-going supports to instructors in the field. A third recommendation was to develop capacity within *radKIDS*® to engage local representatives of the program more strongly in the process of community information sharing about the program. Fourth, many instructors described the need for more community level information about the program to boost awareness of *radKIDS*®. Finally, many instructors in community settings, including parent instructors, expressed the

opinion that *radKIDS*® should be in the schools so all community children could benefit from the program. Relatedly, many instructors working in schools felt that *radKIDS*® needed to be integrated into the regular curriculum in elementary school education.

1. Revise training approach (e.g. training via technology vs. in person) or shorten the time required;
2. The national team needs to be expanded to train and support more instructors;
3. Develop a system with representatives that can better share information on the program with communities;
4. Develop greater awareness of the program; and
5. Integrate *radKIDS*® into the core curriculum of schools.

APPENDICES

Appendix A: *radKIDS*® Instructor Survey

Date: _____

Thank you for your help! This brief questionnaire is designed to help us evaluate the effectiveness of the *radKIDS*® training and child development curriculum and to identify ways we can best improve the program. Please answer the questions as honestly and accurately as you can as this will give us the best information to improve our program. All answers will be kept anonymous and will be scored and analyzed aggregately to keep each instructor's responses confidential.

I. This first section asks a few questions about you.

1. What was your background at the time you were trained to facilitate the *radKIDS*® program? (select one answer below)
 - a. Special Education teacher
 - b. Regular education teacher
 - c. Early child education teacher
 - d. Teaching assistant
 - e. Community professional
 - f. Law enforcement professional
 - g. School counselor
 - h. School physical education teacher
 - i. Parent
 - j. Other (please describe): _____
2. How long have you taught *radKIDS*®? (select one answer below)
 - a. Less than 1 year
 - b. 1 year to less than 3 years
 - c. 3 years to less than 5 years
 - d. 5 years to less than 7 years
 - e. 7 years to less than 9 years
 - f. 9 or more years
3. About how many *radKIDS*® groups have you taught?
 - a. 1 to 3 groups/classes
 - b. 4 to 6 groups/classes
 - c. 7 to 9 groups/classes
 - d. 10 to 12 groups/classes
 - e. 12 to 14 groups/classes
 - f. 15 or more groups/classes
4. About how many children have you taught in *radKIDS*® over time?
 - a. Less than 50 children
 - b. 50 to 99 children
 - c. 100 to 199 children
 - d. 200 to 299 children
 - e. 300 to 399 children
 - f. 400 or more children
5. What ages of children have you taught in the *radKIDS*® program? (select all that apply)
 - a. Preschool
 - b. 5-7 year olds
 - c. 8-12 year olds
 - d. Other (please describe): _____
6. In what states have you taught the *radKIDS*® program? _____
7. Please describe the highest level of education you have received (select one answer below)
 - a. Less than a high school degree/GED
 - b. High school GED/Certificate of Completion
 - c. High School Degree
 - d. Some College
 - e. 2 year Associate Degree
 - f. 4 year College Degree
 - g. Master's Degree
 - h. Doctorate Degree

8. What is your sex? (please circle the correct response)
 a. Male b. Female

II. This section asks you a few questions about what children learned in the *radKIDS*® program you taught.

9. Please indicate how much you agree or disagree with the following statements. (Please select one of the numbers on the scale 1-5 for each item below).

	Strongly Agree	Slightly Agree	Neither Agree or Disagree	Slightly Disagree	Strongly Disagree
In the <i>radKIDS</i>® program, children learned to effectively ...					
a. <u>identify</u> bullying behavior	1	2	3	4	5
b. <u>resist</u> bullying others.....	1	2	3	4	5
c. <u>resist or stop</u> bullying by others	1	2	3	4	5
d. <u>resist or stop</u> bullying as a bystander.....	1	2	3	4	5
e. make decisions based on safety concerns	1	2	3	4	5
f. <u>identify</u> unwanted touching	1	2	3	4	5
g. <u>resist or stop</u> unwanted touching	1	2	3	4	5
h. <u>avoid</u> physical victimization by other children	1	2	3	4	5
i. <u>avoid</u> physical victimization by adults	1	2	3	4	5
j. <u>resist</u> physical victimization from children	1	2	3	4	5
k. <u>resist</u> physical victimization from adults	1	2	3	4	5
l. accurately assess their own personal boundaries, safety feelings, interests, values, and abilities	1	2	3	4	5
m. develop effective skills to ask for help/ protection when needed	1	2	3	4	5
n. regulate their emotions to handle stress	1	2	3	4	5
o. maintain a well-grounded sense of self-confidence	1	2	3	4	5
p. understand and resist trickery behavior	1	2	3	4	5
q. control their impulses for aggression	1	2	3	4	5
r. develop personal safety goals and plans	1	2	3	4	5
s. make decisions on standards of conduct	1	2	3	4	5
t. express their emotions constructively	1	2	3	4	5
u. be safe when out and about in the community.....	1	2	3	4	5
v. take the perspective of and empathizing with others	1	2	3	4	5
w. recognize and use family, school, and community resources for safety	1	2	3	4	5
x. recognize and avoid risky community situations.....	1	2	3	4	5
y. recognize and resist abductions	1	2	3	4	5
z. maintain healthy relationships with others	1	2	3	4	5
aa. prevent, manage, and resolve interpersonal conflict	1	2	3	4	5
bb. use safety behaviors at home	1	2	3	4	5
cc. prevent home injuries for themselves	1	2	3	4	5
dd. wear seat belts and bike helmets during transport	1	2	3	4	5
ee. make decisions based on respect for others	1	2	3	4	5
ff. make decisions based on likely consequences of actions	1	2	3	4	5
gg. contribute to the well being on their school and/or community	1	2	3	4	5
hh. control their impulses for aggression	1	2	3	4	5
jj. be safe at home	1	2	3	4	5
jj. Use the 3 <i>radKIDS</i> ® rules in their daily lives	1	2	3	4	5

10. What aspects of *radKIDS*® have you personally observed to have the most positive impact on children’s development?

III. This section asks you a few questions about *radKIDS*® training and facilitation support.

11. Please indicate how much you agree or disagree with the following statements. (Please select one of the numbers on the scale 1-5 for each item below).

Strongly Agree	Somewhat Agree	Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree
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In the *radKIDS*® program, ...

a. Training provided enough time for skill practice for you to feel able to begin teaching the program to students	1	2	3	4	5
b. Lesson syllabi provided in your certification training were easy to understand and use	1	2	3	4	5
c. The <i>radKIDS</i> ® manual was organized clearly for you to follow and use for facilitating the program with students	1	2	3	4	5
d. Homework exercises for students were well developed and useful to children in reinforcing lesson content	1	2	3	4	5
e. You were able to cover all intended program content with students within suggested time frames from training.....	1	2	3	4	5
f. Learning components for students were clearly developed for instructional purposes.....	1	2	3	4	5
g. Videos developed to help instructors lead student physical skill training and drills on the fly were helpful and of sufficient quality....	1	2	3	4	5
h. Videos were easy for you to access and use	1	2	3	4	5
i. You had adequate training and support to work with parents	1	2	3	4	5
j. You felt you had adequate instructional support from the organization to be successful in delivering the program to students ...	1	2	3	4	5
k. You were comfortable in managing logistics for implementing the program in the school	1	2	3	4	5
l. School administrators and staff knew how to properly reinforce <i>radKIDS</i> ® rules and practices in the school		1	2	3	4 5
m. Adequate resources were available to help respond to difficult behavioral or abuse needs of students when these issues arose	1	2	3	4	5
n. Materials for families were effective in engaging them in their child's safety learning and development	1	2	3	4	5

12. Based on your experience with the program, how else could *radKIDS*® better prepare and support instructors in delivering the program?

IV. This section asks a few questions about your perceptions of *radKIDS*® impacts and possible suggestions for improvement.

13. In your estimation, prior to *radKIDS*®, what percentage of children you taught in the program had experienced some form of violence, bullying or victimization prior to *radKIDS*®? (select one answer below)
- a. <10%
 - b. 11-20%
 - c. 21-30%
 - d. 31-40 %
 - e. > 40%

14. In implementing the *radKIDS*® program in your school or community, what level of support did you experience for delivering the program in your school setting?

	Strong Support	Some Support	Some Resistance	Strong Resistance	Does Not Apply
a. District administration	1	2	3	4	5
b. School administration	1	2	3	4	5
b. Classroom teachers	1	2	3	4	5
c. School staff (office staff, janitors, cafeteria staff, etc.)	1	2	3	4	5
d. Law enforcement	1	2	3	4	5
e. Community	1	2	3	4	5
f. Parents	1	2	3	4	5
g. Students	1	2	3	4	5

15. What aspects of *radKIDS*®, if any, have been described as most important for child personal, social, emotional development? By school administrators? By teachers? By students? By parents? By the community? (please describe below)

14a. Important aspects of the program to school administrators:

14b. Important aspects of the program to classroom teachers:

14c. Important aspects of the program to students:

14d. Important aspects of the program to parents:

14e. Important aspects of the program to the community:

15. What aspects of *radKIDS*® have program stakeholders described to you as most important for additions to the program, enhancements or areas of improvement?

15a. Improvements suggested by school administrators:

15b. Improvements suggested by classroom teachers:

15c. Improvements suggested by students:

15d. Improvements suggested by parents:

15e. Improvements suggested by the community:

16. What aspects of *radKIDS*® do you personally believe need improvement? (Please describe why and, if possible, how you would suggest improvements being made).

17. How do you believe media could be used to improve the program?

18. Do you have any recommendations for how this program could be more broadly disseminated to other schools and communities nationally? Please describe.

19. Are there any other comments you would like to share about the *radKIDS*® program? Please share them.

**THANK YOU FOR YOUR HELP IN IMPROVING *radKIDS*®
FOR ALL OUR CHILDREN!**

Appendix B. Most Important Aspect of *radKIDS*® Identified by Instructors: Qualitative Responses

Confidence*

One of the many positive things that I have observed from the program is that it helps students to feel confident in themselves. Self confidence is key when students are faced with danger.

Students have the tools to use to stay safe and understand their incredible value as a person; these new founded attributes creates a confident self-esteem that guards the student from becoming a victim, even when harmed. These students will fight back and not be victims To teach them to protect themselves and not hurt others but to stop them gives the children a confidence about themselves. For those questions I gave only a slightly agree, it is because those are hard to judge for 4 year olds. This program is phenomenal!

The self-confidence achieved through eight hours dedicated to them, this is the beauty and effectiveness of *radKIDS*® in my opinion. The most positive impact of *radKIDS*® is self-confidence and empowerment.

Self-confidence increases as the children go through the program

The foundational principal of empowering children to be responsible for their personal safety. The confidence graduates of the program show, is strong in comparison to the student on day one.

I feel they are more confident, able to stand up & speak out not only for themselves but for their fellow classmates if needed.

Self-confidence, safety awareness, pro-active behavior, and greater ability to communicate I feel it gives them confidence to be able to handle emergency situations that may come up in their lives. It also gives them so many tools to be able to resist aggression defensively in case of a possible abduction or assault.

Build confidence in protecting themselves. Understanding that it's ok to say "no" to an adult. Helping the kids feel empowered to protect themselves and to not be scared to speak up and tell.

I have noticed a large increase in confidence of children who complete the *radKIDS*® program. I love that these children feel empowered and secure and that they always have a plan before they go somewhere.

Empowerment

Helping empower children to find their "voice" to yell loud, hit hard, and run fast to safety. Children are empowered. *radKIDS*® helps children gain their voice when feeling sad, scared or confused. They are taught clear tools to stop a predator, signs to look for, ways to keep themselves safe and to tell a trusted adult if someone has made them feel.

Empowerment, reducing fear through development and practice of realistic plans of action, positive relationship with adults.

I believe all of the instruction is beneficial in their young lives. I love that the children can return each year to reinforce the skills they've learned and empower them into the future. I'm a true believer in the program and have been teaching it over 7 years.

The self-empowerment it teaches the children. They become more secure in their ability to help themselves and to handle a situation. It also helps teach them to remain calm in a crisis and how to call 911.

Empowerment and personal success when utilizing the tools and options we have taught them.

Knowing what being empowered to protect themselves means is everything. They know they have choices. They learn how to use their tools to take care of themselves. Empowering them to think for themselves rather than wait for an adult to think for them/tell them what they should do

Empowerment to take action to keep themselves or others safe, with less concern about “disobeying” adults (i.e. permission). This is applicable in settings where bullying occurs and adults have useless “solutions” as well as situations where the adult is trying to trick or hurt a child

The empowerment that comes with their ability to have boundaries and personal rules that are their very own.

Our children find their own power through this empowerment program. In my view supporting two school systems K-5 for the last seven years, this program is a first step in prevention of human trafficking and a prevention/intervention program for child abuse. Empowerment regarding making their own decisions. While children instinctively respond according to familial rules and mores, seeing that light bulb go on when they "get it" that they CAN say no to an adult in specific situations.

Just what it says. SELF EMPOWERMENT. Kids get anchored in how special they are. How special others are. How to take care of themselves in regard to personal safety in a variety of settings. As we say a lot, "RADKIDS® just know more." And with that more comes confidence in their abilities and self-worth.

Self-Agency

Understanding that they have responsibility and ability to keep themselves from harm.

Allowing the students to protect themselves in a positive way while using using strong words and powerful movements

radKIDS® training teaches pre-school and school aged children to recognize, avoid and resist harm and danger in their lives. As a parent I am passionate about this because the fact is we as parents can not be with our children every minute and we can not think for them in all situations. *radKIDS®* equips them with skills to act over their fear to avoid harm. I believe if every elementary school aged child received *radKIDS®* the incidence of bullying and cyber-bullying would be drastically reduced.

Plans & Skills

Physicals skills to help develop confidence and capability

Drills seem to be the most effective form to train the children.

The combination of teaching the physical and educational is a very good tool to keep their interest and make them work through. The kids relate to the material and have been very involved. The teachers love to help and also love the approach. I talk to them later after the classes and they always bring up something that they recalled or that they wanted to share, its a great medium. I did not get that from DARE.

The physical skills *radKIDS®* learn are a positive impact because they learn a skill and have fun while doing it. The drills also require them to think critically during a stressful situation. When we teach bullying it gives the kids a way to recognize it and how to handle it. Often times kids are just talked to about bullying they never really have ways to handle it. With *radKIDS®* they are taught ways to stop it.

The physical drills brings everything together we teach. It creates great follow-up dialogue when you do the "recap" portion of what they learned the previous day. Most kids connect by visually learning and I believe the *radKIDS®* program does an incredible job with the visual aspect of the learning.

The most important is using the stance and their voice for self-defense. the 3 rules for *radKIDS*® empowers them to have more confidence in making decisions in an emergency. Making their own decision of which safe zone to use. Password safety is very popular as well. Knowing what is going to be asked by the operator when calling 911. and the drills are also very powerful in having a plan. They have OPTIONS for being safe and have the power to make choices that can lead to being safe.

Stopped victimization

A student at our school used the learned skills to avoid a possible abduction. How to recognize and report sexual misconduct. Our classes over the years have several reports of empowered children involved in situations that have stepped forward and stopped it. We have had one student disclose abuse.

Voice

Using their voice, creating awareness of dangerous situations, improving self-esteem and gaining confidence. I love that this teaches the kids that they have the right to stand up to anyone trying to hurt them. Confidence to tell someone no if they are not comfortable with them. Giving the kids tools to fight back and get away from unwanted situations, I've seen them come in quiet and reserved to by the end of the course, having confidence in themselves enough that they hold their heads higher and feel more empowered.

3 *radKIDS*® principles

The three principals and the 9-1-1 practice
I think the "3 rules" has a very positive effect on the kids, with perhaps the third most. They seem to be quite interested in them.
The 3 *radKIDS*® Principles
I think relating concepts back to the 3 things all *radKIDS*® know is key. If kids believe in those 3 concepts, and you can show them how something is related to something they believe in, the rest is easy. I believe *radKIDS*® teaches all of the above extreme
The 3 *radKIDS*® rules, they can say them and apply them in all that they do at school and at home.
Learning and adhering to the three *radKIDS*® rules.
The 3 *radKIDS*® rules! Important to know at any age.
I love the 3 things all *radKIDS*® know. At any age, no matter the situation, you can use some aspect of the 3 rules. Also, I love teaching about good people and bad people. Helping kids understand that it's not "stranger danger" anymore, they can evaluate any situation
Just knowing that no one has the right to hurt them and that they can come up with their own rad kids plans have a positive impact on the students.
RadKIDS® rules! They take them to heart.
The 3 *radKIDS*® rules give children an understanding of their worth and their importance. Once they internalize those then they can have the confidence to fight the bad guy, stick up for themselves, and keep telling until they are heard.
The three rules in their daily lives.
Students using *radKIDS*® language, "you don't have the right to". Also, we had a student at Disney who successful identified a person and got away.
The 3 *radKIDS*® rules; Sam's Secret; all drills; the bullying approach

Saying "No" to an adult

Knowing that it is perfectly acceptable to say NO and to use what they have learned to protect themselves.

The fact that the kids can tell an adult "no". Having a background as a detective, I unfortunately got to see what happens when adults (family, stranger) victimized children. Letting them know that no one has the right to hurt them, sends a very strong message. The physical part is important. However, for the children to know that it is alright to say "NO" to an adult and to ask for help has been a very positive thing.

I believe *radKIDS*® empowers children to be able to say no to an adult if they feel uncomfortable.

Recognizing that adults are not always doing the right thing, and that they may be trying to trick them. Also, knowing how to defend/flee a bad stranger.

Permission to resist an adult rather than be compliant to any adult they encounter.

Identifying danger

Knowledge of tricks and how to tell if someone is doing something they should not do to hurt or trick them.

Being able to recognize their feelings as a means to learn more about a situation, avoid danger, or seek for help. They have an understanding of their importance and are comfortable yelling in a crowd, calling 9-1-1 or grabbing on to an adult they trust

Identifying risk and creating a plan to avoid violence or danger

To know how to define unwanted touching. Also, how to be safe in a community. I really like the good people, bad people take rather than stranger danger.

Realizing that they have the choice to say "no" to someone, even if it is a relative or a friend. Confidence in identifying unsafe situations, enacting a plan and identifying safe people who *radKIDS*® can go to for help.

Focusing not only on bullying behaviors the *radKIDS* may have seen or experienced, but also looking at their own behavior to see how it affects others. Gaining confidence through physical skills training. Using the Drills on the Fly is a fun and exciting way to practice lessons and work out plans. The kids LOVE the drills!

Self-Worth

Believe in themselves, they are special and no one has the right to hurt them.

Students learn that they have value as a person. They learn rules about how others should treat them and how they should treat others that can be drawn upon in future situations. The self worth *radKIDS*® teaches gives children the confidence to say no when needed. It helps them to create their own boundaries.

The most positive impact that I have witnessed is their understanding of their own worth. Once they recognize this and understand it, they begin to act with more confidence and power. Knowledge of their personal value and recognition of the value of others.

Believing that they are important and we care about them. If they believe in themselves and their worth they will take care of themselves and others around them.

Child-Adult connection & communication

The rapport that this program builds between the children and the instructors teaching and empowering the children who attend the course. They never forget their *radKIDS*® instructor. Most do not forget the life skills they learn in *radKIDS*®. It is awesome to see the children the first day of the Rad Kids program and then compare it to the last day of the program. The change is priceless and gives me the goose bumps every time. Every child

should take this valuable program. It is not only that they learn a lot, but it is also fun and full of physical activity which is important for children to have.

Our students have learned that they have the right to say no to unwanted touches and that there are many people they can talk to if they have a problem.

Bullying and the knowledge they can get help from adults. They have learned to learned to keep asking even if they don't get help the first time.

Reduced aggression/order

The hitting in my classroom has gone down tremendously after teaching the *radKIDS*® curriculum.

The structure and subsequent orderliness of the class, including the coordination and cooperation among the students, while learning personal safety practices and techniques.

Other

Being good role model and mentorship

I think the fact that we are talking about issues that parents and teachers either don't know how to talk to there kids about anymore or don't have time for in school because of all the other demands in the lesson plans. The info that we send home of what we talk about that day allows parents to talk to their kids at the dinner table that night and not only opens the door to conversations but also helps brings more safety and awareness to both inside and outside of the home.

Awareness of their actions on others

The children going against the red man, realizing they have the strength and skills to do so.

When we involve parents, students internalize the content and drills.

Note: responses often included multiple aspects of *radKIDS*® deemed by instructors to positively impact child development and were coded under multiple categories. Also, simply phrased comments like "confidence" are not posted in this table but were included in the coded analysis.

**Appendix B. Most Important Aspect of *radKIDS*® Identified by Stakeholders
as Reported by Instructors:
Qualitative Responses**

Importance of RK to School Administrators	Importance of RK to classroom teachers	Importance of RK to students	Importance of RK to parents	Importance of RK to community
<p>Bullying, school and community safety</p> <p>This program helps differentiate our school from others since we are the only school in our area to offer this program.</p>	<p>Bullying, school safety, self-empowerment and confidence</p> <p>Provides a common safety language for children to use. When teachers are unsure about how to handle certain situations, they ask for assistance/support.</p>	<p>Fun, skills, drills</p> <p>Child empowerment! This program builds students' confidence and teaches them how to recognize and resist danger!</p>	<p>Resisting abduction and sexual predators, overall safety, skills</p> <p>Many parents are afraid to cover such sensitive topics with their children in fear of scaring them. Parents are thrilled with the program because they know that the information is taught in child-friendly ways. They love the pad work and simulation aspect</p>	<p>Community safety, resisting abduction and sexual predators</p> <p>The community would like to have <i>radKIDS</i>® offered at more locations than just our school site in order to reach more children in our community.</p>
<p>safety of students</p>	<p>managing classroom behavior</p>	<p>having fun during training</p>	<p>children's safety</p>	<p>children's safety</p>
<p>They get to ensure safety to the school and check a box that a safety program was taught.</p> <p>Getting the message out in a positive and meaningful way for students of all ages and their families to protect themselves from danger</p> <p>Because of our society that we have now, it is imperative that we teach our students to protect themselves. School administrator is totally for it.</p> <p>Children thrive in environments where they feel safe to be themselves and not be harmed, intimidated, or verbally-bullied by others.</p> <p>The students not only police each other(look out), but they also do so for themselves. It makes it all around easier to manage your day, and not deal with constant behavior issues.</p>	<p>Re-enforcement that everyone matters in their classroom and tools to build self-esteem and confidence.</p> <p>Student involvement is high</p> <p>Students retain the information and the physical stances</p> <p>It is a big help for behavior management in the classroom. We go over the 3 rules daily and remind students that <i>radKIDS</i>® are cool kids and they go from danger to safety.</p> <p>Simply reminding students on how <i>radKIDS</i>® behave works very well. They remember that <i>radKIDS</i>® know more.</p>	<p>They love the <i>radKIDS</i>® moves and that they can fight back whether it maybe words, physical harm or emotion.</p> <p>Students enjoy learning the physical moves and yelling</p> <p>It gives them a confidence about themselves and that they are important, each and every one.</p> <p>Their confidence goes through the roof. And giving them the power to say no and protect themselves spikes that confidence exponentially.</p>	<p>Child safety, child self-confidence, how to teach it</p> <p>Assurance that their child has a plan if there is ever danger and that their child will tell if any harm happens.</p> <p>Parents enjoy the family manual</p> <p>They like the extra protection the program provides in teaching their students to stay safe.</p> <p>The students go home to teach parents what they've learned. Then the use it in their daily lives. Every lesson learned can potentially save their child's life.</p>	<p>Community members are thrilled that students are learning to protect themselves from harm and danger</p> <p>This program helps to instruct our children, our future, to treat others with respect but when others try to hurt them, they have the right to protect themselves.</p> <p>The lessons can make it easier to manage "problem" behavior. Because students learn what is acceptable behavior and what is not acceptable.</p>

Importance of RK to School Administrators	Importance of RK to classroom teachers	Importance of RK to students	Importance of RK to parents	Importance of RK to community
<p>The students have a greater sense of pride and they feel safer in a school environment after taking the classes. They are able to explain to administrators what the problem is and ask them for help.</p> <p>Most schools in our area have never heard of the program.</p> <p>School administrators are fearful of lawsuits and have stated they like the program but fear the children will use it to harm each other.</p>	<p>The program teaches respect for classmates, and how to resist bullying which makes a teacher job a little easier.</p> <p>School administrators are fearful of lawsuits and have stated they like the program but fear the children will use it to harm each other.</p>	<p>Empowering a child always helps them feel and be a little bit safer.</p> <p>Self-defense moves and dog safety</p> <p>School administrators are fearful of lawsuits and have stated they like the program but fear the children will use it to harm each other.</p>	<p>The program teaches children some safety that parents sometimes don't think to tell their children.</p> <p>Child safety</p> <p>Parents love the program and have expressed how impressed they are with their child. Community centers and churches are the organizations most willing to have this type of training.</p>	<p>Our program has had a huge impact on our community in many ways. Children feel they are empowered to participate and contribute to local activities without feeling afraid.</p> <p>Child safety</p> <p>Community centers and churches are the organizations most willing to have this type of training.</p>
<p>Tools to handle bullying. Student self control</p>	<p>I'm not sure how/if teachers use what we teach and review. We ask teachers to sit in on classes so they can see what we are teaching. Some information/suggestions on how to use the principles might be helpful. (an area for improvement)</p>	<p>Self confidence; self image.</p>	<p>Student ability to protect themselves; Sam's secret should be having a big effect. We should follow up with parents to see what they've observed</p>	<p>Child safety and response to dangerous situations. But we need to get more information out re what we teach.</p>
<p>Our school district is not involved in <i>radKIDS</i>®. They do however allow me to use the school if I wish to teach it as an after school activity through the girl or boy scouts in which I have done in the past.</p>		<p>Students enjoy the program so much they have returned every year until their 13th birthday. I always have positive comments on my evaluation forms.</p>	<p>Parents are very supportive of the program and have put all positive comments on the evaluation forms provided.</p>	<p>The borough has always been very supportive of the program within our police department and have given me funding every year to assist with the items needed to teach, program materials, parent and children handouts and membership dues.</p>
<p>Implementing core values and <i>RadKIDS</i>® rules</p>	<p>Understanding every kid is unique and special - every kid is a RadKID</p>	<p>Learn the importance of being safe, boosting their self-confidence and self-esteem that he / she can handle unsafe situations kids love learning new things and being able to show they can do it</p>	<p>Empowering their children and helping their children stay safe</p> <p>gives parents confidence in that children will react</p>	<p>Increasing community awareness of helping kids be safe in all aspects of life - safer kids, safer community</p>
<p>Curriculum based information</p>	<p>Behavior management</p>	<p>Self value</p>	<p>Safety that can be used when their children are away from supervision</p>	<p>Crime Prevention</p>

Importance of RK to School Administrators	Importance of RK to classroom teachers	Importance of RK to students	Importance of RK to parents	Importance of RK to community
<p>Growth in confidence and ability to cite <i>radKIDS</i>® principals when addressing future student behavior issues.</p> <p>The self-defense techniques are effective and even the most uncoordinated and uninterested kid has been found to become involved and enjoy. the teachers love it and say that it is instruction that is often overlooked and they wished that they had it when they were younger.</p> <p>The biggest topic we cover, as far as the school is concerned, is bullying.</p>	<p>Growth in confidence and ability to cite <i>radKIDS</i>® principals when addressing future student behavior issues.</p> <p>They like the relevant and no holds barred approach as well as the actual physical portion and working towards getting away and telling.</p> <p>Again the bullying part of the program.</p>	<p>Had fun learning new skills.</p> <p>its empowering and they enjoy the fact that they get to practice new things and be loud in school and the police officer is telling them that he wants to get in trouble because everyone thought they were too loud. They beg for the time and want to keep go</p> <p>Empowering them, letting them know that they have control over themselves, that they can tell an adult "no", and in the end they can win against the bad guy.</p>	<p>Interaction with law enforcement in positive environment. Reinforcing safety topics with student.</p> <p>same as above the parents like that the kids are having fun but also reinforcing what they have been teaching or been unsure of how to. It shows support and community involvement.</p> <p>my own daughter went through <i>radKIDS</i>® several times, and I can personally say that when it came time for the dynamic simulation, I was very surprised. I was confident that if she were ever put into a situation where someone was trying to hurt her, she could defend herself</p>	<p>Safer kids.</p> <p>Same your taking a vested interest in the kids and that is always a win.</p> <p>Keeping our kids safe. from bullies, predators, and just bad people in general. having less victims.</p>
<p>School administrators loved the program when we were able to teach it at the school. The district started charging us to teach the class, so we stopped doing them at the schools.</p> <p>For both school administrators and teachers, the most important aspect was for students to be able to recognize abusive behavior directed towards them (bullying, inappropriate touching, etc...), how to resist/avoid it, and how to report the behavior</p>		<p>The students always love the physical portions of the program, whether it's the drills on the fly or the pad work for striking. Anything where the kids are learning to verbalize and use their skills in context is most important to them.</p> <p>The drills have been the most important to the children.</p>	<p>Parents want the kids to learn how to advocate for themselves, and know their kids can be safe without mom or dad present. The rule of context is also important to parents, so kids are using their physical skills under the correct circumstances.</p> <p>The parents were glad we reads the "Sam's Secret" book and addressed sexual abuse. The discussion on internet safety is a huge concern and valuable to the program.</p>	<p>I think the community partners that support these programs, such as PTO's and Boys & Girls Clubs, want to know they are providing the support system necessary to deliver the program. These groups need to understand the goals of <i>radKIDS</i>®</p> <p>The community is excited about the program and I have had a waiting list since November 2017. I've taught 3 classes in less than a year. One 5-7 age group and two 8-12 age group.</p>
<p>School administrator like the safety portion of the class,</p>	<p>Confidence builder for the kids, observation of behavior</p>	<p>fun environment of learning valuable skills,</p>	<p>parents feel it helps their children to recognize danger</p>	

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		Students learn many life skills and the rapport that it builds with law enforcement as their instructors is priceless. I have had students who were in fifth grade attend my class and then when they are seniors and some in college remember me and the program.	I receive nothing but positive feedback from the parents whose child has attended my <i>radKIDS</i> ® Program. They tell me they are so grateful for everything that I have taught their child. It is a great feeling to observe the parents reaction....	This has been very positive in the communities we serve. The word gets around about the program and I receive requests from parents in the community to have their children attend my programs. It is so popular that at times I have to refer them to other <i>radKIDS</i> ® programs in other communities. allowing the PD to bridge the gap with the community is always important.
Bringing everything back down to the basics and the simple principal that the kids themselves are the most important person in the building.	Allowing great teaching points.	Talking about issues that parents and teachers sometimes forget to talk about. for example the dog defense and or the safety meeting spots.	Allowing talking points and terms used in the good touch, bad touch and unwanted touch is a great way to put a difficult conversation to have with their kids.	
The ability to help empower the child to make their own decisions.	The interpersonal relationships between different groups of students.	Ability to become their own person.	The child being able to protect themselves when the parents aren't there to do so	
Not sure about the school administrators, that was dealt with above me.	the teachers were looking forward to the classes taking place. They felt that the bullying and "rules" were important and were able to incorporate that into their daily routine.	Felt that they had a voice now and that they didn't just have to accept it. They also knew that they could speak up and not always have to go "tattle" to the adult, unless the steps they learned did not work. Physical skills with accompanying principles for their use. teaches them to value themselves, to protect themselves, to come up with safety plans and have confidence	Felt that their children had more confidence and thought they were more safe if they got into a situation where there was no adult present.	That children are learning to respect themselves and others a little more with the confidence that they get in the class. Also that they are not an easy victim any longer.
			Education and skills.	
			Educates them about important topics and gives them a way to bring up certain issues that they maybe would struggle to bring up on their own more confidence that their children can defend themselves	Provides a resource, allows the community to build a better relationship with law enforcement
Teaching of personal safety to children, safer environment	Students learn self esteem	Learning to value themselves as a person, know that they deserve to be safe		Children that know how to remain safe
Sexual abuse and predators Safety	Sexual abuse and predators Safety, bullying	Safety, every student is important, fun, interactive	Safety, bullying, internet/social media,	Safety
Good bad touch	Good bad touch	Defense tactics I feel students are more aware of their ability to speak out and say NO! They are more knowledgeable of how to be safe not only at school but also at home and in their community	Defense	Awareness off safety topics

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Students know how to let adults know if someone is bullying them.	Students are able to control their behavior, if someone is bothering them they know what to do.	Students learn how to protect themselves in a positive way.	Gives parents a peace of mind that they have been taught ways to protect themselves and know that they are special and important at home, school and in the community.	Gives students a voice.
Sense of community.		Self empowerment Students feel confident, strong, and prepared	Self confidence Parents feel relieved and grateful that their child can defend themselves. They also notice more confidence in their child.	
I provide the school administrators the information regarding the program and what is written on the website is all I need to show them. They are sold on the program and have no reservations as to keeping the program going at my school.	Helps eliminate bad behavior and students making good choices within the classroom.	Helps eliminate bad behavior (bullying) and students making good choices in the classroom, during recess and at lunch.	Parents like to see the behavior of their students improve at school and at home. They are also very relieved and feel a sense of comfort knowing that their children have learned and practiced many safety issues for the home, school, car, out and about (s	The <i>radKIDS</i> ® program brings a sense of relieve to the community in knowing that our children and safer from potential harmful people and situations since our kids are now empowered with the knowledge that they learned in class.
My administration likes the program, as it helps parents decide to enroll their children in our private school.	Our classroom teachers aren't involved in the program.	Students become empowered to make choices and they have the ability to say no.	Parents love the program. It helps them feel more secure when they are not with their children.	I don't know if our community knows much about it.
How to handle/deal with and understand what bully situations actually involve.	Not much impact on classroom teachers, but supportive.	Learning to value themselves and understand that no one has the right to hurt them.	Hopefully increased confidence that their student is prepared for any unwanted situation.	Unclear on community involvement outside parents.
Bullying Section Safety of children Bullying teaches children how to be safe in school and community	Bullying and awareness Safety of children Bullying helps the teachers stop bullying and bad touches because the students are empowered to tell	Bullying Safety of children Bullying students learn when it is OK to tell and how to say no to behaviors that they should not have to put up with.	Bullying, Safety of children Bullying The Family manual is a resource for the family to know what was taught to help reinforce it.	Bullying Safety of children Bullying teaches children how to be safe in school and community
They see how important it is for their students to learn how to defend themselves and the confidence it gives them.	They see how important it is for their students to learn how to defend themselves and the confidence it gives them.	They see how important and beneficial it is for them to learn how to defend themselves as well as the confidence it gives them.	They see how important it is for their students to learn how to defend themselves and the confidence it gives them.	#NULL!
This is a program that addresses bullying and cyber-bullying.	<i>radKIDS</i> ® principles of 1- No one has the right to hurt me 2- I don't have the right to hurt anyone else including myself unless someone tries to hurt me then I can stop them 3-If anyone does hurt me it's not my fault so I can tell	School and home safety as well as out and about safety	bullying prevention	education about safety at school
#NULL!	Helps kids identify bullying and report it.	Helps kids to have confidence in knowing	Helps teach safety lessons they might have overlooked.	Helps keep everyone safer.

Importance of RK to School Administrators	Importance of RK to classroom teachers	Importance of RK to students	Importance of RK to parents	Importance of RK to community
		what to do in certain situations.		
Bullying	Bullying	3 <i>radKIDS</i> ® rules	Safety out and about, Home and school	Stranger danger, drug safety
Child safety and awareness	Child safety	Their safety and knowledge of what to do in unsafe situations	Child safety and parent awareness	
Anti bullying, self empowerment Teaching children they don't have the right to hurt anyone else. That includes peers, teachers and other faculty members	Anti bullying The classroom teachers in our school need to better understand this program. I don't feel they grasp how it could benefit their classroom environment	Physical resistance skills Understanding their self value and purpose. They learn they can and should stand up for themselves and others even if it is an adult or older child.	Physical resistance skills The knowledge in <i>radKIDS</i> ® should improve their home environment in all aspects. However I would say a large majority of parents are unaware of what their kids are learning.	If all would adhere to the philosophy and teachings of <i>radKIDS</i> ® we would certainly build stronger and safer communities.
safety in schools, <i>radKIDS</i> ® answers the question: What are you doing to help my child be safe at school Safety at school (to and from, bullies)	helps teachers be on the same page when it comes to bullying and not hurting others. Personal Boundaries, classroom safety, bullying prevention	The self-confidence and skills they gain Personal protection-skills	knowing their children are being taught to project themselves and have respect for themselves and others. Abduction prevention skills...knowledge and physical skill....so many moms cry when they come to simulation.	raising more aware and involved children equates to better citizens Child safety and well being
I'm fortunate, the school fully supports the program. However, we need more staff trained and that's been difficult to get planned.	The teachers are in the classroom when we teach the curriculum, which is great. They are all very supportive of the program.	Some students thinks it's lame. But most seem to take it seriously.	I've only ever received one comment from a parent that her son thought the program was lame. My response to her was, "that really surprises me because he's the one the volunteers with most in class with responses to questions and is very participative in	I only work with the community when the officers reach out for assistance. Which these days is not often.
Helping the children make decisions for their own safety.	the difference between tattling and telling.	Understanding their ability to control their safety in many situations.	For the parents that do attend, the ability their child develops to understand their rights to take care of themselves.	#NULL!
Potential for decreased bullying. Opportunity to build self-esteem.	Potential for decreased bullying. Opportunity to build self-esteem. Options for classroom control (using the 3 foundational principles, and <i>radKIDS</i> ® rules). Increased focus and safer place created for better learning.	Increased self-esteem, understanding of self-worth. Opportunity to defend self against threat, harm and/or violence. Because this class is all about them, and taught on an individual level, it naturally creates a safe place and way to learn. This is "f	Opportunity to learn life skills in the school setting. Generally free. Increased self-esteem. Positive, fun way to learn safety skills which they may not know how to discuss otherwise. Avenue for parents to volunteer in the schools and assist. "The 3 Things All <i>radKIDS</i> ® Know," safety plans, bullying curriculum, private parts, strangers	Opportunity to break the cycle of violence that exists when children learn behaviors from a 'criminal natured' parent. Learned behaviors enhance the community with children who care about themselves AND others. Creates more positive, empowered, productive citizens "The 3 Things All <i>radKIDS</i> ® Know," safety plans, bullying curriculum, private parts, strangers
Bully prevention	Bully prevention	Confidence they can be safe on their own	Sexual Assault Prevention	

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Opportunities for additional enrichment after school.	Confidence building.	Self-confidence. Learning they are in charge of their safety and can stop anyone from hurting them.	ALL OF IT.	Helping make children, and in turn, our community safer.
Leadership and better choices.	More respect	Helps to build self-confidence and knowledge as to what to do if/when bullied.	Safety and self-confidence.	
Unfortunately, I feel that our school has allowed us to bring the program to the school but it seems to be an annoyance or something that they just let us do, but there is no support to make it a part of the school community.	The teachers bring their classed down for their time to participate in the program, but they have no other interest in the program. The teachers see it as a good thing, but also a big thing that gets in the way of their teaching.	Allowing them to talk ask questions and share experiences.	Finding a way to really get the parents more involved. Many parents sign the release forms to allow their students to participate, but they do not really know about the program or do much with it after their students class is finished being taught.	Some people in our community know about the program, but nothing more has been done to bring the program to the community,
Decrease bullying.	Improved respect of children for each other.	Improved self-worth and knowledge of how to keep themselves safe.	Helping their kids stay safe.	#NULL!
bullying, self-confidence,	school culture of anti-bullying and abuse	relationships with adults who care about them enough to teach them such important life skills	self defense	anti abuse
The ability to recognize the worth of themselves as well as others they interact with.	The ability to communicate with each other and with the teachers. Also, the ability to distinguish between problems that need a trusted adult and those they can try to work out on their own.	Knowing they are special. Knowing they can say NO to an adult in the right circumstances. The ability to defend themselves should the need arise.	Knowing their kids are learning to be aware of safety issues and learning how to proactively mitigate those risk factors.	Kids who are more aware are safer. They know how to call attention to safety hazards or dangerous people, protect themselves, and make their living area safer. This helps the entire community to watch out for each other and be safer.
Teaching respect for self and others. They liked all the safety instruction and lessons on bullying.	They liked the lessons on tattling vs. telling and instructions on safety.	They loved learning how to protect themselves and how to make a plan in case of danger or disaster.	They loved the ideas of passwords and the students being protected from kidnapping and harm. Some parents used the manuals given to talk through safety ideas and how to deal with fire and disasters with their students at home.	Our community sponsors <i>RadKIDS</i> ® because a community with kids who are keeping themselves from harm and protecting those around them from dangerous situations is a community with a purpose and a unifying goal. We work together to see our children are safe.
Safety Support and involvement Honestly, for the administration it just makes them look like the care about students safety for parents but they really don't know much about <i>radKIDS</i> ® and even with invites to come and participate, it's not high on their to-do list. Wish they'd get more	Safety Support and involvement Teachers care about their students safety but are not involved enough when we come to the classroom to teach. Most of the time they're doing prep work during the course. Most see it as either an inconvenience or an extra free period to do prep work.	Self confidence Involvement <i>radKIDS</i> ® is most beneficial to the students; this is where we see kids confidence grow! This is where it's most rewarding to us instructors because during the course and towards the end, kids gain a trust with us and their confidence and personalities really develop	Safety Support and involvement Peace of mind knowing their child can think through any dangerous scenario and plotting a plan to stay safe.	Safety Support and involvement Keeping a watchful eye and setting up safe zones for kids to run to when they need help.

Importance of RK to School Administrators	Importance of RK to classroom teachers	Importance of RK to students	Importance of RK to parents	Importance of RK to community
<p><i>RadKIDS</i>® rules assist them in helping keep them safe and informed. The password is recognized by others as an invaluable tool for families to use. A lot of parents and teachers become interested because of the physical resistance to prevent an abduction, but as their child progresses through the program, they identify v</p>	<p>All levels of safety</p> <p>After sitting in a class, I've had teachers thank me SO MUCH for teaching these valuable things to the children. They recognized that <i>radKIDS</i>® covers important stuff to help the children grow up and live healthy lives--preventing drug use, abuse, abduction</p>	<p>They like hands on teaching</p> <p>Some kids are very scared and hesitant at the start of the course. By the end the kids feel so strong, aware, prepared, and confident. Some students still elected to not participate in the simulation, but usually because they didn't want to hurt the person.</p>	<p>Hands on and constantly reinforcing <i>radKIDS</i>® rules</p> <p>The password is recognized by others as an invaluable tool for families to use. A lot of parents and teachers become interested because of the physical resistance to prevent an abduction, but as their child progresses through the program, they identify v</p> <p>Many parents have thanked me for teaching their children. Some have said that it helped to start a conversation at home about safety topics-- emergencies, "bad guys", escaping danger.</p>	<p>Awareness and preparation for safety situations</p> <p>I've taught for 11 years. The kids I taught as first graders are now Seniors in high school. Some of them still remember me from teaching them <i>radKIDS</i>®. It made an impact in their lives and in turn will impact the community as they graduate and become adults and parents</p>
<p>Anti-bullying and internet safety. Loves the "nobody gets hurt here" instead of "zero tolerance"</p>	<p>Not sure. Very little feedback from classroom teachers.</p>	<p>The drills. By far their favorite. They love the fire safety (under the parachute "smoke") and anything that involves being chased by a "bad person." They also enjoy using their skills on Bob and Steve the dummies!</p>	<p>General safety skills for their kids. Not a ton of feedback, but the little I've gotten has been positive for the program in general.</p>	
<p>Anti-bullying tactics</p> <p>In my context school administrator means the head of my martial arts school. The aspect of the program most important to him is that it teaches kids context and permission, which is not always a direct component of martial arts training, weirdly enough. Provides a foundation for developing the culture/climate of the school. The language students practice and drills</p>	<p>Bullying and rule 2</p> <p>The teachers in my martial arts school absolutely love <i>radKIDS</i>®. It gives them a well founded, well grounded structure in which to teach kids physical and emotional strategies the context of real life situations. Sam's Secret is a game changer for my mart</p> <p>It would provide a foundation for classroom rules if used.</p> <p>Would like to see classroom teachers Trained, since they are with the students more and can respond quicker to an event (bullying on playground or who is picking them up)</p>	<p>All of it</p> <p>They become less fearful and more confident. They understand when they need to use their training and how. They learn that they are in charge and when their safety is at stake they can tell, yell, make a scene, break things, use physical resistance.</p> <p>Gives students the foundation skills and permission to protect themselves.</p> <p>I think all are crucial- our students are not riding busses or walking to school, but we set it up as field trips or walking to friends' homes.</p>	<p>The strategies for avoiding abduction and bullying. Understanding that this is not a stranger danger program and why. Understanding that we help kids make a plan for personal safety in any context when their parent may not be around</p> <p>Gives peace of mind that kids have the skills to avoid or escape a dangerous situation. Would like to see more parents come to our simulations/stations.</p>	<p>Same as parents</p> <p>A community committed to <i>radKIDS</i>® will see a drop in all forms of bullying, with the attendant side effects of that decline. Many other aspects but that is a huge community concern</p> <p>An educated community is a safer community.</p> <p>Getting the word out about how important this is.</p>

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		Having plans for different situations	Reinforcing or introducing safety rules	Gives the community a safe place to send their kids to prepare them to live in the community safety
Bully prevention	Bully prevention and resistance	Staying safe while "Alone" (strangers, out and about, walking to school, Etc.)	Abduction and sexual Assault prevention	Abduction and sexual Assault prevention
We focus on social and emotional growth as a school. Our kids will still continue to receive this program in k- 3rd grade.	Because they are certified trainers, they can easily implement the program on a daily basis.	Students enjoy learning at this age. They are very engaged and they remember the skills and drills.	As parents they love the program because it teaches students how to defend themselves away from home and at home. Parents are asked to follow our program and continue to teach at home by using their manuals and homework assignments given by the teachers.	The community is beginning to learn more about the program as we continue to teach. I think the program is positively received as we continue to progress.
None reported	Better ways to avoid conflict besides resorting to violence	Getting a bully to stop picking on them and how to be safe in the community	Their children learning how to stand up for themselves and say no	None reported
Bullying	Bullying	Empowerment	Children's safety - all of them	Children Safety - all of them
All around safety component with personal safety in the mix.	The all around safety focus and discussion around respect.	The students love simulation and the ability to use the skills they learned.	The information on sexual abuse prevention and the physical self-defense.	Creating awareness around child sexual abuse. We have to be careful that the message of 100% perpetrator responsibility doesn't get lost.
Getting to think on their feet	Improve school climate and culture	Confident and know what to do.	Ensure their children know what to do in a potentially dangerous situation.	Safer communities and lower the cost of social services needs and costs.
		Rules, Stance and skills. Sam's Secret is very impressive to them, when it is read we could hear a pin drop in the class. they are so attentive.	Stance, password and skills taught.	Rules are clear to children. Stance and skills are practiced. They learn to use their voice and are able to speak up. Also they like Sam's Secret.
The rules , the tricks, good people bad people and the tactical skills	Counselors Sam's Secret	Rules ,Tactical skills , drills on fly,	EVERYTHING!!!!	Everything!!!
A good overall safety program that encompasses more than just bullying and physical resistance. Including home, school, bike safety etc. Shows effective means of identifying, avoiding, and helping in situations of bullying. However, I have found that t	Gaining confidence and self worth, as well as identifying unsafe situations. Learning to think and plan a solution to an unsafe situation. Gaining confidence in going to get help. Assessing their own behavior to see if it is acceptable	Having a safe and fun environment to ask questions, get feedback, and make mistakes. Knowing that if they don't make the best decision in a "trick" drill, we can talk about it and give it another go. Watching the kids become more supportive of each other	Situational awareness. Having a plan. Giving parents a place to start having the discussions and make a family plan. What will we do if we get separated at the mall? Having everyone know the same plan. Where will we all meet if there is a fire?	As the program becomes more widespread, hopefully the community becomes more supportive of everyone within it. Listening to children, watching out for unsafe behaviors or "bad" people. Knowing what to do and what resources are available if a <i>radKIDS</i> ® asks
<i>RadKIDS</i> ® graduates contribute to a calmer atmosphere in the school.	As above, the graduates are calmer in class and on the playground.	Self-empowerment is magical. Children do better in their studies because THEY have the power to accomplish;	Parents have got to realize confidence in their children succeeding, whether it's knowing their kid won't be a bully/be	Going forward, <i>radKIDS</i> ® will be less likely to engage in personally dangerous behaviors. The scope of this is over-

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<p>Safety of the child</p> <p>A great help to the reduction of bullying behavior in the school.</p>	<p>Less bullying</p> <p>Help kids with strategies for bullies.</p>	<p>they're not as dependent on adults for their success.</p> <p>How to stop bullying and safety.</p> <p>Everything!</p>	<p>bullied, that the child knows what to do if he/she gets separated in a store for instance, or what to do in a personal emergency.</p> <p>Safety of child</p> <p>Having the parent book really helps parents know the transparency of the program, which encourages support.</p>	<p>arching for a community: less crime, more successful citizens, etc.</p> <p>Safer community</p> <p>Community changing principles!</p>