

**AN EVALUATION OF  
HEALING SPECIES PROJECT  
YOUTH RISE ABOVE**

**FUNDED BY THE JUVENILE FORMULA GRANT  
ADMINISTERED BY THE SOUTH CAROLINA DEPARTMENT  
OF PUBLIC SAFETY**

**FINAL REPORT FOR GRANT YEAR 2015-2016 PREPARED BY  
SYSTEM WIDE SOLUTIONS, INC**

**October 30, 2016**

## **EXECUTIVE SUMMARY**

The purpose of Project Youth Rise Above is to reduce recidivism rates, improve pro-social behavior, increase mental well-being, and increase student confidence among juveniles with status and criminal offenses so that success is an option for them. The method used is the evidence-based Healing Species program. The program teaches juveniles how to apply skills which intercept and break the cycle of negative choices which lead to status and criminal offenses by equipping them with information and strategies to take steps toward healing and gaining personal power to overcome obstacles in their lives. The target population is approximately 240 youth per year at six sites who have status and criminal offenses and are at-risk of entering or re-entering the detention programs of the SC Department of Juvenile Justice. The project has client level and program level goals including improved outcomes for the youth and creating partnerships with community-based nonprofits and agencies serving at risk. The overarching goal is using the Healing Species Violence Prevention and Compassion Education Program to provide prevention, intervention, and diversion measures.

The 11-component Healing Species Violence Prevention Program is to be implemented at each DJJ residential facility location and to referral groups listed below, a total of eight implementations of the program at three sites and three referral-based groups.

The plan is for Youth Arbitrators and DJJ County Case Workers in Orangeburg, Lexington and Richland Counties are to refer youth and mandate them to participate in the Healing Species' program. Participants include those being diverted from DJJ through the Juvenile Arbitration Program, those on diversionary contract with DJJ, and those on probation with DJJ for a status or other minor offense. There are to be one program implementation each year in these county referral-based sites for 25 youth in each site, a total of 75 youth receiving the program in the counties.

There are two implementations planned at Camp Aspen, which serves 35 to 36 male juveniles in DJJ custody from all over the state. Seventy individuals from Camp Aspen are therefore to be served each year. There are two implementations planned at Pinelands Group Home, Summerville, SC which serves approximately 30 male and female DJJ and other at-risk youth. Sixty individuals from Pinelands are therefore to be served annually. Approximately 35 DJJ involved juveniles are planned to take part in the program at Pickens Career and Technology Center, Pickens, SC, which serves at-risk youth in a year-long program. The total to be served each year in the three residential sites is therefore 167. The grand total of clients planned to be served is 240.

The program got off to a slow start through no fault of the program personnel. This resulted in a smaller number of clients than was anticipated. The first client didn't enter the program until January 5, 2016, one-fourth of the way through the grant year. However, as the year progressed, the number of clients entering services increased at a steady rate.

The performance indicators in a number of cases call for measurements to be carried out twelve months after clients complete services. Since the first client did not enter services until January

5, 2016, it was not possible to measure these indicators. The evaluators believe that several indicators are difficult to measure under the best of circumstances and should be reviewed.

Using the information that is available, the program has had considerable success. It met or nearly met all of the objectives that could be measured.

The evolution includes four recommendations. These are:

1. The objectives be revisited to examine the feasibility of measuring indicators twelve months after services have been completed.
2. The program continue to provide services with a greater emphasis on the county based outreach.
3. That the full names of clients be gathered so that follow-up can be done on their progress after leaving the program. That the staff meet with the evaluators to review the evaluation.
4. That the program team meet with the evaluators to discuss the findings of the evaluation.

# TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b> .....	<b>1</b>
<b>PROJECT DESCRIPTION</b> .....	<b>1</b>
<i>Program Process Measurable Objectives</i> .....	2
<i>Program Process Objective Performance Indicator</i> .....	2
<i>Program Outcome Measurable Objectives</i> .....	2
<i>Program Outcome Objective Performance Indicators</i> .....	2
<b>METHODOLOGY</b> .....	<b>3</b>
Philosophy of the Approach.....	3
Parts of the Methodology.....	3
Data Gathering.....	4
Develop Evaluation Reports.....	4
Limitations of the Evaluation .....	4
<b>DESCRIPTION OF YOUTH SERVED</b> .....	<b>5</b>
<b>PROGRESS TOWARD PROJECT PROCESS OBJECTIVES</b> .....	<b>7</b>
<b>PROGRESS TOWARD PROJECT OUTCOME OBJECTIVES</b> .....	<b>8</b>
<b>CONCLUSIONS</b> .....	<b>13</b>
<b>RECOMMENDATIONS</b> .....	<b>14</b>
<b>APPENDIX ONE: INSTRUMENTS</b> .....	<b>15</b>

## **PROJECT DESCRIPTION**

The purpose of Project Youth Rise Above is to reduce recidivism rates, improve pro-social behavior, increase mental well-being, and increase student confidence among juveniles with status and criminal offenses so that success is an option for them. The method used is the evidence-based Healing Species program. The program teaches juveniles how to apply skills which intercept and break the cycle of negative choices which lead to status and criminal offenses by equipping them with information and strategies to take steps toward healing and gaining personal power to overcome obstacles in their lives. The target population is approximately 240 youth per year at six sites who have status and criminal offenses and are at-risk of entering or re-entering the detention programs of the SC Department of Juvenile Justice. The project has client level and program level goals including improved outcomes for the youth and creating partnerships with community-based nonprofits and agencies serving at risk. The overarching goal is using the Healing Species Violence Prevention and Compassion Education Program to provide prevention, intervention, and diversion measures.

The 11-component Healing Species Violence Prevention Program is to be implemented at each DJJ residential facility location and to referral groups listed below, a total of eight implementations of the program at three sites and three referral-based groups.

The plan is for Youth Arbitrators and DJJ County Case Workers in Orangeburg, Lexington and Richland Counties are to refer youth and mandate them to participate in the Healing Species' program. Participants include those being diverted from DJJ through the Juvenile Arbitration Program, those on diversionary contract with DJJ, and those on probation with DJJ for a status or other minor offense. There are to be one program implementation each year in these county referral-based sites for 25 youth in each site, a total of 75 youth receiving the program in the counties.

There are two implementations planned at Camp Aspen, which serves 35 to 36 male juveniles in DJJ custody from all over the state. Seventy individuals from Camp Aspen are therefore to be served each year. There are two implementations planned at Pinelands Group Home, Summerville, SC which serves approximately 30 male and female DJJ and other at-risk youth. Sixty individuals from Pinelands are therefore to be served annually. Approximately 35 DJJ involved juveniles are planned to take part in the program at Pickens Career and Technology Center, Pickens, SC, which serves at-risk youth in a year-long program. The total to be served each year in the three residential sites is therefore 167. The grand total of clients planned to be served is 240.

### **Program Goals**

1. To create partnerships with community-based nonprofits and agencies serving at risk youth with the overarching goal of using the Healing Species Violence Prevention and Compassion Education Program to provide prevention, intervention, and diversion measures for approximately 240 youth per year at six sites who have status and criminal offenses and are at-risk of entering or re-entering the detention programs of DJJ.

2. To teach juveniles how to apply skills which intercept and break the cycle of negative choices which lead to status and criminal offenses by equipping them with information and strategies to take steps toward healing and gaining personal power to overcome obstacles in their lives, thereby reducing recidivism rates, improving pro-social behavior, increasing mental well-being, and increasing student confidence so that success is an option for them.

The program has seven measurable outcome objectives, each with its own performance indicator, and one process measurable objectives, with its own performance indicator.

### **Program Process Measurable Objectives**

1. Serve 240 youth

### **Program Process Objective Performance Indicator**

1. Number of youth served.

### **Program Outcome Measurable Objectives**

1. Reduce participants' violent or aggressive behavior by 25%.
2. Reduce the number and percent of program youth who re-offend (short and long term) by 15%.
3. Increase site personnel perceptions of pro-social behavior among Healing Species students by 50%.
4. Decrease anti-social behavior by 25%.
5. Improve participants' mental well-being in terms of empathy, self-worth, self-efficacy and belief in their ability to determine the direction of their life, as well as reduction of anxiety and stress related behaviors by 50%.
6. Decrease participants' reported illegal substance use by 30%.
7. Evaluate site personnel and program participants' level of satisfaction, as well as opportunities to improve, with satisfaction levels at 3.0 or higher on a 4.0 scale.

### **Program Outcome Objective Performance Indicators**

1. Self-reported violent and aggressive behavior among Project clients between entry into services and a follow-up survey twelve months after services terminate.
2. DJJ records re-offenses among program participants during the twelve months following completion of services when compared to all offenders.
3. A survey of site personnel regarding pro-social behaviors during the twelve months following completion of services when compared to behavior prior to services. .
4. Self-reported anti-social behavior during the twelve months following services when compared to pre-service behavior.
5. Scores on the Toronto Empathy Questionnaire, General Self-Efficacy Scale, the Cantrill Self-Anchoring Striving Scale, and the Hamilton Anxiety Rating Scale prior to and following services.

6. Self-reported illegal substance use prior to and twelve months after completion of services.
7. Site personnel and participants responses to a program satisfaction survey.

## **METHODOLOGY**

### **Philosophy of the Approach**

SWS is using an action research approach to conduct this evaluation. As described by Greenwood and Levin in *Introduction to Action Research*, action research involves the professional researcher working with the members of an organization and community to improve a situation. Action research (or, in this case, evaluation) means that information developed by the evaluator is used by the organization and community to change their activities and objectives as they go along to make it more likely that the goals of the program will be achieved. In action research, the evaluator is part of the process. In traditional evaluation, the evaluator stands outside of the process.

### **Parts of the Methodology**

There are seven parts to the methodology for the evaluation. The seven parts are:

- Part 1 - Conduct three or more on-site visits and/or program contacts. The first visit was to review the Project's activities, goals, and objectives and develop performance indicators. During the first visit the evaluation plan and database development were discussed. Numerous subsequent contacts were made to deliver the database and evaluation plan and to monitor Project progress.
- Part 2 - Develop a database which can be used by the Project to capture and store the information required by the objectives and performance indicators. Help the Project Team identify exactly where to find the data that is required by the goals and measurable objectives for any new elements not now in the database so that it may be entered into the database. Provide a training on how to use the database to complete reports and to monitor the youth and the project as a whole.
- Part 3 - Identify possible surveys required by the performance measures or obtain if already in place. Train the staff on how to administer any new surveys and how to enter the results into the database.
- Part 4 - Conduct a process evaluation by measuring the implementation of the applicable measurable objective using the objective's performance measure. .
- Part 5 - Conduct an outcome evaluation by measuring the progress made towards meeting the applicable measurable objectives. using the objective's performance measure.
- Part 6 - Prepare a final report at the end of each grant year. The final report includes an executive summary, an introduction, the process and the outcome evaluations, conclusions regarding meeting the goals of the project and recommendations.
- Part 7 - As part of the evaluation, report the evaluation data required by OJJDP.

## **Data Gathering**

Interviews with project personnel and reviews of documentation were conducted during the year. Support was provided to identify surveys and reviewed if already in place. A method for documenting qualitative data was developed for use by persons involved in the program.

The database developed by the program and SWS was used to store the data needed to measure the objectives.

## **Develop Evaluation Reports**

There are five parts to developing the evaluation reports. 1) A quantitative database and a qualitative database were developed into which all of the data gathered could be placed. 2) Statistical and qualitative methods were used to analyze the databases, creating a description of the project, its successes and its weaknesses. 3) The findings of the analysis were described in charts, tables, and a written form that is understandable and usable. 4) Written conclusions were drawn from the findings and reported. 5) Written recommendations were made.

The final report includes an executive summary, a description of the grant and its goals and objectives; a section for the findings of the process evaluation; a section for the outcome evaluation findings; the conclusions regarding meeting the goals of the program; and the recommendations. This results in a detailed, written discussion of how well the grant proposal is being carried out. The process and the outcome evaluation sections may be broken out into two separate reports.

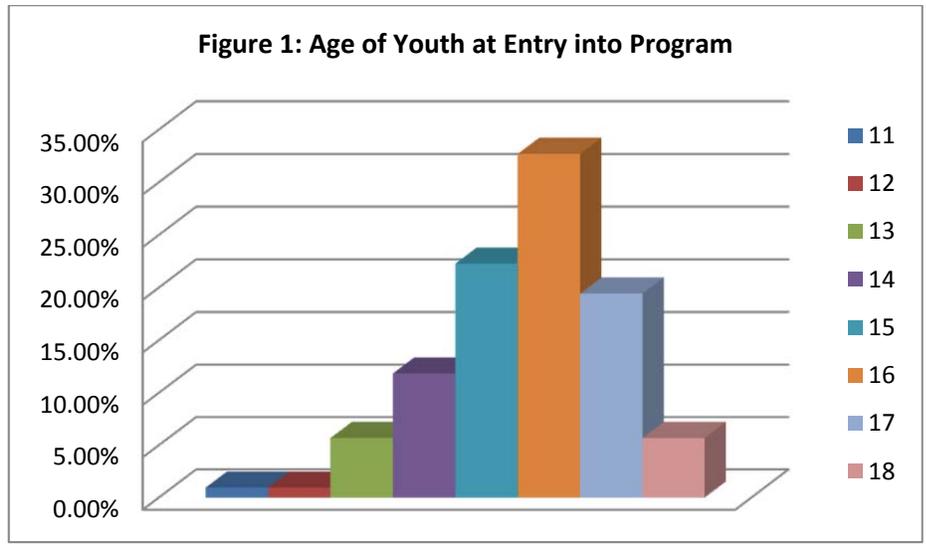
## **Limitations of the Evaluation**

Due to the late start of the project, it was not possible to work out the details of the evaluation and develop the database until well past the time that all data could be gathered. However, the program team did an excellent job of working to “catch up” on finding and entering data. Certain of the objectives are to be measured twelve months after clients complete the program which creates logistical and methodological difficulties.

## DESCRIPTION OF YOUTH SERVED

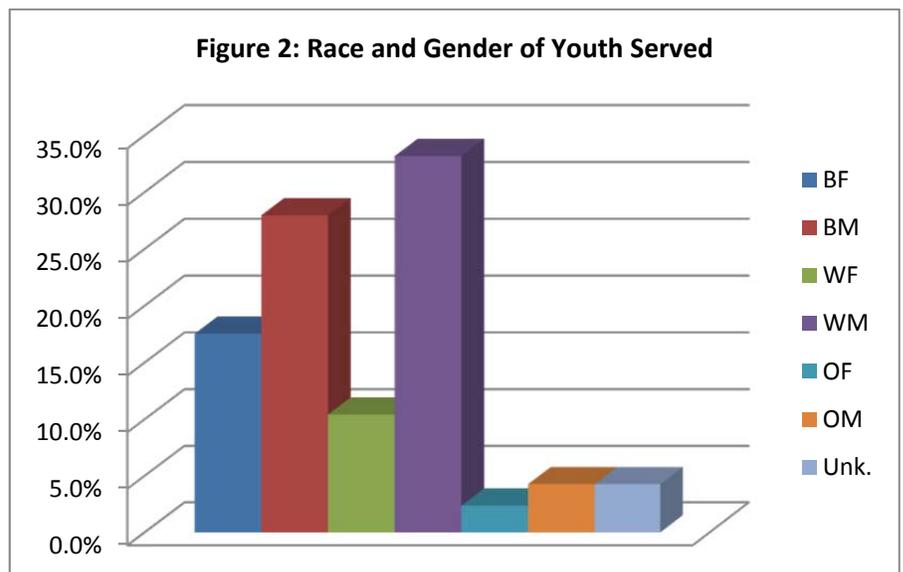
A total of 211 youth were served, 88% of the number planned. The youth ranged in age from 11 through 19, with 4 (1.8 %) age 11 and 12, 12 (5.7%) age 13, 25 (11.8%) age 14, 47 (22.3%) age 15, 69 (32.7%) age 16, 41 (19.4%) age 17. 13(6.2%) age 18 and 19. (See Table 1 and Figure 1)

Table 1: Age of Youth at Entry into Program		
	GY 2016	
	#	%
11	2	0.9%
12	2	0.9%
13	12	5.7%
14	25	11.8%
15	47	22.3%
16	69	32.7%
17	41	19.4%
18	12	5.7%
19	1	0.5%
<b>Total</b>	<b>211</b>	<b>100.0%</b>



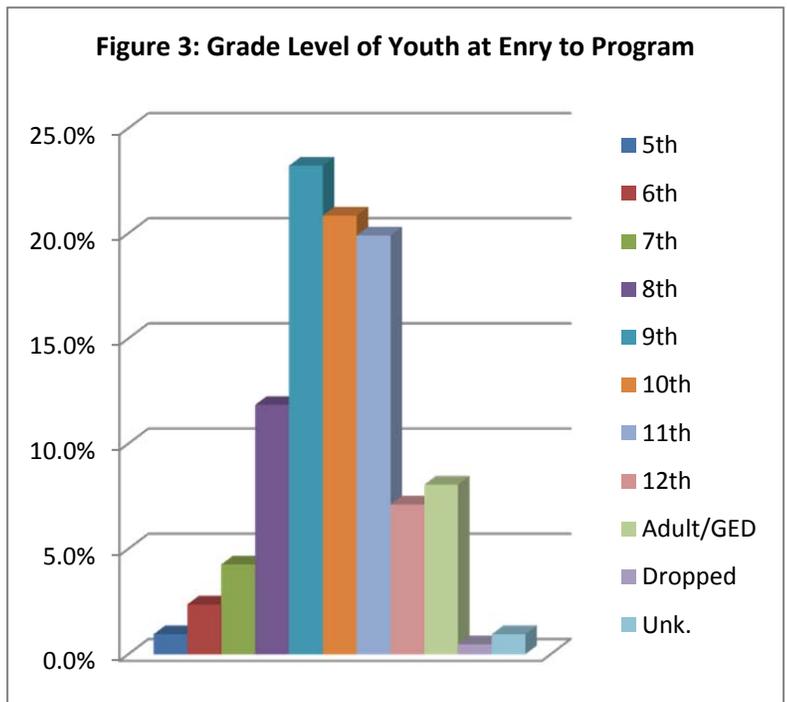
Of the 211 youth, 64 (30.3%) are female and 147 (69.8%) are male. 96 (45.5%) are African-American, 92 (43.6%) are white, 14 (6.7%) are of other races, and nine (4.3%) are unknown. (See Table 2 and Figure 2)

Table 2: Race and Gender of Youth Served		
	GY 2016	
	#	%
Black Female	37	17.5%
Black Male	59	28.0%
White Female	22	10.4%
White Male	70	33.2%
Other Female	5	2.4%
Other Male	9	4.3%
Unk. Male	9	4.3%
<b>Total</b>	<b>211</b>	<b>100.0%</b>



Of the youth served, seven (3.3%) were in the fifth and sixth grade, nine (4.3%) in the seventh, 25 (11.8%) in the eighth, 49 (23.2%) in the ninth, 44 (20.9%) in the tenth, 42 (19.9%) in the eleventh, 15 (7.11%) in the twelfth, 17 (8.06%) in an adult Ed or GED program, one (0.47%) dropped out of school and two (0.95%) are unknown. (See Table 3 and Figure 3)

<b>Table 3: Grade of Youth at Entry into Program</b>		
	<b>GY 2016</b>	
	<b>#</b>	<b>%</b>
5th	2	0.9%
6th	5	2.4%
7th	9	4.3%
8th	25	11.8%
9th	49	23.2%
10th	44	20.9%
11th	42	19.9%
12th	15	7.11%
Adult Ed/GED Program	17	8.06%
Dropped Out	1	0.47%
Unk	2	0.95%
<b>Total</b>	<b>211</b>	<b>100%</b>



## PROGRESS TOWARD PROJECT PROCESS OBJECTIVES

During the project period, October 1, 2015 to September 30, 2016, the program worked to meet the following process objective and performance indicators.

### Objective 1

Serve 240 youth.

### Performance Indicator

Number of youth served.

### Findings:

The planned number of youth to be served is 240. There were 211 actually served, 87.9% of the planned number. Of the 211 youth served, two (0.95%) were served in Orangeburg County, six (2.84%) in Richland County, 17 (8.06%) in Lexington County, 58 (27.49%) at Camp Aspen, 103 (48.82%) at Pinelands Group Home and 25 (11.85%) at Pickens Career and Technology Center. (See Table 4 and Figure 4) **The program made progress towards meeting this objective.**

<b>Table 4: Number and Percent of Planned Number of Youth Served</b>		
	<b>GY 2016</b>	
	<b>#</b>	<b>%</b>
Orangeburg County DJJ	2	0.95%
Richland County DJJ	6	2.84%
Lexington County DJJ	17	8.06%
Camp Aspen	58	27.49%
Pinelands Group Home	103	48.82%
Pickens Career and Technology Center	25	11.85%
<b>Total</b>	<b>211</b>	<b>100%</b>

# PROGRESS TOWARD PROJECT OUTCOME OBJECTIVES

During the project period, October 1, 2015 to September 30, 2016, the program worked to meet the following outcome objective and performance indicators.

## Objective 1

Reduce participants' violent or aggressive behavior by 25%.

### Performance Indicator

Self-reported violent and aggressive behavior among project clients between entry into services and a follow-up survey twelve months after services terminate.

**Finding:** Since twelve months has not elapsed since the youth received services and the present, it is not possible to report on this performance indicator. **This objective cannot be measured at this time.**

## Objective 2

Reduce the number and percent of program youth who re-offend (short and long term) by 15%.

### Performance Indicator

DJJ records re-offenses among program participants during the twelve months following completion of services when compared to all offenders.

**Finding:** Since twelve months had not passed since the youth participating in the program were served, it is not possible to measure this objective at this time. **It is too early to measure this objective**

## Objective 3

Increase site personnel perceptions of pro-social behavior among Healing Species students by 50%.

### Performance Indicator

A survey of site personnel regarding pro-social behaviors during the twelve months following completion of services when compared to behavior prior to services. .

**Finding:** The survey did not occur. **Therefore it is not possible to measure this objective at this time.**

## Objective 4

Decrease anti-social behavior by 25%.

### Performance Indicator

Self-reported anti-social behavior during the twelve months following services when compared to pre-service behavior.

**Finding:** The Healing Species Knowledge and Behavior Pre/Post Test contains nine items which measure pro-social behavior. One hundred and seventy three of the participants completed a pre-test and 123 a post test on this instrument. Of those 87 completed both a pre and a post test. Among the youth who completed both a pre and a post test, there was an average change in scores in a positive direction of of 3.5%. on these nine items. All items moved in a positive direction except for “I handle problems with people without hurting their feelings or bodies.” This indicates that the program is having a positive effect in reducing anti-social behavior. Survey Key: (4=Strongly Disagree, 3=Disagree, 2=Agree, 1=Strongly Agree) A copy of this survey can be found in Appendix One.

<b>Table 5: Pro-Social Behavior</b>			
<b>Please circle the answer that best fits your knowledge and behavior as of today.</b>			
	<b>Pre-Test Score</b>	<b>Post Test Score</b>	<b>Percnet Difference in Scores</b>
Grieving is a good way to work through my anger and confused feelings.	2.52	2.10	16.7%
A friend asks me to keep a secret. His dad is hurting him. I should tell anyway.	2.18	1.92	12.0%
A bully uses fake power to control others.	2.10	1.78	15.3%
I handle problems with people without hurting their feelings or bodies.	1.79	1.92	-7.3%
I know how to get help if I need calming down.	1.79	1.79	0.00%
I know the “hot buttons” that “trigger” my anger.	1.71	1.64	4.1%
I walk away, ignore, or count to 10 if someone is bothering me.	2.50	2.30	8.0%.
I try to work through problems with people without fighting.	2.04	1.85	9.4%
I show respect to others, even if I do not agree with them.	2.02	1.95	3.5%
<b>Mean Score</b>	<b>2.07</b>	<b>1.91</b>	<b>7.8%</b>

**This objective was met.**

## Objective 5

Improve participants' mental well-being in terms of empathy, self-worth, self-efficacy and belief in their ability to determine the direction of their life, as well as reduction of anxiety and stress related behaviors by 50%.

**Performance Indicator:** Scores on the Healing Species Knowledge and Behavior Pre/Post Test and responses to Healing Species Student Satisfaction Survey.

**Finding:** The Healing Species Knowledge and Behavior Pre/Post Test contains five items which measure empathy, self-efficacy, and self-worth. One hundred and seventy three of the participants completed a pre-test and 123 a post test on this instrument. Of those 87 completed both a pre and a post test. Among the youth who completed both a pre and a post test, there was an average change in scores in a positive direction of of 6.3%. on these five items. All items moved in a positive direction except for "I am kind to other people.." This indicates that the program is having a positive effect in improving client's mental well-being. (See Table 6) A copy of this survey can be found in Appendix One.

<b>Table 6: Mental Well Being Healing Species Knowledge and Behavior Pre/Post Test</b>			
<b>Please circle the answer that best fits your knowledge and behavior as of today.</b>			
	<b>Pre-Test Score</b>	<b>Post Test Score</b>	<b>Percent Difference in Scores</b>
Empathy is feeling how someone else feels.	2.20	1.88	15.5%
I have control over how I respond to things.	1.76	1.63	7.4%
I believe my life has purpose.	1.64	1.56	4.9%
I am kind to other people.	1.65	1.72	-4.2%
When I see an animal or person in need, I want to help.	1.48	1.40	5.4%
<b>Mean Score</b>	<b>1.75</b>	<b>1.64</b>	<b>6.3%</b>

In addition to the questions on the Healing Species Knowledge and Behavior Pre/Post Test, the Healing Species Student Satisfaction Survey contains a question that relates to improvements in mental wellbeing. This question asks the youth to rate themselves on eight beliefs and behaviors related to mental wellbeing. One hundred and thirty six youth completed the survey. The range of positive answers to the questions is from 77.9% to 83.8%. The mean number checked is 110.9 (81.5%). The lowest positive responses is to increased/enhanced listening at 77.9% and the highest is practicing peaceful conflict resolution and increased leadership at 83.8%. This indicates the program has had an effect on the mental well-being of the clients. (See Table 7) A copy of this survey can be found in Appendix One.

**Table 7: Mental Wellbeing Healing Species Student Satisfaction Survey**

Since the beginning of this program, I have <b>improved</b> in each of the behaviors checked:	
	Number Checked
Practicing peaceful conflict resolution (walk away, get help, use humor, talk it out, ignore, count to 10)	114 (83.8%)
Increased self-respect	112 (82.3%)
Increased self-confidence	109 (80.15%)
Compassion for others shown	109 (80.15%)
Increased acts of kindness	112 (82.3%)
Making responsible choices	113 (83.1%)
Increased leadership	112 (82.3%)
Increased/enhanced listening	106 (77.9%)
<b>Mean number checked</b>	<b>110.9 (81.5%)</b>
<b>Total responding</b>	<b>136 (100%)</b>

**This objective was met.**

**Objective 6**

Decrease participants’ reported illegal substance use by 30%.

**Performance Indicator**

Self-reported illegal substance use prior to and twelve months after completion of services.

**Finding:** Since twelve months had not passed since the youth participating in the program were served, it is not possible to measure this objective at this time. **It is too early to measure this objective**

**Objective 7**

Evaluate site personnel and program participants’ level of satisfaction, as well as opportunities to improve, with satisfaction levels at 3.0 or higher on a 4.0 scale.

**Performance Indicator**

Site personnel and participants responses to a program satisfaction survey.

**Finding:** The Healing Species Student Satisfaction Survey asks the question “I would recommend the Healing Species program to other students.” The youth are asked to respond to this question on a four point scale ranging from Strongly Disagree (1) to Strongly Agree (4). One

hundred and thirty-three youth responded to the question. Of these, 63 strongly agreed with the statement, 61 agreed, five disagreed and four strongly disagreed. The mean response is 3.38.

Only four surveys were completed by site personnel with two strongly agreed and two agreed on the response to the question. The mean response is 3.5. A copy of this survey can be found in Appendix One.

**This objective was met.**

## **CONCLUSIONS**

The program got off to a slow start through no fault of the program personnel. This resulted in a smaller number of clients than was anticipated. The first client didn't enter the program until January 5, 2016, one-fourth of the way through the grant year. However, as the year progressed, the number of clients entering services increased at a steady rate.

The performance indicators in a number of cases call for measurements to be carried out twelve months after clients complete services. Since the first client did not enter services until January 5, 2016, it was not possible to measure these indicators. The evaluators believe that several indicators are difficult to measure under the best of circumstances and should be reviewed.

Using the information that is available, the program has had considerable success. It met or nearly met all of the objectives that could be measured.

## **RECOMMENDATIONS**

1. The objectives be revisited to examine the feasibility of measuring indicators twelve months after services have been completed.
2. The program continue to provide services with a greater emphasis on the county based outreach.
3. That the full names of clients be gathered so that follow-up can be done on their progress after leaving the program. That the staff meet with the evaluators to review the evaluation.
4. That the program team meet with the evaluators to discuss the findings of the evaluation.

**APPENDIX ONE:  
INSTRUMENTS**

**THE HEALING SPECIES  
SATISFACTION SURVEY (Teacher Form)**

Please take the time to complete this short survey about your students' involvement with the Healing Species program since the Healing Species teacher began visiting your class. Your answers will greatly help us to monitor the effectiveness of the Healing Species program. Thank you very much for your time and willingness to give your students the Healing Species.

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Please circle one number that corresponds to your observations of the classroom behavior since the Healing Species program was conducted.

1. I see positive changes in my students since the Healing Species program.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

If you Agree or Strongly Agree, please list the top three changes observed:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. I would recommend the Healing Species program to others.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

3. Do you believe that other students around the world would benefit from the Healing Species program? Why or why not?

4. Since my students began Healing Species:

Problem solving between students has improved	___ True ___ False
There have been fewer behavior problems resulting in disciplinary referral	___ True ___ False
Less time is spent correcting behavior and more time is spent learning	___ True ___ False

5. I saw **improvement** in \_\_\_\_\_% number of my students' for whom the following skills were concerns in these areas: (100% of students, 90% of students, 80% of students, 75% of students, etc.)

- a) \_\_\_\_\_% Practicing peaceful conflict resolution (walk away, get help, use humor, talk it out, ignore, count to 10)
- b) \_\_\_\_\_% Increased self-respect
- c) \_\_\_\_\_% Increased self-confidence
- d) \_\_\_\_\_% Compassion for others shown
- e) \_\_\_\_\_% Increased acts of kindness
- f) \_\_\_\_\_% Making responsible choices
- g) \_\_\_\_\_% Increased leadership
- h) \_\_\_\_\_% Increased/enhanced listening

6. What are the strengths of the Healing Species program?

7. Please share any suggestions you have for strengthening the Healing Species program.

8. Please share connections you see between the Healing Species program and student success in core content areas.

**Thank you again for your time and consideration.**

**THE HEALING SPECIES  
SATISFACTION SURVEY (Parent/Caregiver Form)**

Please take the time to complete this short survey about your child's participation in the Healing Species program. Your answers will greatly help us to monitor the effectiveness of The Healing Species program. Thank you very much for your time and willingness to support your child and the efforts of The Healing Species.

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Please circle one number that corresponds to your observations/child feedback since the Healing Species program was conducted.

1. I see positive changes in my child since the Healing Species program.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

If you Agree or Strongly Agree, please list the top three changes observed:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. I would recommend the Healing Species program to others.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

3. Do the skills taught in the Healing Species program support skills and values you hope to instill in your child/children? Why or why not?

(over)

4. I saw **improvement** in my child in these areas:
- a. \_\_\_\_\_% Practicing peaceful conflict resolution (walk away, get help, use humor, talk it out, ignore, count to 10)
  - b. \_\_\_\_\_% Increased self-respect
  - c. \_\_\_\_\_% Increased self-confidence
  - d. \_\_\_\_\_% Compassion for others shown
  - e. \_\_\_\_\_% Increased acts of kindness
  - f. \_\_\_\_\_% Making responsible choices
  - g. \_\_\_\_\_% Increased leadership
  - h. \_\_\_\_\_% Increased/enhanced listening

5. Do you feel compassion/character education is important to your child's education?

\_\_\_\_Yes      \_\_\_\_\_No

If yes, please identify benefits you expect for your child's academic and life success as a result of such programs:

---

---

---

---

**Thank you again for your time and consideration.**

**THE HEALING SPECIES  
SATISFACTION SURVEY (Student Form)**

Thank you for being part of the Healing Species program! Every student helps us Keep our Heart and use our real power! Please take the time to complete this short survey about your participation in the Healing Species program. Your answers will greatly help us to monitor the effectiveness of The Healing Species program. **Thank you for your time and consideration.**

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Please circle one number that corresponds to your observations since the Healing Species program was conducted.

1. My behavior in school is better because of skills I learned in Healing Species.

**Strongly  
Disagree**

**1**

**Disagree**

**2**

**Agree**

**3**

**Strongly  
Agree**

**4**

Please list your top 3+ behavior changes or choices:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

2. I would recommend the Healing Species program to other students.

**Strongly  
Disagree**

**1**

**Disagree**

**2**

**Agree**

**3**

**Strongly  
Agree**

**4**

Why or why not?

(over)

3. Since the beginning of this program, I have **improved** in each of the behaviors checked:

- a. \_\_\_\_\_ Practicing peaceful conflict resolution (walk away, get help, use humor, talk it out, ignore, count to 10)
- b. \_\_\_\_\_ Increased self-respect
- c. \_\_\_\_\_ Increased self-confidence
- d. \_\_\_\_\_ Compassion for others shown
- e. \_\_\_\_\_ Increased acts of kindness
- f. \_\_\_\_\_ Making responsible choices
- g. \_\_\_\_\_ Increased leadership
- h. \_\_\_\_\_ Increased/enhanced listening

4. What I liked best about the Healing Species program:

5. What I liked least about the Healing Species program:

6. What I learned from the Healing Species program:

7. What would make the Healing Species program even better?

Optional question for students

1. How would other students around the world benefit from Healing Species?  
Please rate the benefits of other students (1-10)

- \_\_\_\_\_ better listening
- \_\_\_\_\_ increased awareness of good and bad touch
- \_\_\_\_\_ increased personal power
- \_\_\_\_\_ increased personal safety
- \_\_\_\_\_ increased compassion for animals
- \_\_\_\_\_ increased empathy for others
- \_\_\_\_\_ increased conflict resolution skills
- \_\_\_\_\_ increased leadership
- \_\_\_\_\_ more trust in safe adults
- \_\_\_\_\_ better decision-making



## Healing Species Compassion Education Program

Survey # \_\_\_\_\_

Today's Date \_\_\_\_\_

Please check the box next to your answer to each question below.

1. What site/school do you attend?

- |  |  |
|--|--|
| <input type="checkbox"/> Pickens Career and Technology | <input type="checkbox"/> Richland County DJJ   |
| <input type="checkbox"/> Camp Aspen                    | <input type="checkbox"/> Lexington County DJJ  |
| <input type="checkbox"/> Pinelands Group Home          | <input type="checkbox"/> Orangeburg County DJJ |

2. How old are you? \_\_\_\_\_

3. Are you a \_\_\_\_?

- Girl       Boy

4. What grade are you in? \_\_\_\_\_

5. Are you Hispanic or Latino?

- Yes       No

6. What is your race? (Select the best one that applies.)

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> American Indian or Alaska Native          | <input type="checkbox"/> Asian              | <input type="checkbox"/> Black or African American |
| <input type="checkbox"/> Native Hawaiian or Other Pacific Islander | <input type="checkbox"/> White or Caucasian |  |

7. I have attended a Healing Species class before:

- Yes       No



## Healing Species Compassion Education Program

**Thank you for taking the time to complete this survey. Your answers will help us learn what you know before and remember after participating in Healing Species' classes. *Remember, this is not a test. Just give your best answer.***

*Please circle the answer that best fits your knowledge and behavior as of today.*

1.	Grieving is a good way to work through my anger and confused feelings.	Strongly Disagree	Disagree	Agree	Strongly Agree
2.	Empathy is feeling how someone else feels.	Strongly Disagree	Disagree	Agree	Strongly Agree
3.	I have control over how I respond to things.	Strongly Disagree	Disagree	Agree	Strongly Agree
4.	I believe my life has a purpose.	Strongly Disagree	Disagree	Agree	Strongly Agree
5.	A friend asks me to keep a secret. His Dad is hurting him. I should tell anyway.	Strongly Disagree	Disagree	Agree	Strongly Agree
6.	A bully uses fake power to control others.	Strongly Disagree	Disagree	Agree	Strongly Agree
7.	Did you know that 2-1-1 is a free hotline to get help?	Yes	No		
8.	I am kind to other people.	Never	Rarely	Sometimes	Most of the Time
9.	I handle problems with people without hurting their feelings or bodies.	Never	Rarely	Sometimes	Most of the Time
10.	I know <u>how</u> to get help if I need calming down.	Never	Rarely	Sometimes	Most of the Time
11.	I know the "hot buttons" that "trigger" my anger.	Never	Rarely	Sometimes	Most of the Time
12.	I walk away, ignore, or count to 10 if someone is bothering me.	Never	Rarely	Sometimes	Most of the Time
13.	I try to work through problems with people without fighting.	Never	Rarely	Sometimes	Most of the Time
14.	I show respect to others, even if I do not agree with them.	Never	Rarely	Sometimes	Most of the Time
15.	When I see an animal or person in need, I want to help.	Never	Rarely	Sometimes	Most of the Time

(over)



*Healing Species Compassion Education Program*

16. What are the three things someone should do if they are hit with bruises or touched in private areas by someone else?

---

---

---