



# ***POWER TO CHANGE PROGRAM EVALUATION REPORT 2006***

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## Introduction

This report presents the results from the first outcome and process evaluation of the *Power to Change Program* sponsored by the Abraham Low Institute. The Institute partnered with Urban Networks Associates (UNA) to conduct the evaluation.

## Program Description

*The Power to Change* program is based on the Low Self-Help System originally developed by the late Abraham Low, M.D. Inspired by Dr. Low's teachings, the Abraham Low Institute was founded in 1989. *The Power to Change* program was created to empower youth, especially those at-risk, to become healthy and productive members of society by enabling them to develop the ability to manage thoughts, impulses and emotions and to increase self-control and self-respect. The program uses a cognitive-behavioral approach targeted at middle school to secondary school aged youth.

*The Power to Change* program consists ideally of 24 highly structured self-help group sessions designed for facilitation by local school staff on a weekly basis during an academic semester. During the group sessions, participants learn the principles of Dr. Low's system by using a structured format for describing and sharing their personal experiences and processing them with group support. All group meetings include four components: sharing an example, commenting on the example with the program "tools", use of pro-social language and readings from Dr. Low's work.

*The Power to Change* program staff provides local schools with support to implement the program in the form of training and technical assistance. Local school staff receive up to eight hours of individualized training to prepare for the implementation of the program. Additionally, once local facilitators have participated in the initial training, the Low Institute staff provides up to 10 hours of technical assistance to help the local facilitator fine-tune group facilitation skills and their ability to deliver the program as intended. The technical assistance includes group observation, phone and email communications.

## Evaluation Design & Program Objectives

UNA worked in collaboration with the Low Institute staff to develop an evaluation logic model (Appendix A) and a detailed evaluation plan (Appendix B) which outlined process and outcome objectives to guide the evaluation activities.

**Process objectives** focus on the specific activities that take place in order to implement the program as intended. **Outcome objectives** refer to the anticipated change in the participants as a result of each activity detailed in the process objectives. The evaluation focused on assessing the success of the program in meeting its objectives. Both process and outcome objectives of *The Power to Change* program are presented as follows:

## PROCESS OBJECTIVES

Local facilitators will be highly satisfied with the technical assistance and training provided by the program.

Local facilitators will develop knowledge in the 5 core program concepts.

Local facilitators will be able to implement the program with fidelity to the program model.

Youth participating in the program will be highly satisfied with the group.

## OUTCOME OBJECTIVES

Youth participating in the program will develop knowledge in the 5 core program concepts.

Youth will maintain/improve their academic achievement.\*

Youth will have confidence in their ability to use program knowledge and tools in their everyday life.

Development of pro-social behaviors among youth participating in the program.

\*This objective was not measured during this program year.

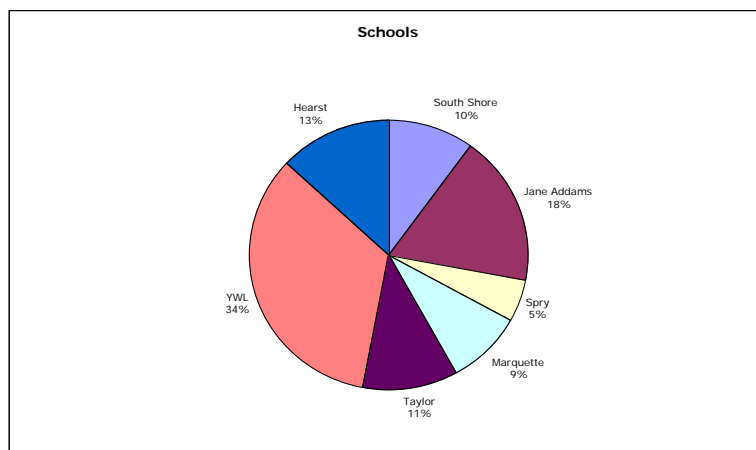
## Evaluation Methods

The evaluation methods included the use of surveys, phone interviews, technical assistance logs, group observations and attendance records. For the process evaluation, Low Institute staff completed technical assistance logs and group observations. Local facilitators completed a survey and brief phone interview. Youth participating in the group completed a survey at the end of the group sessions that evaluated the session content, facilitator's skills and program activities. For the outcome evaluation, a pre-post test survey was administered to youth participating in the groups to determine changes in knowledge, skills and pro-social behavior as a result of the program. See Appendix C for reliability and validity information on scales used to measure programmatic outcomes.

## Overview

During this year *The Power to Change* program was successfully implemented at seven Chicago public schools including two high schools and five middle schools. A total of 79 youth participated in the program as follows: Jane Addams (14), Spry (4), Marquette (7), Taylor (9), Young Women's Leadership (27), Hearst (10), and South Shore (8). Figure 1 provides the overall percentage of program participants per school.

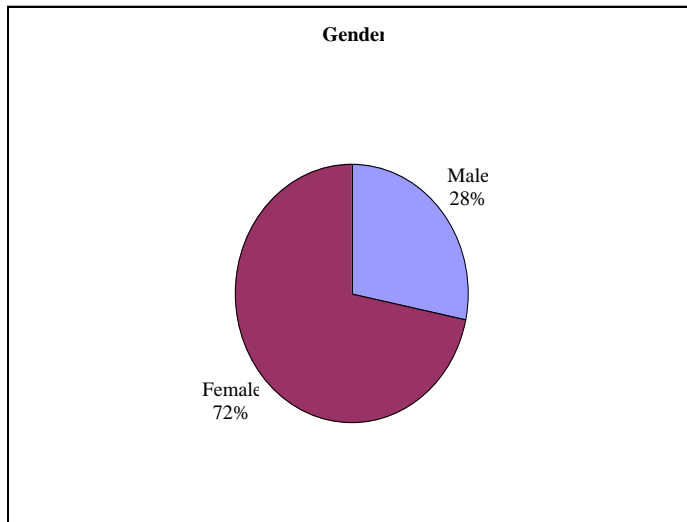
**Figure 1.**



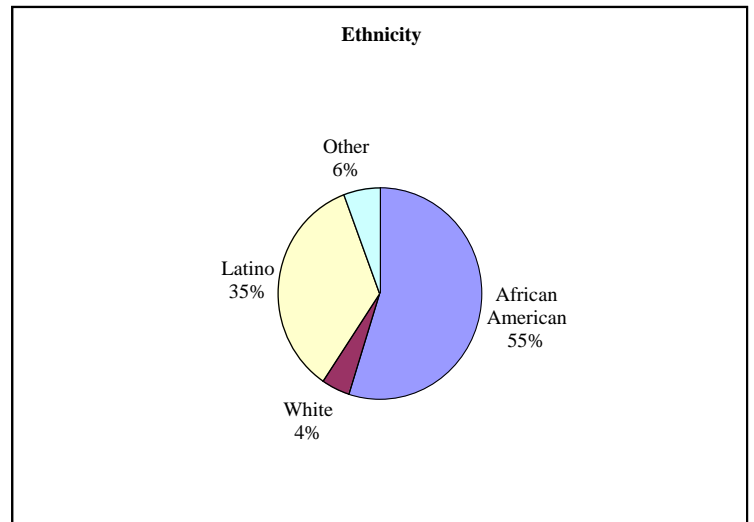
## Participants' Demographics

Demographic information was not available for all 79 participants as not all of them answered each question. Overall more females (56) than males (22) participated in the program. Regarding ethnicity, the majority of participants were African Americans (38) followed by Latinos (24), Others (4) and Whites (3). Participants' grade levels range from fifth to twelfth. Figures 2-4 provide overall percentages on gender, ethnicity and grade for program participants. The percentages presented are based on the number participants that answer each question.

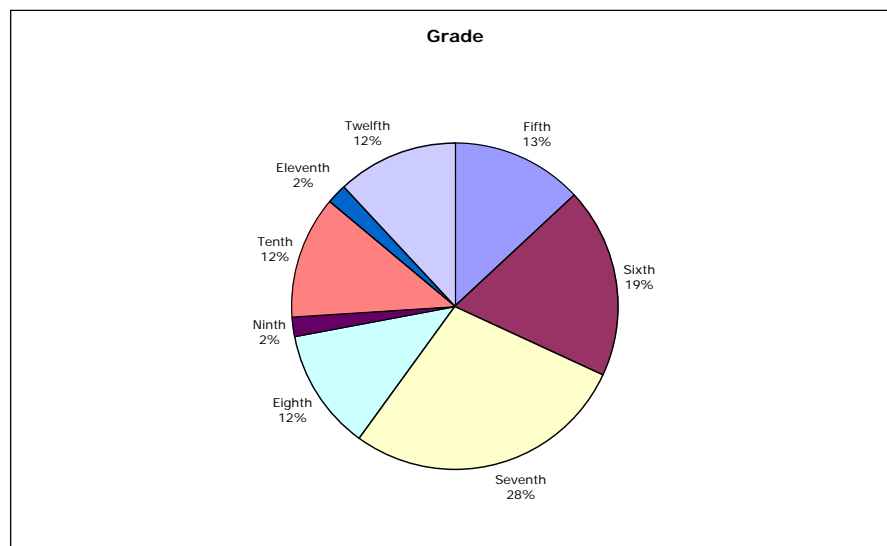
**Figure 2.**



**Figure 3.**



**Figure 4.**



## Evaluation Results

### I. Process Evaluation

A total of five local facilitators completed a satisfaction survey evaluating the technical assistance provided by the Low Institute program staff. As presented in Table 1, overall the local facilitators were greatly satisfied with the support and performance of Low staff.

**Table 1. Local Facilitators Satisfaction with Technical Assistance**

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
The program staff clearly explained the purpose of the program	0	0	1 (20%)	4 (80%)	0
The program staff provided me with useful tips to run the groups	0	1 (20%)	1 (20%)	3 (60%)	0
The individualized training sessions were useful	0	0	2 (40%)	2 (40%)	1 (20%)
The group observation feedback was helpful	0	1 (20%)	2 (40%)	2 (40%)	0
The technical assistance provided via phone was helpful	0	0	2 (40%)	2 (40%)	1 (20%)
The technical assistance provided via e-mail was helpful	0	0	2 (40%)	2 (40%)	1 (20%)
The technical assistance adequately prepared me to facilitate the groups	0	1 (20%)	1 (20%)	2 (40%)	1 (20%)
The facilitator manual was a useful tool to facilitate the groups	0	0	2 (40%)	3 (60%)	0
Low Staff knows the subject	0	0	0	5 (100%)	0
Low Staff answered my questions completely	0	0	0	5 (100%)	0
Low Staff used appropriate examples	0	0	0	5 (100%)	0
Low Staff provided clear explanations	0	0	1 (20%)	4 (80%)	0
Low Staff was engaging	0	0	1 (20%)	4 (80%)	0
Low Staff was approachable	0	0		5 (100%)	0
Open Ended Questions	Comments				
Overall, what was most useful about the technical assistance?	<ul style="list-style-type: none"> <li>- TA answered questions readily and clearly</li> <li>- Continuous support enabled the school to get the program going even after difficulties</li> <li>- Information via e-mail was useful as were the friendly phone call reminders</li> <li>- Having a Low staff through entire session is needed</li> </ul>				
Overall, what was least useful about the technical assistance?	<ul style="list-style-type: none"> <li>- I think a formal training session would be beneficial</li> </ul>				
What was not provided through the technical assistance that you expected?	<ul style="list-style-type: none"> <li>- I never really needed technical assistance</li> </ul>				
Do you have any suggestions for improving future technical assistance?	<ul style="list-style-type: none"> <li>- None</li> <li>- Sharing with teachers in the classroom so that tools can be reinforced whenever possible</li> <li>- Provide more</li> </ul>				



The process evaluation measured the knowledge local facilitators had of the five core program concepts after receiving individualized training by Low Institute staff. This was important to ensure that local school staff implements the program with fidelity to the *Power to Change* program model. As presented in Table 2 overall local facilitators had an adequate understanding of the program core concepts.

**Table 2. Local Facilitator Knowledge of Core Program Concepts**

Question	Answers	Correct	Incorrect
What are the two faces of temper	Angry	4 (80%)	1 (20%)
	Fearful	4 (80%)	1 (20%)
What are the two faces of environment in which people function	Inner	4 (80%)	1 (20%)
	Outer	4 (80%)	1 (20%)
Can a person control their inner responses	No	5 (100%)	0
Can a person control their outer reactions	Yes	5 (100%)	0
Circle the three most important concepts for dealing with things inside and outside yourself	Will	3 (60%)	2 (40%)
	Self-Endorsement	4 (80%)	1 (20%)
	Trivialities	3 (60%)	2 (40%)

A total of 79 youth completed a survey to assess their satisfaction with the program. Overall the youth expressed satisfaction with the group. They understood the group format, felt comfortable with the facilitator, enjoyed attending, participating and sharing. The majority of the youth felt confident to recommend the group to other youth. Although these results are very positive, there was a small percentage of youth who did not feel positive towards the groups. In some of the participating schools attendance in the group was mandated by school staff and was not a choice of the youth. This might explain why some participants did not feel as positive toward the program. This issue may require further exploration.

**Table 3. Youth Participants' Satisfaction**

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
I enjoyed coming to the group	1 (2.4%)	0	22 (52.4%)	19 (45.2%)
I felt comfortable participating in the group	1 (2.8%)	4 (11.1%)	21 (58.3%)	10 (27.8%)
I felt safe sharing my experiences with the group	3 (7.3%)	4 (9.8%)	27 (65.9%)	7 (17.1%)
I would recommend the group to other youth	2 (4.9%)	2 (4.9%)	24 (58.5%)	13 (31.7%)
I felt comfortable with the group facilitator	1 (2.4%)	4 (9.5%)	12 (28.6%)	25 (59.5%)
I understand the group format	3 (7.3%)	0	23 (56.1%)	15 (36.6%)
The facilitator addressed my questions and concerns	1 (2.4%)	3 (7.1%)	20 (47.6%)	18 (42.9%)
The program notebook was helpful	1 (2.4%)	2 (4.9%)	24 (58.5%)	14 (34.1%)
I learned new things in this group	2 (4.8%)	4 (9.5%)	16 (38.1%)	20 (47.6%)

Note: Percentages are based on number of participants that answered each question, as not every participant answered all questions.

Low Institute staff completed technical assistance and observations logs to document the training and support provided local school facilitators. Based on the analysis of 31 logs, it was concluded that local school facilitators were able to implement the program with fidelity to its model. Appendix D includes a summary of the suggestions for program implementation based on the logs analysis.

## **II. Outcome Evaluation**

### **Knowledge of Program Concepts**

The outcome evaluation measured the knowledge youth had of the five core program concepts after participating in the group. Following are the results, a summary of those are also presented in Table 4.

#### Faces of Temper

Out of 37 participants who answer the question about Faces of Temper, 21 (57%) were able to name both “Angry” and “Fearful”, while 12 (32%) were able to name only one of them, and 4 (11%) were not able to correctly name either.

#### Faces of Environment

Similarly, out of 28 participants who answered the question about the Faces of Environment, 14 (50%) were able to name both “Inner” and “Outer”, while 4 (14%) were able to name only one, and 10 (36%) were not able to correctly name either.

#### Inner Responses

Out of 41 participants who answered the question about inner responses, only 15 (37%) correctly responded “No”, and 26 (63%) incorrectly responded “Yes”.

#### Outer Reaction

On the contrary, out of 40 participants who answered the question about outer reactions, 34 (85%) correctly responded “Yes” while only 6 (15%) incorrectly responded “No”.

#### Three Concepts to Deal with Oneself

Finally, out of 40 participants who answered the question about the three most important concepts for dealing with things inside and outside oneself, only 1 (2.5%) was able to correctly circle the three concepts: will, trivialities and self-endorsement; 11 (27.5%) participants were able to circle two concepts, 18 (45%) participants were able to circle one, and 10 (25%) were not able to correctly circle any of the concepts.

**Table 4. Youth Knowledge of Core Program Concepts**

Question	Answers	Correct	Incorrect
What are the two faces of temper	Angry	21 (57%)	4 (11%)
	Fearful	21 (57%)	4 (11%)
What are the two faces of environment in which people function	Inner	14 (50%)	10 (36%)
	Outer	14 (50%)	10 (36%)
Can a person control their inner responses	No	15 (37%)	26 (63%)
Can a person control their outer reactions	Yes	34 (85%)	6 (15%)
Circle the three most important concepts for dealing with things inside and outside yourself	Will	12 (30%)	28 (70%)
	Self-Endorsement	23 (57.5%)	17 (42.5%)
	Trivialities	8 (20%)	32 (80%)

### Intention to Use Program Knowledge & Tools

Youth participants were asked to comment on their confidence in using the knowledge and tools learned through the program in the future. Over 85% of all those who answered this question were positive about using what they learned in the program in their lives. Table 5 provides further details on this.

**Table 5 Use Program Knowledge and Tools**

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
In general, I will be able to apply the “tools” when dealing with real life situations	2 (4.8%)	3 (7.1%)	24 (57.1%)	13 (31%)

### Development of Pro-Social Behavior

The following indicators were used to assess the development of pro-social behaviors among participants: self-restraint, self-endorsement, conflict resolution, feeling identification and reduction in violent behavior. Overall participants showed statistically significant improvement from pre to post test in self-restraint, conflict resolution, feeling identification and reduction in violent behavior. Appendix E presents detailed pre-post test results. Following is a summary of results presented for each of the indicators.

#### Self-Restraint

Higher scores indicate higher self-restraint. The scale consists of twenty-three items and the total score can range from 23 to 115. This scale includes three sub-scales:

- \* Impulse Control (IC): score ranges from 8 to 40.
- \* Responsibility (R): score ranges from 8 to 40.
- \* Suppression of Aggression (SA): score ranges from 7 to 35.

Results indicate participants improved their self-restraint from pre-test to post-test, in all sub-scales as well as in the complete scale. These improvements were statistically

significant for the whole Self-Restraint scale  $t(29) = 4.127, p < .001$  and for all the subscales,  $t(29) = 2.203, p < .05$  for Impulse Control;  $t(29) = 4.158, p < .001$  for Responsibility; and  $t(29) = 3.764, p < .001$  for Suppression of Aggression. Results are shown in Figure 5.

**Figure 5.**



### Self-Endorsement

Higher scores indicate higher self-endorsement. The scale consists of four questions assessing the participants' recognition of their progress. Total scores range from 5 to 20. Results indicate a small improvement from pre-test ( $M = 13.24$ ) to post-test ( $M = 14.41$ ). However this difference was not large enough to be statistically significant,  $t(28) = 1.885, ns$ . Results are shown in Figure 6.

**Figure 6.**



### Conflict Resolution Style

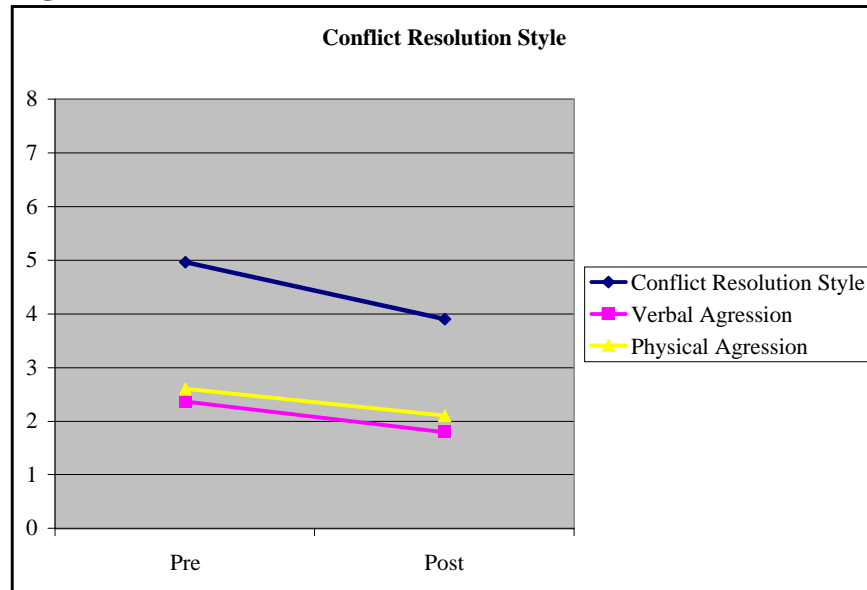
The scale consists of four hypothetical situations where participants are asked what they would be more likely to do. Participants select from neutral, verbally aggressive and physically aggressive responses. Total scores range from 0 to 8, and higher scores indicate more aggressive behavior and poor conflict resolution.

The scale contains two sub-scales:

- \* Verbal Aggression: score ranges from 0 to 4
- \* Physical Aggression: score ranges from 0 to 4

Results indicate improvements (reductions) from pre-test ( $M = 4.97$ ) to post-test ( $M = 3.9$ ) for the whole scale and all the sub-scales. These improvements were statistically significant for the complete scale,  $t(29) = 2.308, p < .05$ , but not for the sub-scales:  $t(29) = 1.925, ns$ , for the verbal aggression sub-scale; and  $t(29) = 1.912, ns$ ; for the physical aggression sub-scale. Results are shown in Figure 7.

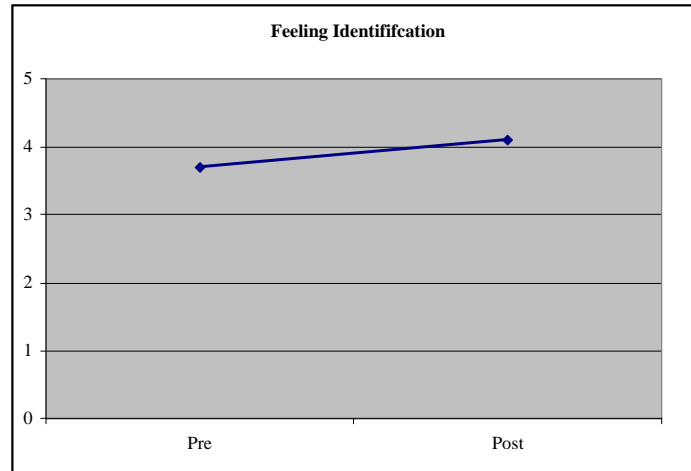
**Figure 7.**



### Feeling Identification

The scale consists of five questions, the total score ranges from 0 to 5, and higher scores indicate better feeling identification. Results indicate a increase in the scores from pre-test ( $M = 3.7$ ) to post-test ( $4.1$ ). This improvement was statistically significant,  $t(29) = 2.562, p < .05$ . Results are shown in Figure 8.

**Figure 8.**



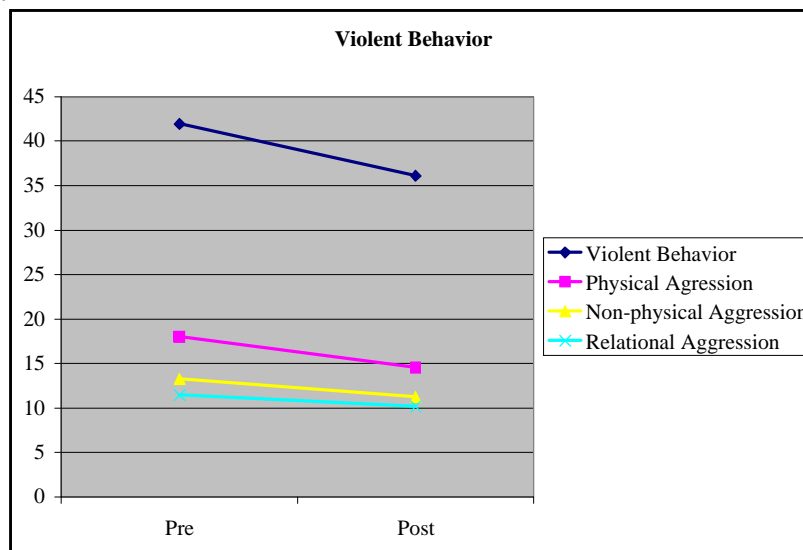
### **Violent Behavior**

The scale consists of 18 questions assessing violent behavior during the last 30 days. Total scores range from 18 to 108. Higher scores indicate more violent behavior. The scale includes three sub-scales:

- \* Physical Aggression: scores range from 7 to 42
- \* Nonphysical Aggression: scores range from 5 to 30
- \* Relational Aggression: scores range from 6 to 36

Results indicate reduction in violent behavior for the complete scale (M = 41.93 at pre-test; M = 36.11 at post-test) and for all the sub-scales. These reductions were statistically significant for the complete scale,  $t(27) = 2.776, p < .01$ , and for the physical aggression,  $t(27) = 3.4, p < .01$ , and non-physical aggression,  $t(29) = 2.154, p < .05$ , subscales. However the reduction was not statistically significant for the relational aggression sub-scale,  $t(29) = 1.79, ns$ . Results are shown in Figure 9.

**Figure 9.**



## Conclusion & Recommendations

Overall *The Power to Change* program met all of its objectives for this service year. This is certainly a promising program that brings great benefit to youth in the Chicago Public Schools system. It is recommended that the program continue with its plan to increase the number of participating schools for academic year 2006-2007. The following table outlines the program accomplishments.

PROCESS OBJECTIVES	ACCOMPLISHMENTS
Local facilitators will be highly satisfied with technical assistance and training provided by the program.	This objective was accomplished, as over 90% of the local facilitators reported high satisfaction with the training and technical assistance provided by Low Institute staff.
Local facilitators will develop knowledge in the 5 core program concepts.	This objective was met as most of the participants answered at least 4 (80%) of the 5 questions correctly.
Local facilitators will be able to implement program with fidelity to program model.	This objective was met. All local school facilitators implemented the program with fidelity to the model.
Youth participating in the program will be highly satisfied with the groups.	This objective was accomplished. Over 85% of the youth reported high levels of satisfaction with the groups.
OUTCOME OBJECTIVES	ACCOMPLISHMENTS
Youth participating in the program will develop knowledge in the 5 program core concepts.	This objective was not accomplished because a lower number of participants than expected remembered the program core concepts.
Youth will maintain/improve their academic achievement.	This objective will be examined during the next service year.
Youth will have confidence in their ability to use program knowledge and tools in their everyday life.	This objective was accomplished as over 85% of the participants reported they felt confident using program core concepts and tools.
Development of pro-social behaviors among youth participating in the program.	This objective was accomplished as positive changes were observed in youth scores in all pro-social behaviors measured (self-restraint, self-endorsement, conflict resolution, feeling identification and reduction in violent behavior). Particularly changes in four of the pro-social behaviors (self-restraint, conflict resolution, feeling identification and violent behavior) were statistically significant.

### Appendix A- Power To Change Program Evaluation Logic Model

GOAL: To empower youth, especially those at-risk, to become healthy and productive members of society by enabling them to develop the ability to manage: thoughts, impulses and emotions and increase self-control and self-respect.

			OUTCOMES			IMPACT
Inputs	Activities	Outputs	Short-Term	Intermediate	Long-Term	Ultimate
			Local facilitators will be highly satisfied with TA and training provided		Develop pro-social attitudes	
Personnel's time and expertise	Training for local program facilitators	Training of 5-10 local high schools to implement the program	Local program facilitators will develop knowledge in the 5 core program concepts	Youth will maintain/improve their academic achievement	Develop pro-social behavior	Healthy, productive and engaged youth
Power to Change Program	Technical Assistance for local program facilitators	Train 3-5 middle schools to implement the program	Local facilitators will be able to implement program with fidelity to program model		Reduction or non-involvement in violent behavior among participating youth	
	Program materials: curriculum, video, evaluation forms and feedback	10 hours of TA to each local school to implement the program	Youth participating in the program will develop knowledge in the 5 program core concepts	Youth confidence in their ability to use program knowledge and tools in their everyday life		Safer communities
			Youth in the program groups at local schools will be highly satisfied.			

## Appendix B Evaluation Plan

<b>Short-term Outcomes:</b> Local facilitators will be highly satisfied with TA and training provided by the program.					
Indicators	Applied to	Data source	Data interval	Target	Found in Document
Level of satisfaction reported by facilitators implementing the program	Local school facilitators	Initial Training Facilitator survey  Follow-up Facilitator survey	At the end of the 8hr initial training  After 10 TA hours	85% of facilitators will report high levels of satisfaction with the initial training and ongoing TA	Power to Change Train-The-Facilitator Evaluation Form Items 1-8 and 14-27.
<b>Short-term Outcomes:</b> Youth participating in the program will be highly satisfied with groups.					
Indicators	Applied to	Data source	Data interval	Target	Found in Document
Level of satisfaction reported by youth participating in the groups	Youth at local school groups	Group participant survey	At end of the last session (recommended program length 26 weeks)	85% of the youth will report high levels of satisfaction with the groups	Post-Test Items 1-10
<b>Short-term Outcome:</b> Local facilitators will develop knowledge in the 5 core program concepts.					
Indicators	Applied to	Data source	Data interval	Target	Found in Document
Local facilitator will provide correct answers to five knowledge questions	Facilitators in the training	Initial Training Facilitator survey	Data will be collected at the end of each 8hr training sessions and after 10 hours of TA	Participants will answer at least 4 (80%) of the 5 questions correctly	Power to Change Train-The-Facilitator Evaluation Form Items 9-13.

**Short-term outcome:** Local facilitators will be able to implement program with fidelity to program model.

Indicators	Applied to	Data source	Data interval	Target	Found in Document
Facilitator fidelity to 5 of program core elements	Facilitators being observed at each school	Group observation form	Data will be collected during the two group observations provided by Low staff, one at the around session 6 or 7 and one at session 12 or 13.	95% of the facilitators will implement the program with faithfulness to core elements	School Observation Form Section II.

**Short-term outcome:** Youth participating in the program will develop knowledge in the 5 program core concepts.

Indicators	Applied to	Data source	Data interval	Target	Found in Document
Correct answers to five knowledge questions in participant survey	Youth participating in the group sessions	Group participant survey	Data will be collected at the last group session.	Participants will answer at least 4 (80%) of the 5 questions correctly	Post-Test Items 11-15.

**Intermediate Outcome:** Youth will maintain/improve their academic achievement.

Indicators	Applied to	Data source	Data interval	Target	Found in Document
Attendance Disciplinary action Truancy	Youth participating in the program	School records	Previous school years and current school year	Youth will show an improvement /maintain in their academic achievement compared to themselves.	To be obtained from local schools.

**Intermediate Outcome:** Youth confidence in their ability to use program knowledge and tools in their everyday life.

Indicators	Applied to	Data source	Data interval	Target	Found in Document
<b>Youth efficacy in using <i>Power to Change</i> Program skills and competencies.</b>	Youth participating in the group sessions	Group participant survey	Data will be collected at the last group session	85% of participants will answer and report they feel confident using the program core concepts and tools	Post-test Item 10.

**Long-term Outcome:** Development of pro-social behaviors among youth participating in the program.

Indicators	Applied to	Data Source	Data Interval	Target	Found in Document
Self-restraint (impulse control & suppression of aggression)	Youth participating in the groups	Group participant survey	Pre-post test will be implemented at first and last session respectively.	Participants will show a trend of improvement compared to themselves.	Pre- Post Test Items 16-36.
Conflict Resolution	Youth participating in the groups	Group participant survey	Pre-post test will be implemented at first and last session respectively.	Participants will show a trend of improvement compared to themselves.	Pre- Post Test Items 43 – 46.
Reduction or non-involvement in violent behavior	Youth participating in the groups	Group participant survey	Pre-post test will be implemented at first and last session respectively.	Participants will show a trend of improvement compared to themselves.	Pre- Post Test Items 52 – 69.
Feelings identification	Youth participating in the groups	Group participant survey	Pre-post test will be implemented at first and last session respectively.	Participants will show a trend of improvement compared to themselves.	Pre-Post Items 47-51.
Self-endorsement/self acknowledgement	Youth participating in the groups	Group participant survey	Pre-post test will be implemented at first and last session respectively.	Participants will show a trend of improvement compared to themselves.	Pre-Post Items 39-42.

**Appendix C**  
**Reliability & Validity of Youth Participants Survey Measures**

<b>Scale</b>	<b>Reliability/Validity</b>	<b>Developer</b>
Violent Behavior Frequency	Internal Consistency: Full Scale .89 Physical Aggression .80 Nonphysical Aggression .79 Relational Aggression .72	Multisite Violence Prevention Project, 2004
Conflict Resolution Style	Internal Consistency: Full Scale .79 Verbal Aggression .65 Physical Aggression.75	Slaby & Guerra, 1988
Restrain – Weinberger Adjustment Inventory	Internal Consistency: Full Scale .85-.88	Weinberger & Schwartz, 1990
Feeling Identification*	Internal Consistency: Full Scale .11	UNA, 2005
Self Endorsement	Internal Consistency: Full Scale .64	UNA, 2005

\*This scale will be replaced next year due to the low scores in reliability and validity

**Appendix D**  
**Summary of Program Implementation Suggestions**  
**Based on Facilitators Logs**

After reviewing 31 TA logs completed by Low Institute staff. The following suggestions for program implementation emerged:

1. It is very important to be aware of the environment of the school, including:
  - The rules about social behavior in the school: for example at YWL the students are encouraged to question the format of the classes and that made it difficult for them to accept the format of the group.
  - The dynamics between the group participants: in some cases existing conflicts between participants were manifested during the group.
  - The dynamics between the group participants and the facilitators: in some cases the students did not respect the facilitator and that made it impossible to control their behavior.
  - The roles of the facilitators in the school (outside of the group): in one case a facilitator was an assistant principal and the participants did not feel comfortable sharing their experiences with her.
  - Facilitator buy-in: without the facilitator's commitment the group will not be implemented as structured and it will not function as intended.
  
2. The schools should pay special attention to the participants' reading abilities and cognitive functioning before inviting them to the group. In some cases it seemed like the participants lack of attention and interest was due to the inability to understand the concepts. It is recommended that the program is implemented with 7-12 grade students.
  
3. It is recommended to make the readings and the language of the tools more age appropriate and engaging. However it is important to note that, in spite of this challenge, all of the groups were able to use readings and tools after some practice. All groups were functioning as expected by the last group observation.

**Appendix E**  
**Pro-Social Behavior Summary of Scores**

<b>Scale</b>	<b>Sub-Scale</b>	<b>Pre</b>	<b>Post</b>	<b>T-test</b>	<b>df</b>	<b>Sig.</b>
Self-Restraint		70.367	78.6	4.127	29	0.001
	Impulse Control	23.9	25.9333	2.203	29	0.05
	Responsibility	29.1	31.7333	4.158	29	0.001
	Suppression of Aggression	17.367	20.9333	3.764	29	0.001
Self-Endorsement		13.241	14.4138	1.885	28	NS
Conflict Resolution Style		4.9667	3.9	2.308	29	0.05
	Verbal Aggression	2.3667	1.8	1.925	29	NS
	Physical Aggression	2.6	2.1	1.912	29	NS
Feeling Identification		3.7	4.1	2.562	29	0.05
Violent Behavior		41.929	36.1071	2.776	27	0.01
	Physical Aggression	17.964	14.5357	3.4	27	0.01
	Non-physical Aggression	13.233	11.2333	2.154	29	0.05
	Relational Aggression	11.433	10.1667	1.79	29	NS