



e-Lektra

E-learning evaluation:

Supporting children and young adults who experienced trauma

August / September 2023

The participants' **evaluation** of both the training and its impact on their work and perception of stress is **positive**

- **88% of participants** rated the e-learning as fully or rather applicable in the Czech environment
- **81% of participants** conclude that their workplace would benefit from a wide debate following the manual
- **83% participants** now conclude that their actual knowledge and skills in implementing the trauma-informed approach in the school environment are better after completing the training
- **77% of participants** are now less stressed about working with students who had experienced trauma

Data collection

Survey phase BEFORE the e-learning enrollment:

March 16th to 30th, 2023

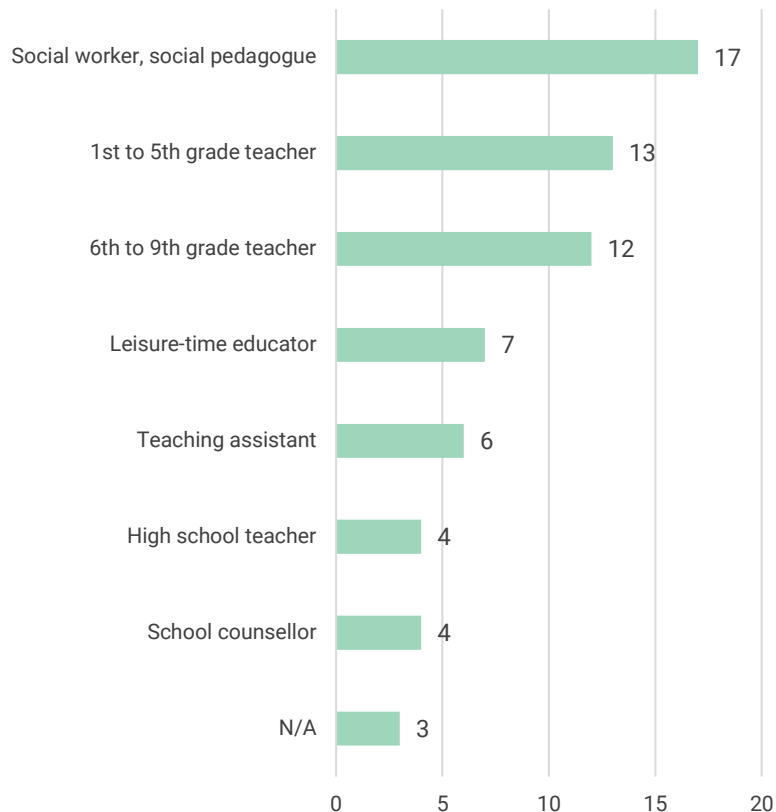
Survey phase AFTER completion of the e-learning:

July 31st to August 16th, 2023

Total number of unique answers to at least one questionnaire: 71

Total number of answers to both questionnaires used for comparison: 66

Respondents who answered both questionnaires: by occupational category



Evaluation of the e-learning

The key benefit of the e-learning: comprehensible procedures and techniques

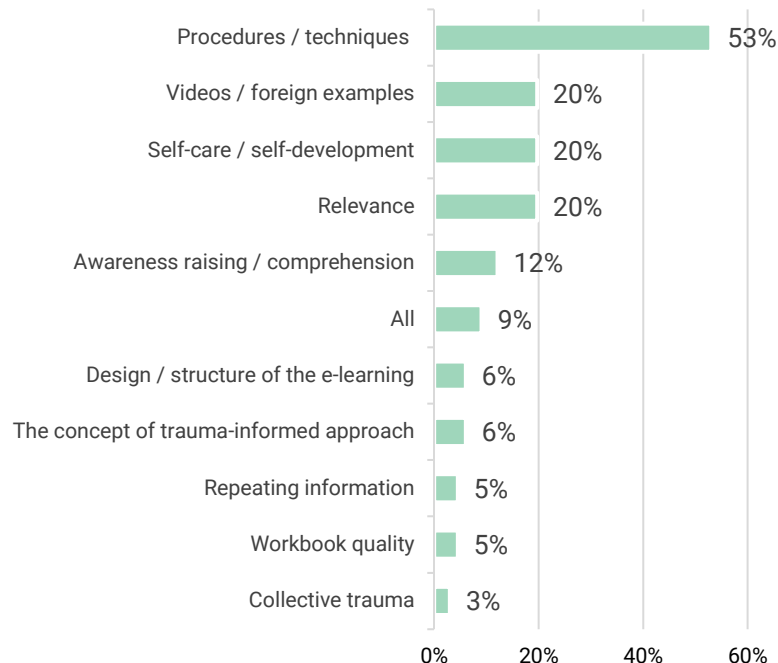
The responses to the open-ended questions indicate that **the most significant perceived benefit was that the participants learned new procedures / techniques**. Respondents gave both general answers as well as answers pointing at particular techniques learnt, such as 4R's of trauma-informed approach (16 respondents), the Awareness – Pause – Reframe technique (APR; 8 respondents), and breathing methods (3 respondents).

"Rather than learning something new, I could again reflect on my professional experience and think about the importance of our work. The benefit is the 4R technique itself, which I will be practicing at school and elsewhere, too. People are empathic, and the older and self-aware they are, the more they are aware of their empathy. I know people who'd offer help to virtually everyone but remain unaware of their own needs. The training is nice, well delivered, and one easily immerse in the subject matter."

"The content helped me to collate and sort the information and compare it to what I already knew. Everything was clear and easy to understand. It was also great to sum up the information after each module (4R's), I found this effective. Thanks to videos and true stories, this e-learning was never boring. On top of it, we had enough space and time for our own thoughts and evaluation. I had a chance to verify my ideas and approach."

"In my opinion, the key benefit of this e-learning was that it combined theory with practice in the form of transcripts of interviews, examples of techniques, and instructions on proper conduct in various situations. I've never attended a training that would teach you the proper language, instruct you what words to use and how to start a conversation on such issues..."

What was the most significant benefit for you in terms of content; what interesting / new things did you learn?



The e-learning comprehensibility was rated very high

On a 1 to 5 rating scale (1 is the best), **the e-learning comprehensibility was rated in average at 1.23** (the worst rating was 2: rather comprehensible).

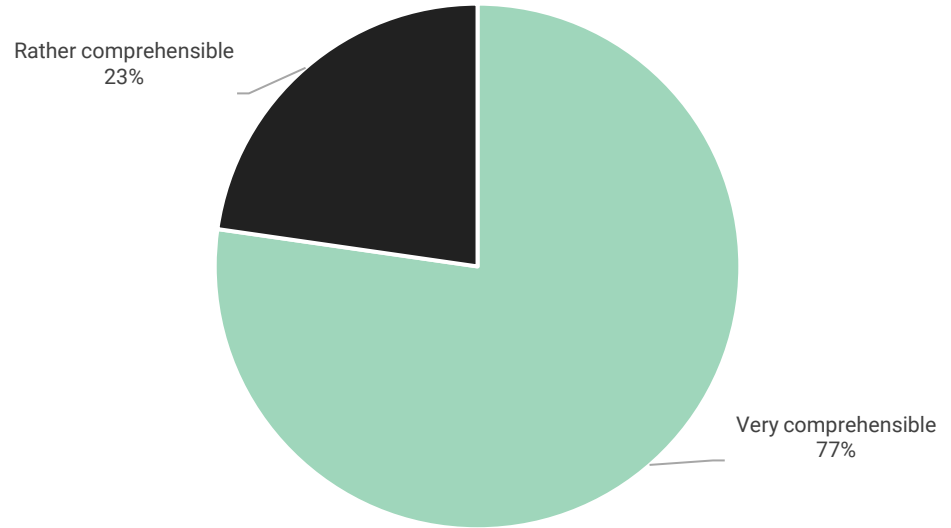
"Well designed."

"All terms and aspects adequately explained."

"I understood everything, no comprehension issues."

"I had to look one word up in a dictionary, but it was OK."

How did you comprehend the terms used in this e-learning?
In this respect, the e-learning was:



More than half of the participants perceive the content as absolutely relevant in the Czech context

The average perceived relevance in the Czech context was 1.59 and **88% of the participants who completed the e-learning, rated it above average, i.e., 1 or 2.**

"Information on the reporting duty in the context of the Czech Republic."

"Now, when we became a multicultural school, it is definitely relevant and useful."

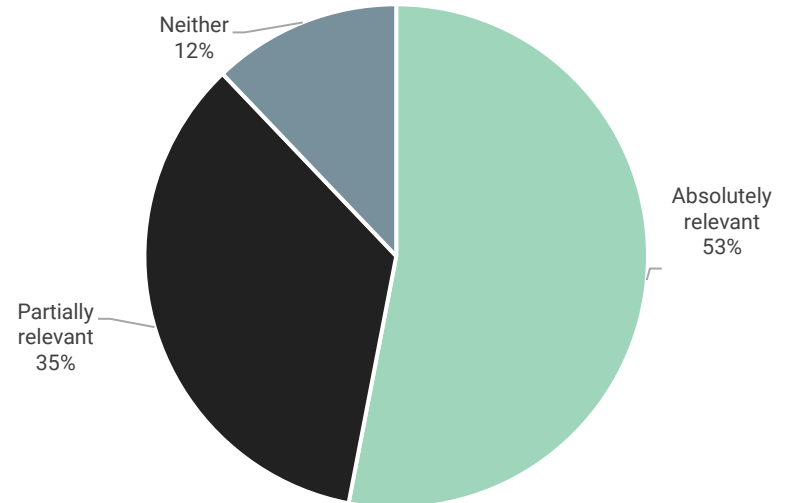
"Some issues - for example violence and serious crime perpetrated by people children are living with – are not that much relevant in our country. I would develop the e-learning to cover the country long-term neglect of children, which can also be very traumatic, and touch on uncooperative parents."

"For us, it can be beneficial because of the Romani ethnicity."

"I don't think it is necessary to emphasize the need for tolerance toward refugees, other religions, or violent conflicts like gang wars, because it is not as relevant in this country as it may be in France or the USA. On the contrary, the hysterical media coverage of racism in all its various forms in our country is, in my opinion, more likely to instigate racism rather than fight it..."

"I now work predominantly with adults, and I appreciate the fact that this e-learning helped me get better understanding of people's behaviour; as most of our clients are people with limited capacity and it is obvious that most of them, if not all of them, experienced trauma in their childhood. Now, I can see them in a different light, and I understand them better. I get now why they tend to hang on me, become almost emotionally dependent on us and why they often engage in a very strong emotional bond with their social workers."

How do you perceive the relevance of the e-learning content, originally designed for other countries, in the Czech context?



Nearly all participants perceive the e-learning as absolutely intuitive

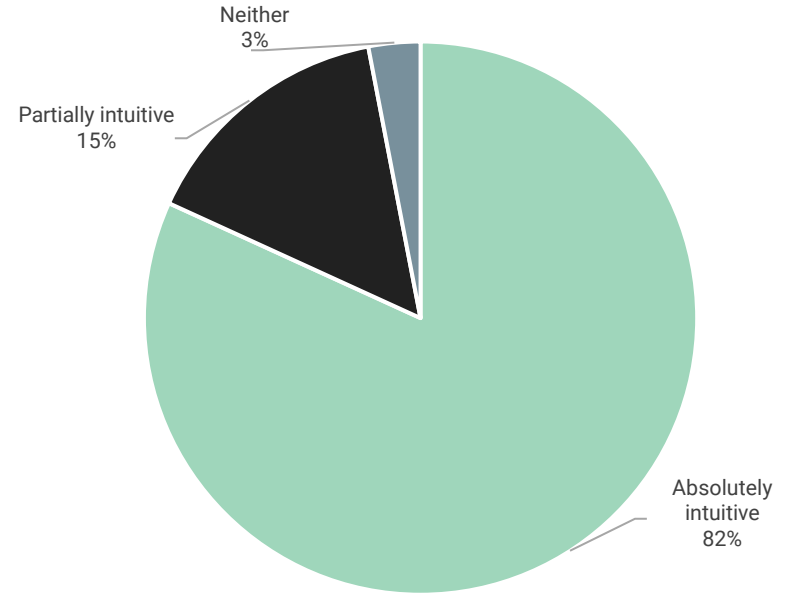
The e-learning intuitiveness was rated in average at 1.21:
most respondents rated the e-learning as absolutely intuitive.

"There were parts of the e-learning, which were obviously designed for English speaking audience. Colleagues who don't speak English may not be happy about that and may not understand."

"Participants who do not understand English may have an issue with this – they can't read English course materials."

"I'd prefer an automatic display mode every time I complete a task without the option to skip certain parts; but it's true that I got used to this system rather quickly. However, people who must complete this e-learning as a compulsory part of their training, can skip parts of it thus not completing the entire module. I think that one can answer the questions even without reading through the e-learning since they are mostly common knowledge."

How do you perceive the e-learning intuitiveness
(orientation and navigation, handling, targeted search)?



As indicated by the participants, it is best to complete the entire e-learning in one week

Most participants (56%) indicate that it'd be ideal to complete the e-learning in one week. One in five (21%) would recommend one day while 11% of respondents would need one month. For other suggestions (listed as "Other" in the chart), see below.

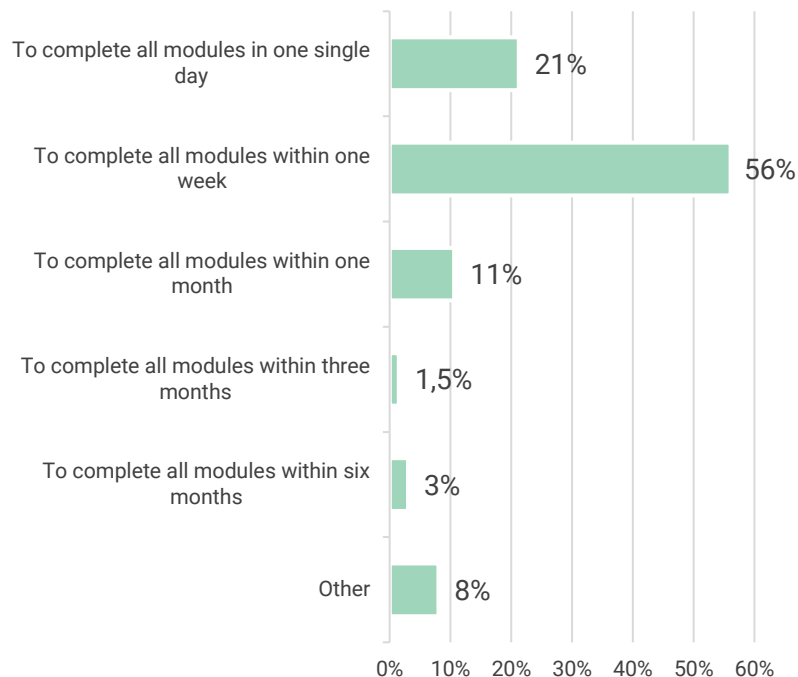
"I would recommend that teachers complete all the modules in one or two days and I'd follow it up with exercises and case studies. After a month or so I would come back to review the e-learning and consolidate knowledge."

"14 days."

"A week is too much and a day is not enough, so three days seems realistic for somebody who is working and has a family."

"I would let the participants make a choice - some may wish to complete it all at once, some may wish to phase it out. I split it to two parts because I was pressed for time, but I could have split it into three or more."

A school principal should recommend to the teachers the following:



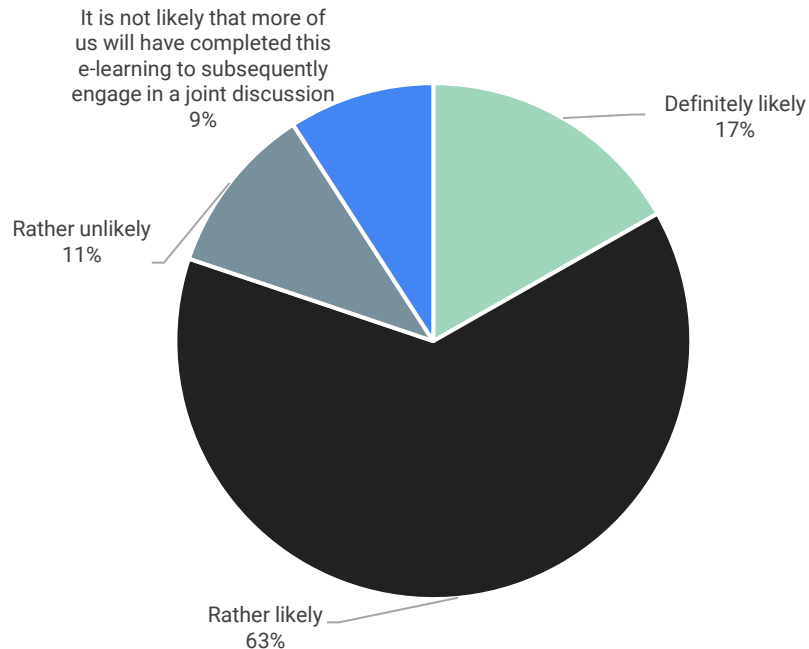
Most respondents **rather expect a group discussion at school**

91% of respondents expect that there will be other professionals at their school taking this e-learning.

The majority of participants who completed this e-learning (63% of all respondents and 70% of those who expect other colleagues to also be taking this e-learning) **conclude they are more likely to have discussions on these topics at their school.**

36% of respondents have already read the joint discussion manual, the rest of them not yet read it. The higher the reported likelihood of a joint discussion, the higher the number of respondents who have read the manual.

Do you think that if more of your colleagues complete this e-learning, you would engage in a joint discussion as outlined in the manual?



The vast majority of participants **used the workbook**

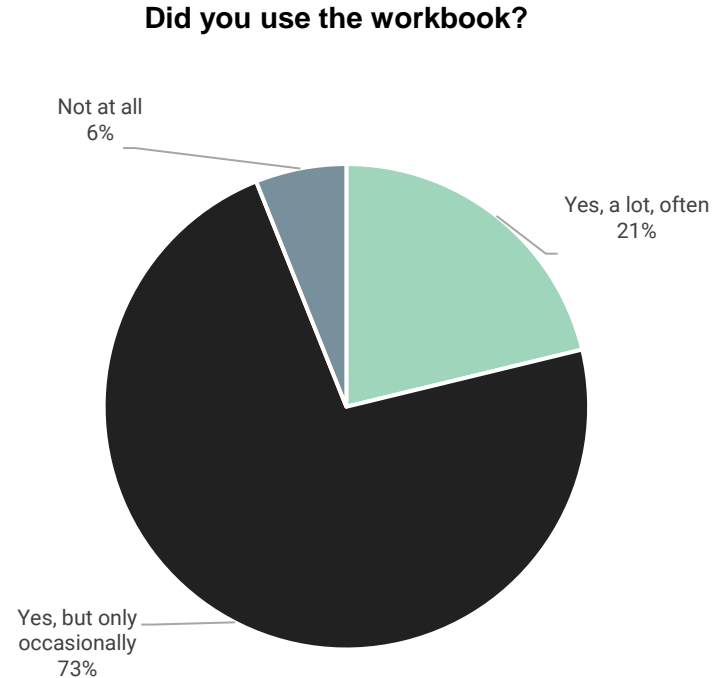
One in five respondents (21%) declares to have used it a lot and often, while the majority (73%) used it only occasionally. The reasons for not using the workbook are outlined in the quotes below.

"I preferred to immerse in the e-learning as originally designed rather than distracting myself with my own thoughts."

"I haven't had a chance; it was the holiday season."

"I didn't have a chance to do it during the summer break."

"No reason to do it so far."



The best thing about this e-learning were demonstrations / case studies and videos

Respondents were asked an open-ended question concerning their favourite part of the e-learning. The answers were then categorised. The most frequent answers are shown in the chart on the right and the more elaborated ones are quoted bellow and on the next slide.

"Even though it was online and not live with a lecturer, the training was very a friendly and had a nice atmosphere. The fact that I could stop it and come back at any time made it stress-free for me as I had time to attend to my kids and family, too. So, if a similar training was on offer again, I would for sure do it. It's good for us - teachers. Hearing others' stories helps a lot - one is not alone in these challenging situations. Sharing with others is empowering."

"Clear division to chapters, text combined with audio, visuals."

"The overall design of the project and the instruction of individual lessons. The division to chapters and comprehensiveness, it was all very good. I was very pleased with both the new information received as well as the new perspectives on my work."

What did you like the most about the entire e-learning?



What did you like the most about the overall e-learning?

"The videos, visuals, and overall instruction style of the e-learning, including the user-friendly environment, made it one of the best trainings I've ever completed."

"Wonderfully designed, colorful, comprehensible, and interesting. This e-learning is designed so well that it made me inwardly strive to study more and more."

"Excellent and comprehensible videos, true stories with possible solutions, and the possibility to print them out and keep them together with the workbook."

"Examples from practice. Illustrative transcripts of interviews. Pictorial techniques. Repetition in each module of the most important points. I think I'll have the 4R's and APR technique in my head for the rest of my life."

"Clear, brief, and comprehensible. I was happy with the terms which were not too technical. I liked the videos and appreciated the background that didn't distract me."

"The videos and stories (Ms. Adams' class, etc.) + the fact that I learned what to do in similar situations."

"I had never taken an e-learning before, and I appreciate this new element in my self-education. I enjoyed going through it. I was able to concentrate without any problems and I understood everything."

"The e-learning structure - division into individual parts, many practical examples (variety of different occupational categories). I appreciated that the 4R principle, for example, was not only introduced, but actively instructed throughout the entire training."

Self-assessment

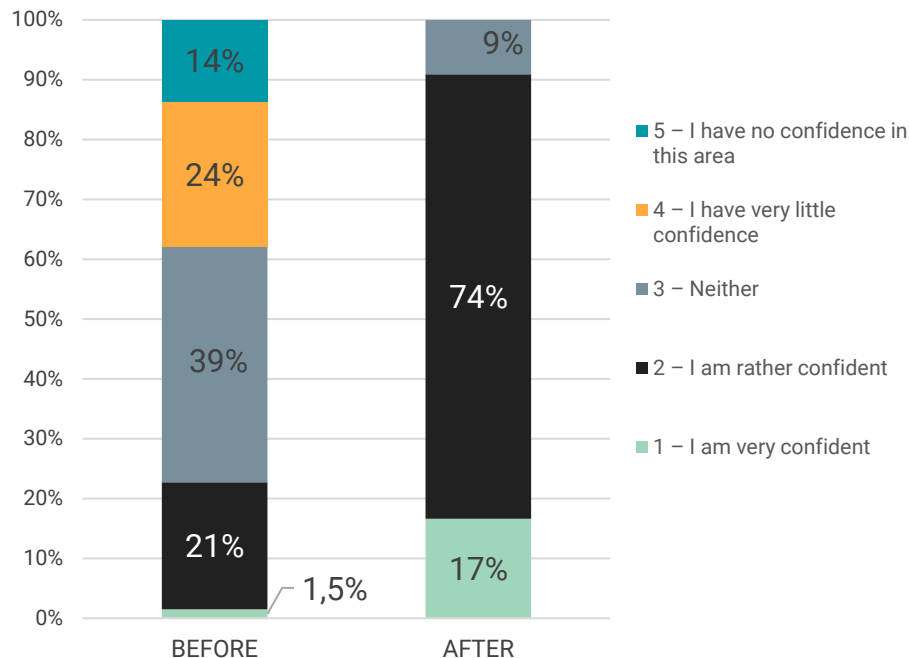
3/4 of respondents rate their knowledge and skills in implementing the TIA in schools after completion of the e-learning at level 2

Knowledge and skills in implementing a trauma-informed approach (TIA) in the school environment significantly improved: **while before the training, only 22.5% of participants rated their knowledge and skills at level 2, after the e-learning, the percentage of level 2 ratings increased to 91%.**

80% of those who previously rated their knowledge at level 3 or worse would now rate themselves at level 2; only 10% would now rate themselves at level 3 (and 10% at level 1).

83% of respondents who could improve (i.e., did not rate themselves at level 1 before the training) reported improvement and rated themselves higher.

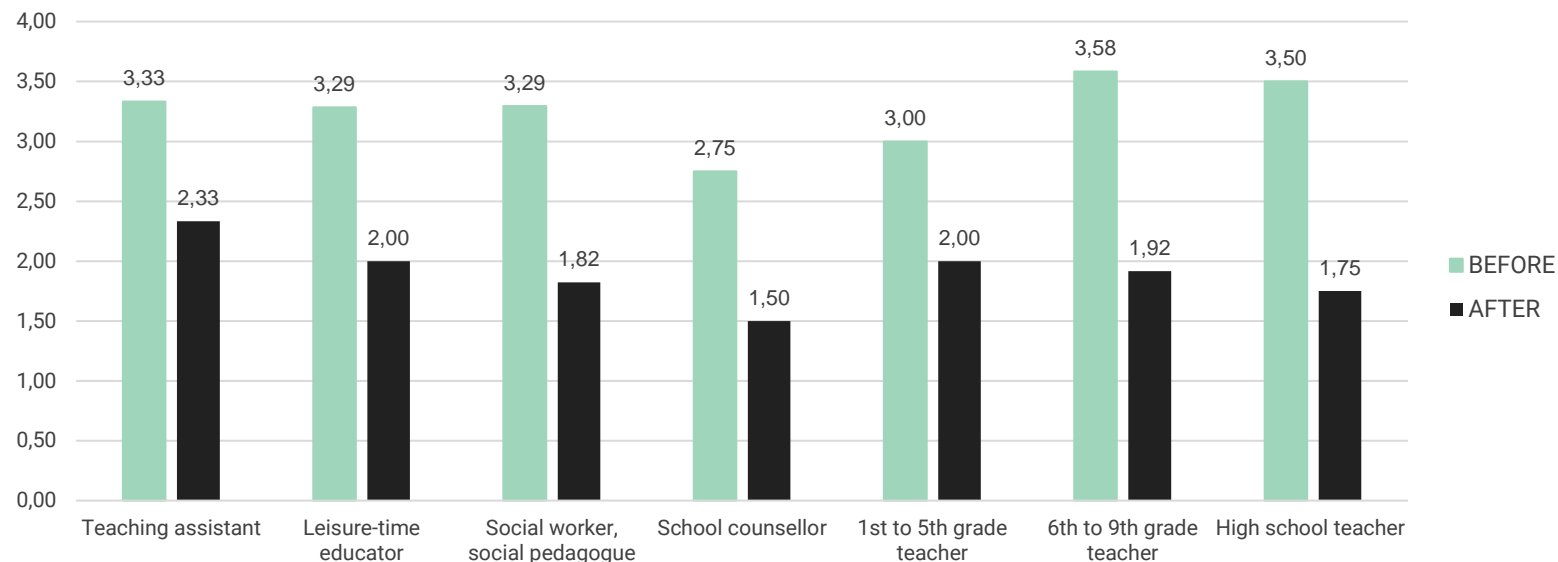
How do you rate your current knowledge and skills in implementing the trauma-informed approach at school?



After the training, 4 out of 7 occupational categories rate **their confidence in their skills in average higher than level 2**

The chart below shows the changes in self-assessment by each group of participants in each category. School counsellors rated their current knowledge and skills in implementing the trauma-informed approach at school the highest (1.50), while the greatest shift from the pre-training confidence pertains to high school teachers; both categories, however, are the least represented occupational categories. The second most remarkable progress pertains to the 6th to 9th grade teachers.

Current knowledge and skills in implementing the trauma-informed approach at school: by occupational category



Number of responses: 6/7/17/4/13/12/4

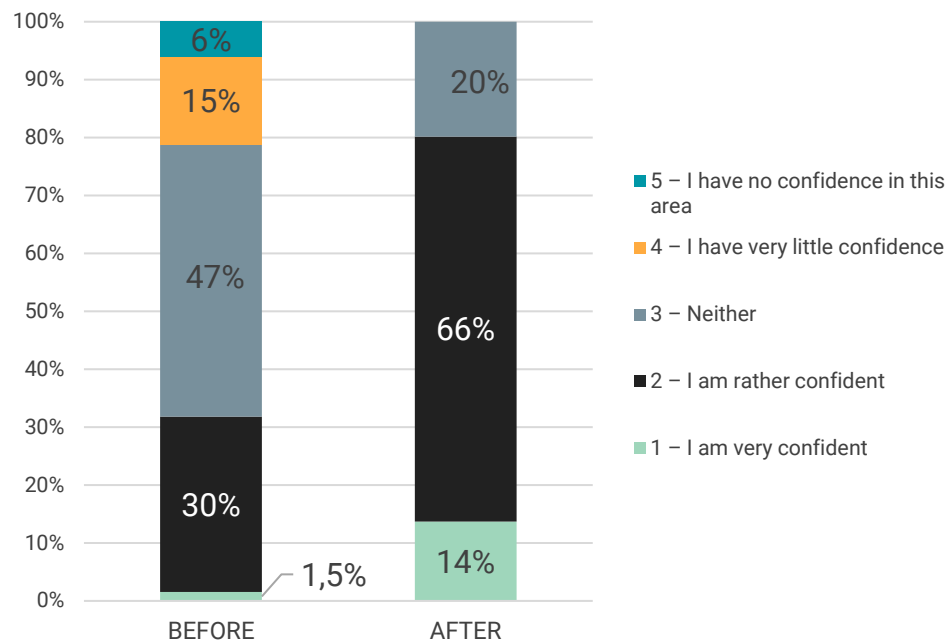
The training helped more than two-thirds of participants to improve their ability to identify strengths and protective factors

Before the training, less than one-third of participants (31.5%) had confidence in their ability to identify strengths and protective factors in students at level 2, and after the training, it was 80%.

Two-thirds of those (67%) who previously rated their ability in this area at level 3 or worse would now rate themselves at level 2, 11% at level 1 and only 22% at level 3.

69% of those who could improve their self-assessment rated themselves higher (i.e., those who rated themselves worse than at level 1 before the training).

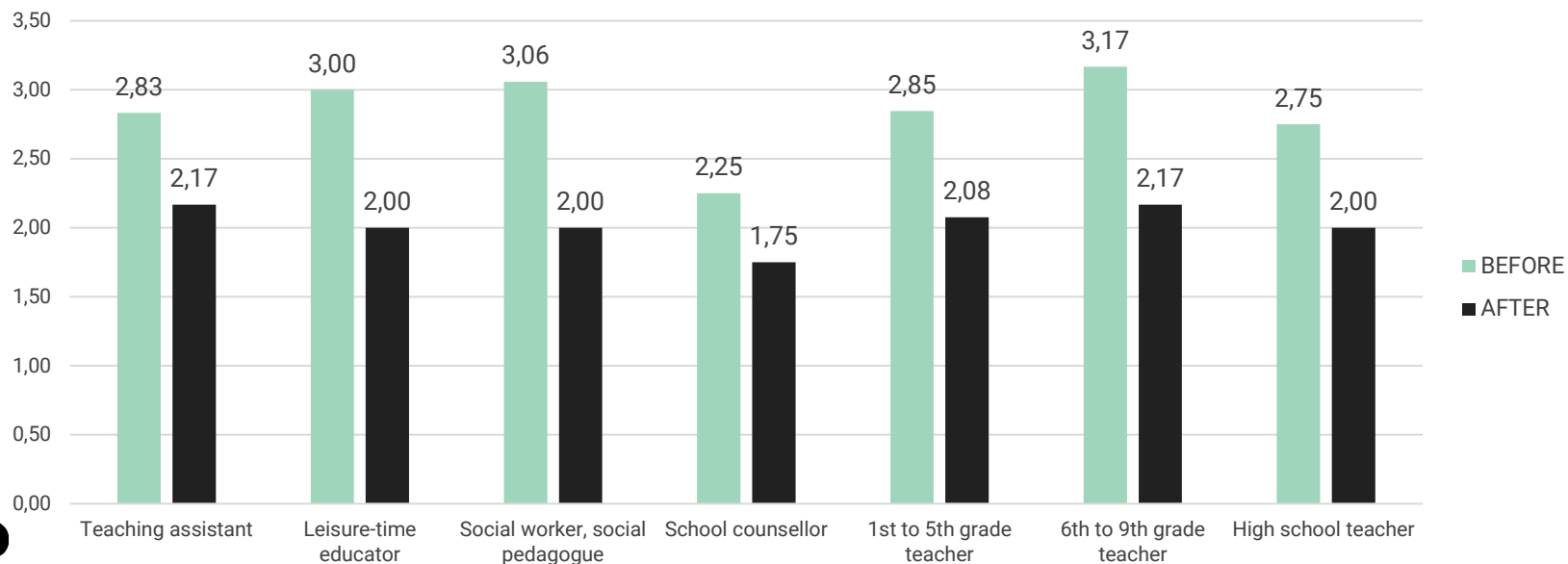
How do you rate your ability to identify strengths and protective factors in students that strengthen their resilience?



Subjectively, the professions who benefited the most from this e-learning were social workers / pedagogues

On average, school counsellors now rate their skills the highest (1.75), but they were also the most confident group before the training. Social workers / social pedagogues show the most significant improvement.

Ability to identify strengths and protective factors that strengthen students' resilience: by occupational category



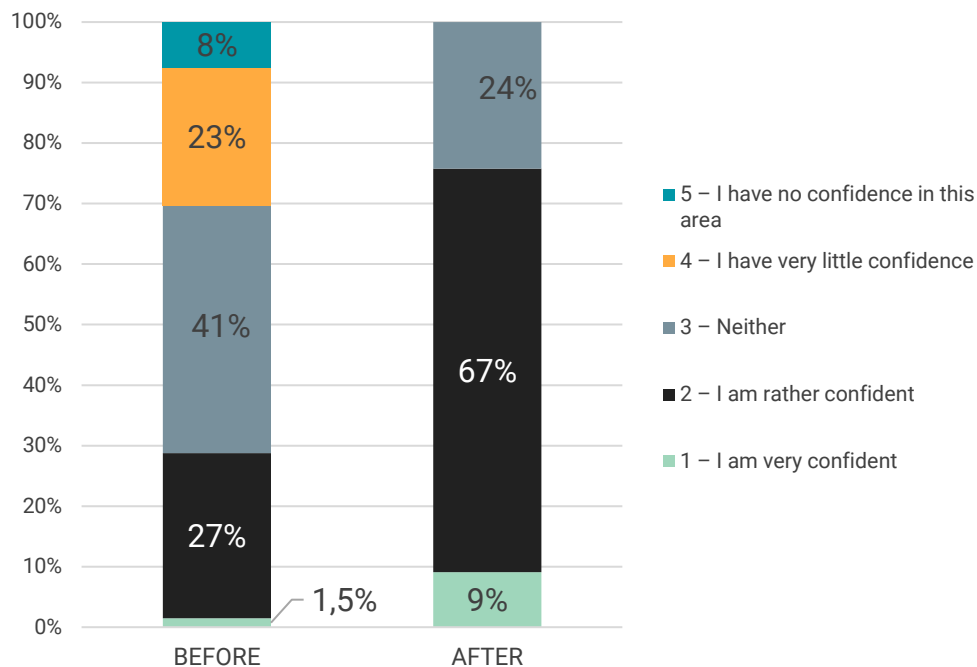
Before the training, most participants had zero or only partial confidence in their ability to support students in developing their trauma coping strategies - now most participants' confidence improved

Before the training, this aspect of self-assessment was also most often rated (knowledge and skills) at level 3 and after the training mostly at level 2 (67%).

From the original rating at level 3 or worse, 70% of respondents are now at level 2, 26% at level 3, and 4% at level 1 after the training.

Overall, 66% of participants who completed the e-learning rated themselves at least one level higher.

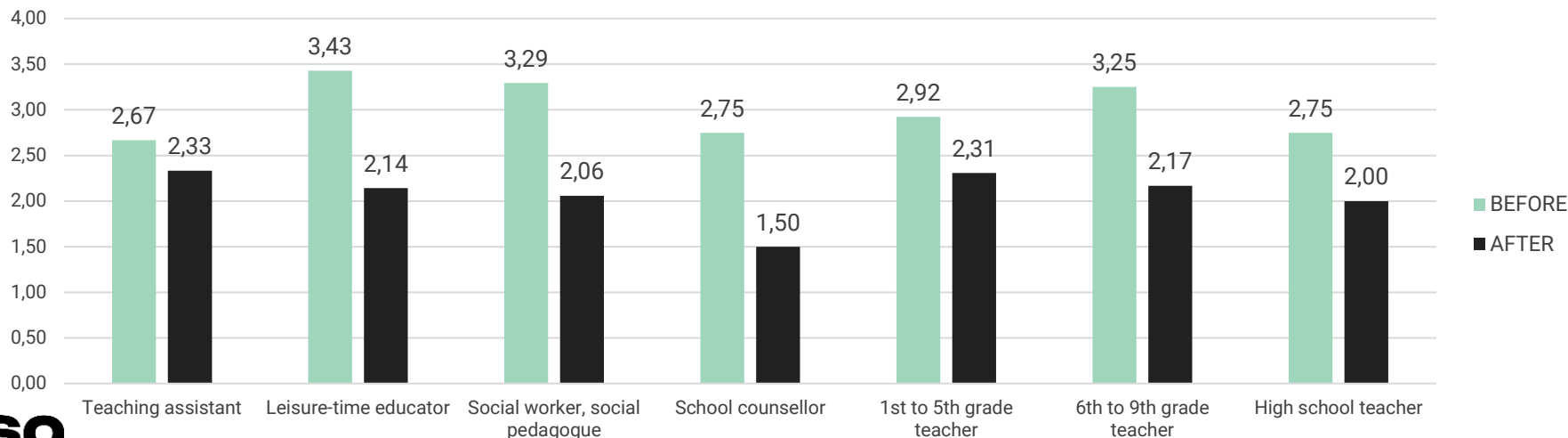
How do you rate your knowledge and skills necessary to support your students in developing trauma coping strategies?



Significant improvement of more than one level - on average in four occupational categories

We can observe the least significant improvement in the teaching assistants' self-assessment. Comparatively, the most significant improvement can be observed in four occupational categories (by about 1.2 to 1.3 points on average).

Knowledge and skills necessary to support your students in developing trauma coping strategies: by occupational category



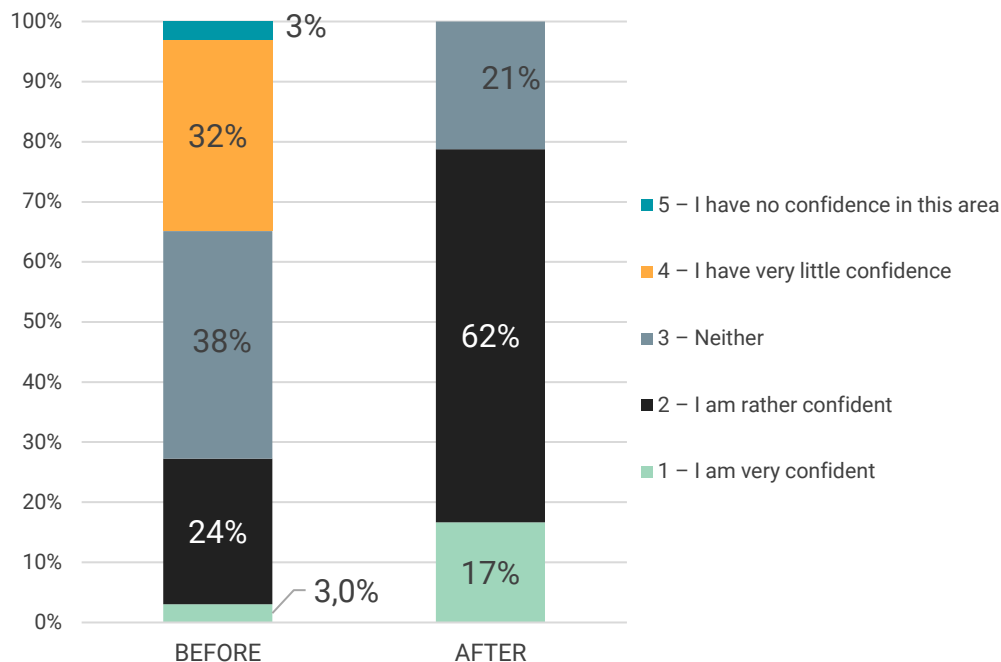
More than $\frac{3}{4}$ of participants rate their skills in supporting their class in handling traumatic events higher after training

Yet another rated area were the participants' skills in supporting the class in handling a traumatic event: the self-confidence level was 27% before the e-learning and 79% after the e-learning.

From the original rating at level 3 or worse, 63% of participants now rate themselves at level 2, 29% at level 3, and 8% at level 1.

Overall, 77% of participants who completed the e-learning self-assessed themselves at least one level better.

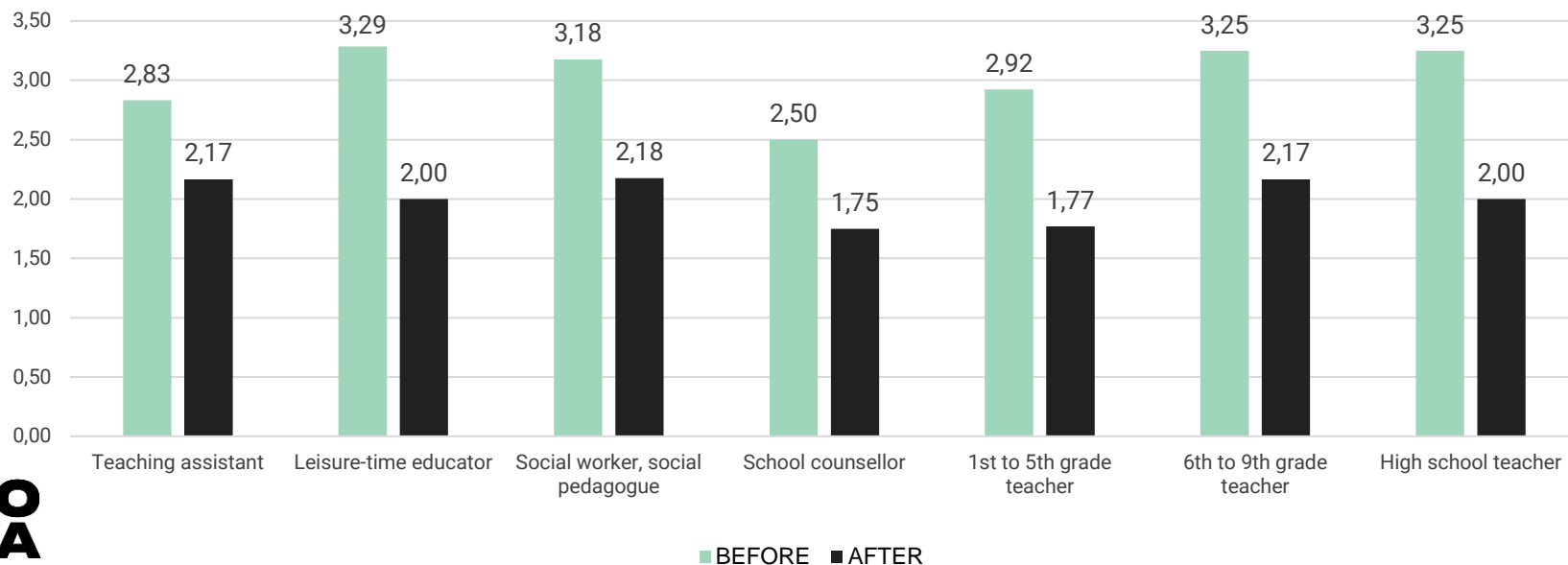
How do you rate your knowledge and skills in supporting the class in handling a traumatic event?



Most occupational categories improved their skills by at least one level

Teaching assistants and school counsellors show the least significant improvement in perceived knowledge and skills in supporting the class in handling of a traumatic event (categories with the lowest number of respondents). Most other occupational categories show, in average, about one level higher improvement.

Knowledge and skills in supporting the class in handling traumatic event: by occupational category



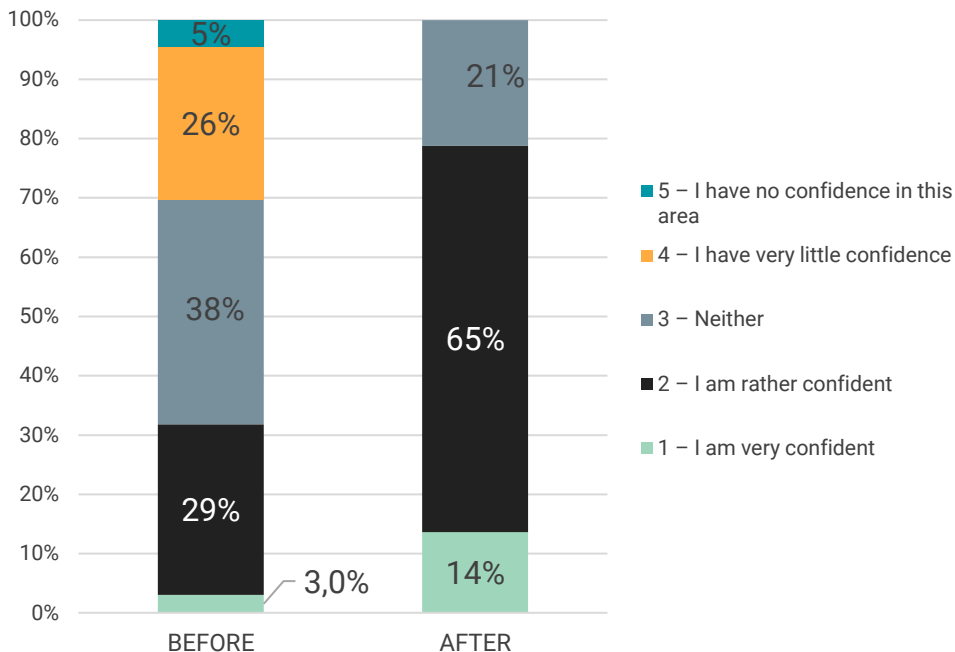
Major improvement in the ability to help students experiencing trauma - one level higher rating

We can observe similar outcomes in questions concerning knowledge and skills in helping students who are currently experiencing trauma: the most common (though again not predominant) rating before the training was at level 3, after the e-learning, it was at level 2.

Of those who rated themselves at level 3 or worse before the training, now 64% rate themselves at level 2, 24% at level 3 and 11% at level 1.

Overall, 68% of participants who completed the e-learning self-assessed themselves after the e-learning at least one level higher than before.

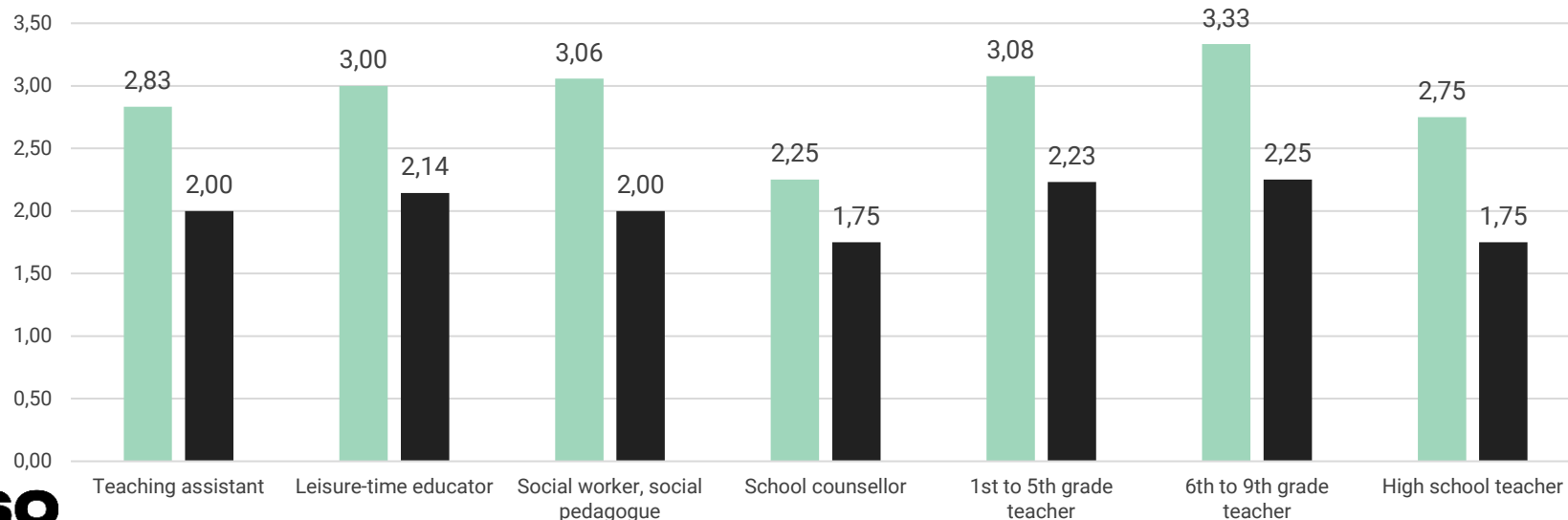
How do you rate your knowledge and skills in helping students who are currently experiencing trauma?



After the e-learning, the **confidence** of all occupational categories was at level 2

Even in the respect of knowledge and skills in helping students who are currently experiencing trauma, school counsellors were already on the average most confident category before the e-learning, and therefore their improvement seems to be the least significant. The most significant improvement was self-assessed by 6th to 9th grade teachers.

Knowledge and skills in helping students who are currently experiencing trauma: by occupational category

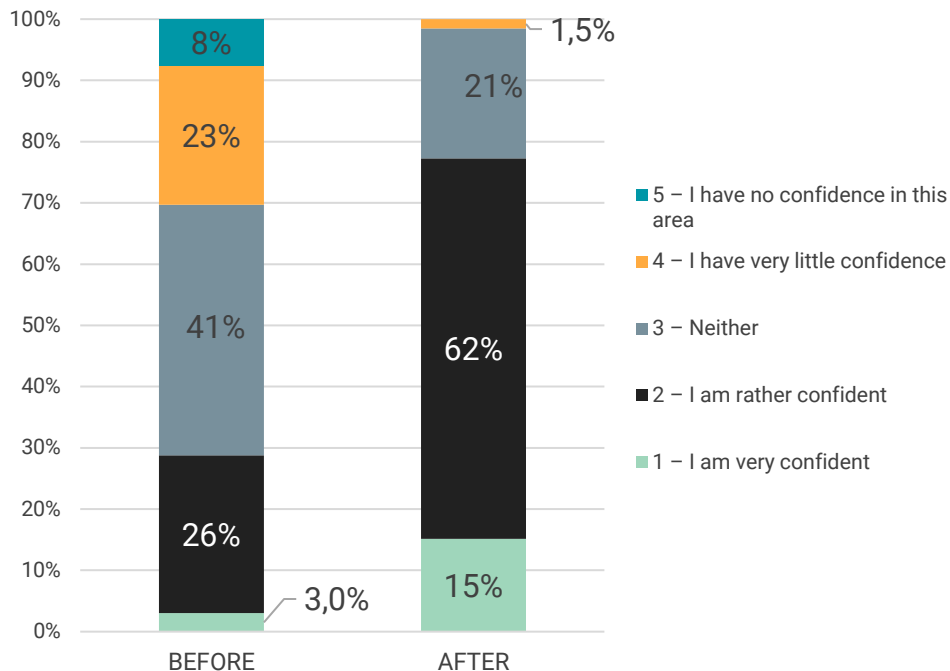


The majority of respondents was rather confident after the training in having trauma-informed conversations with students' relatives

In the question related to having the trauma-informed conversations with students' relatives was the situation similar to the previous questions: 29% of the e-learning participants rated their knowledge and skills at level 1 or 2 before the training and 77% after the training.

Overall, 73% of participants reported at least one level better self-assessment after the training.

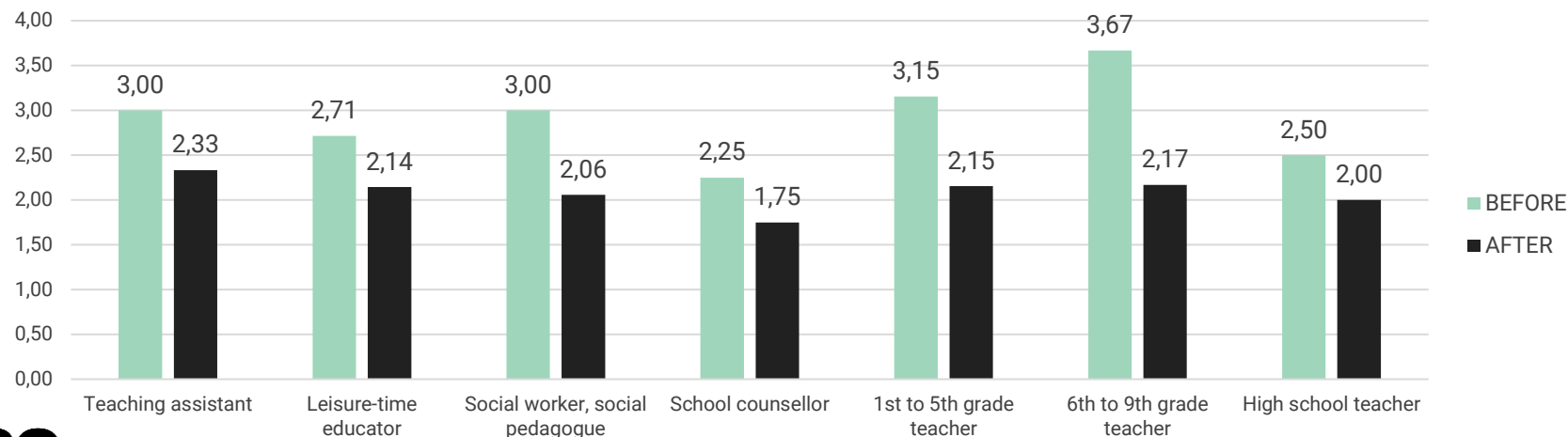
How do you rate your knowledge and skills in conducting trauma-informed conversations with students' parents and other caregivers?



The part on communication with the students' relatives was the most beneficial for the 6th to 9th grade teachers

In respect of this question, school counsellors showed the least significant improvement since their baseline was also relatively good. The 6th to 9th grade teachers showed a more significant improvement.

Knowledge and skills in conducting trauma-informed conversations with students' parents and other caregivers: by occupational category



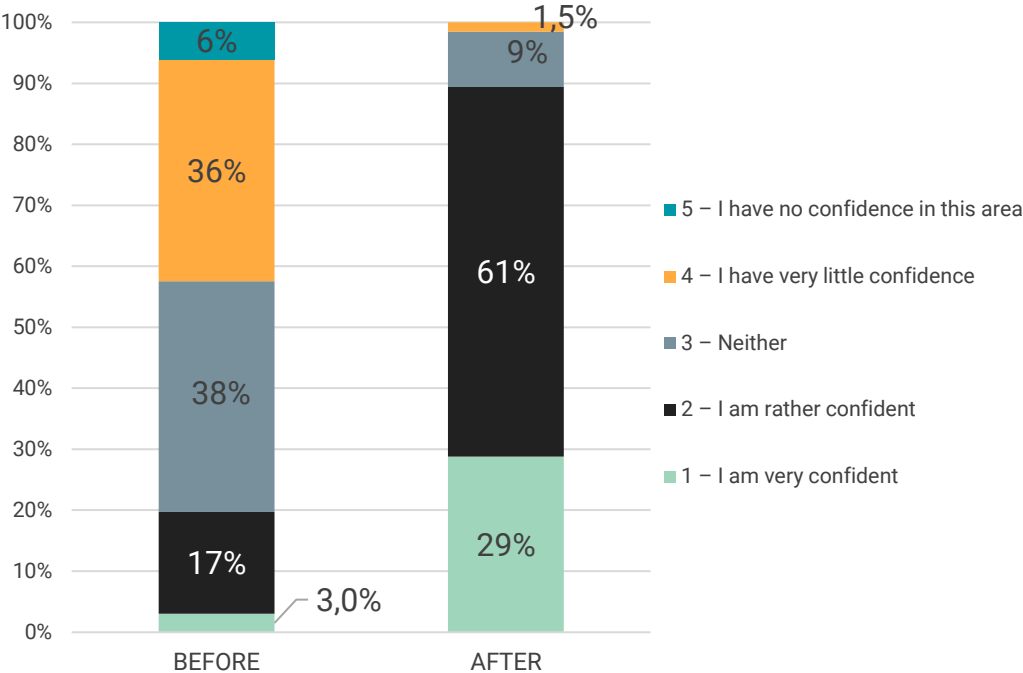
The most significant improvement in the self-assessment pertained to the ability to recognize the need for social-emotional support

The ability to recognize when students or their parents need social-emotional support or referrals to sources of support within the community was the only area where we asked about perceptions before and after the e-learning only after the completion of the training. Overall, the proportion of confidence was 20% vs. 90% making this the most significant shift.

Of those, who rated themselves at level 3 or worse before the training, 15% now rate themselves at level 1, 72% at level 2, 11% at level 3, and 1.5% at level 4.

Overall, 73% of participants who completed the e-learning self-assessed themselves at least one level better than before the training.

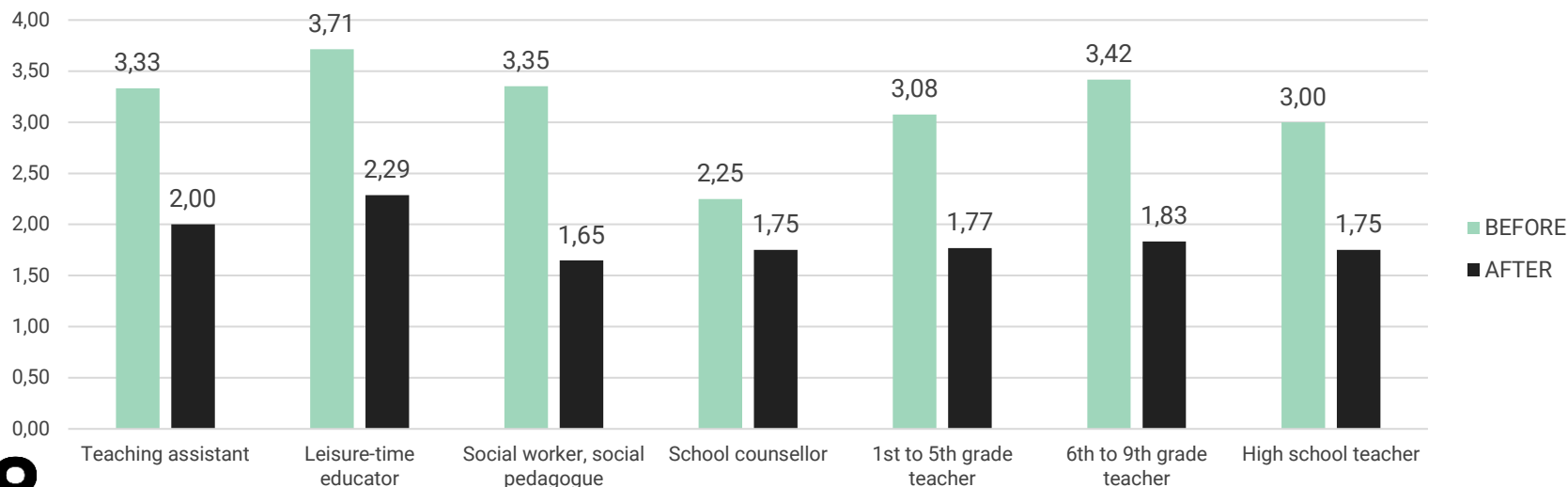
How do you rate your ability to recognize when students or their parents need social-emotional support or referrals to sources of support within the community?



After the e-learning - most average ratings were above 2

In respect of the ability to recognize when students or their parents need social-emotional support or referrals to sources of support within the community, again, the difference before and after the e-learning is the least significant in the category of school counsellors (with the lowest number of respondents), and the most significant in the category of social workers / pedagogues and also 6th to 9th grade teachers.

Ability to recognize when students or their parents need social-emotional support or referrals to sources of support within the community: by occupational category



Self-evaluation: summary

The area covered by the self-assessment	BEFORE	AFTER	% of improvement	% of participants who reported at least one level of improvement in their self-assessment after the e-learning
Knowledge and skills in implementing a trauma-informed approach in the school environment	3.27	1.92	27.0%	83%
The ability to identify strengths and protective factors that strengthen students' resilience	2.94	2.06	17.6%	69%
Knowledge and skills necessary to support their students in developing trauma coping strategies	3.08	2.15	18.6%	66%
Knowledge and skills in supporting the class in handling traumatic events	3.08	2.05	20.6%	77%
Knowledge and skills in helping students who are currently experiencing trauma	3.00	2.08	18.4%	68%
Knowledge and skills in conducting trauma-informed conversations with students' parents and other caregivers	3.06	2.09	19.4%	73%
The ability to recognize when students or their parents need social-emotional support or referrals to sources of support within the community	3.26	1.83	28.6%	95%

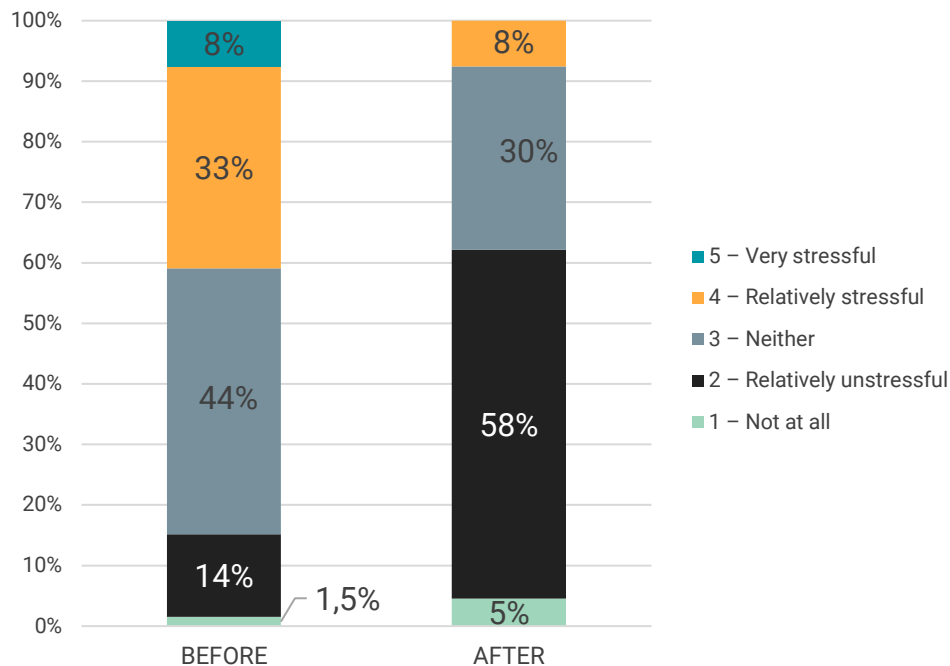
Working with students who experienced trauma was less stressful for participants after completing the course

Another question, in which we asked participants about their perception before and after the training only once (i.e., in the final questionnaire) concerned the level of stress they experience when working with students who have experienced trauma. In this respect, the most common response was again at level 2: "Relatively unstressful".

On the other hand, for 41% of respondents perceived it as "Very" (8%) and "Relatively" (33%) stressful before completing the e-learning. After the training, only 8%, perceived it as "Relatively stressful".

77% of participants subjectively perceived improvement by at least one level.

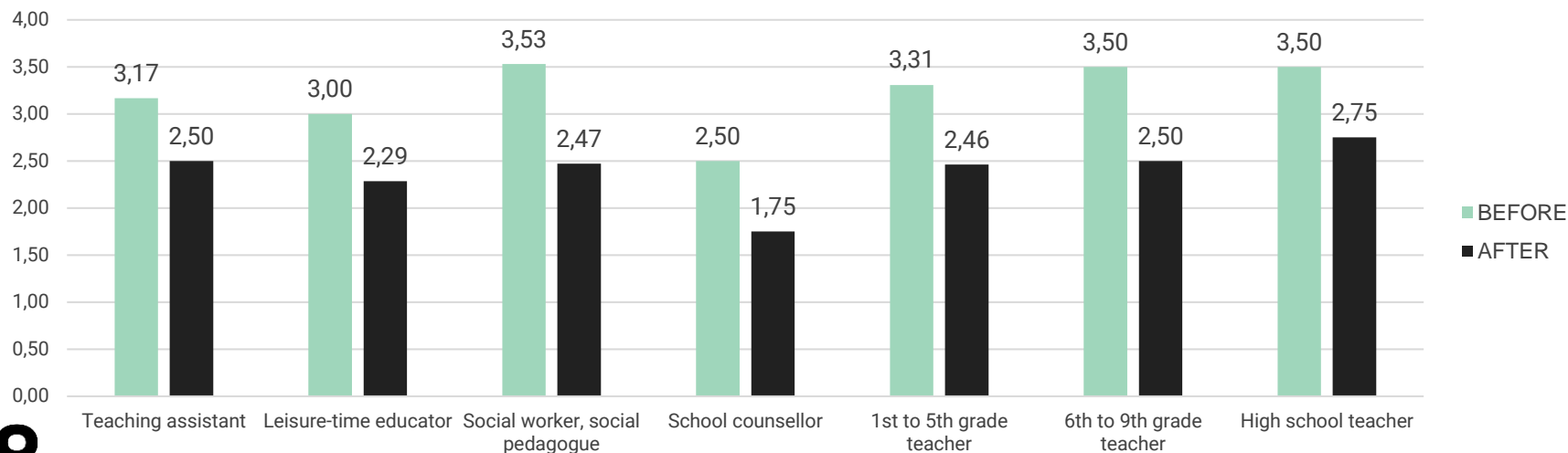
How stressful is it to work with students who have experienced trauma?



Before the e-learning, it was above average stressful for almost all occupational categories - now it is closer to relatively unstressful

Overall, the average stress level expressed on our scale dropped from slightly above average at 3.32 to 2.41. Currently, the occupational categories show insignificant differences only and respondents rate themselves between 2.29 and 2.75; there is again one exception - the school counsellors, who were also the only ones who reported stress below average even before taking the e-learning.

The stress of working with students who have experienced trauma: by occupational category



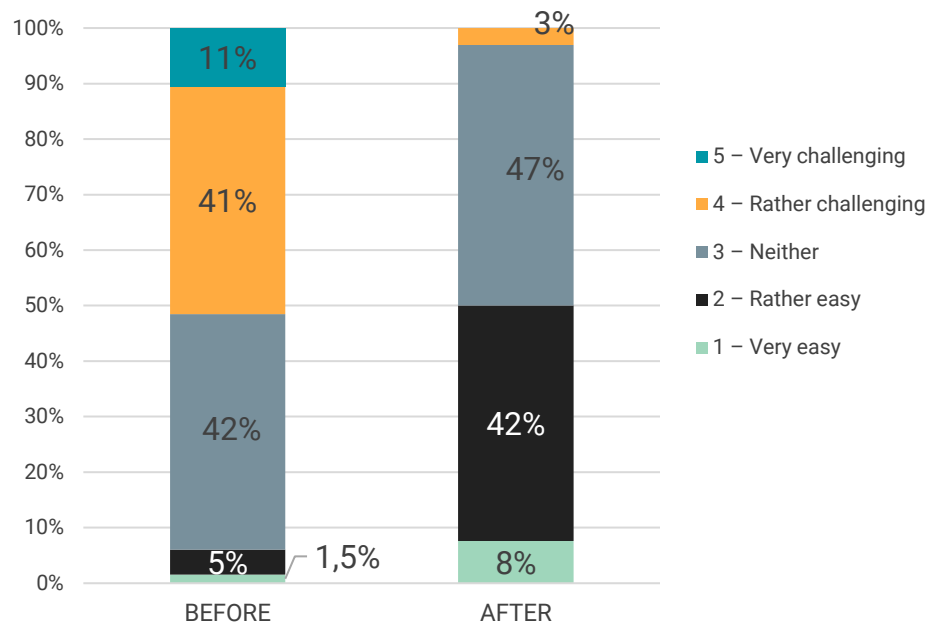
It is now easy for every other participant to manage the stress of working with students who have experienced trauma

There is one exceptional phenomenon in the survey: the participants' self-assessment concerning their ability to manage stress when working with students who have experienced trauma. In this respect, the most frequent rating after completing the e-learning was still at level 3. **When asked about stress management before the training, only 6% of respondents perceived it as "Easy" (very or rather); after the training, half of the respondents perceived it as "Easy" (very or rather).**

82% of those who could improve their self-assessment rated themselves at least one level higher; the average improvement was from 3.55 to 2.45.

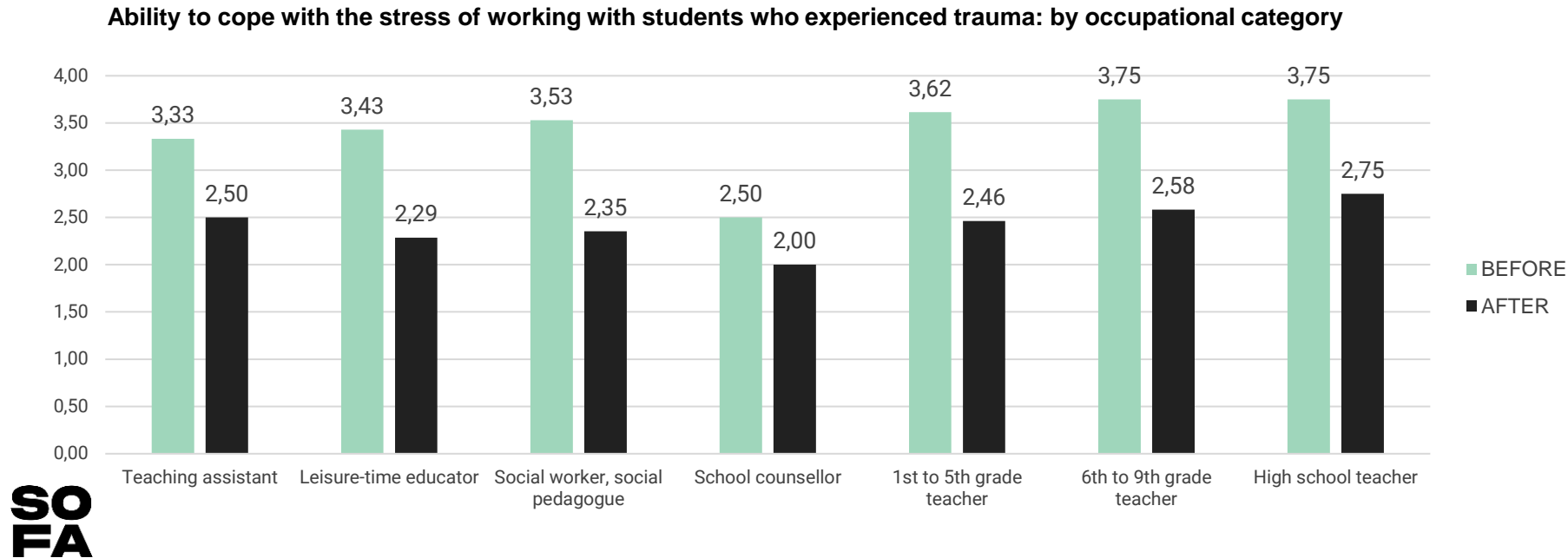
Analysing answers to this and the previous question, we can conclude that after completing the e-learning, those who before the e-learning did not experience stress at all or only a little (2.17) rated their ability to manage this type of stress the highest, while those who rated themselves before the e-learning at "Neither", rated their ability to manage this type of stress after the e-learning at 2.80.

How do you rate your ability to manage the stress of working with students who have experienced trauma?



The ability to manage the stress related to working with students who experienced trauma was more difficult for all categories of teachers

Even for high school teachers, the worst average self-evaluation after completing the e-learning was 2.75.





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