

APPENDIX A

PRE/POST TESTING

PRE-TEST
Session 1

1. I have a better understanding of the stress response system
 - a. True
 - b. Somewhat True
 - c. Somewhat False
 - d. False

2. The main parts of the brain that engage the stress response are: (circle all that apply)
 - a. Hypothalamus
 - b. Hippocampus
 - c. Brainstem
 - d. Amygdala
 - e. Corpus Callosum

3. Trauma can be induced by a one-time event or continuous events in a child's life.
 - a. True
 - b. False

4. Physical Impact of Trauma can include: (Circle all that apply)
 - a. Headaches
 - b. DNA composition
 - c. Digestive problems
 - d. Hypervigilance
 - e. Disrupted brain development

5. Circle all the ways trauma can impact a child.
 - a. Physically
 - b. Cognitively
 - c. Emotionally
 - d. Their Future health choices
 - e. Socially

6. I am familiar with the ACE Survey
 - a. I have experience using the ACE Survey
 - b. I am somewhat Familiar with the ACE Survey
 - c. I am unfamiliar with the ACE Study

POST-TEST
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PRE-TEST
Session 2

1. School based triggers include: (circle all that apply)
 - a. Transitions
 - b. Change in Routine
 - c. Alcohol/drug prevention
 - d. Mother's Day projects

2. If a child is triggered they are unable to learn
 - a. True
 - b. Somewhat True
 - c. Somewhat False
 - d. False

3. The Spectrum of Prevention creates a framework for prevention including: (circle all that apply)
 - a. Primary Prevention
 - b. Intervention Strategies
 - c. Secondary Prevention
 - d. Tertiary Prevention

4. Children should have the opportunity to express their feelings in all classes at school.
 - a. True
 - b. Somewhat true
 - c. Somewhat false
 - d. False

5. Deep breathing is the best way to get your classroom ready to learn.
 - a. True
 - b. Somewhat true
 - c. Somewhat false
 - d. False

6. When a child is upset it is best to send the child to their guidance counselor,
 - a. True
 - b. Somewhat true
 - c. Somewhat false
 - d. False

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PRE-TEST
Session 3

1. I am familiar with the Search Institute's Developmental Assets
 - a. I actively use the Developmental Assets
 - b. I am familiar with the Developmental Assets
 - c. I am unfamiliar with the Developmental Assets

2. Developmental Assets can prevent violence
 - a. True
 - b. Somewhat True
 - c. Somewhat False
 - d. False

3. Over 60% of children possess the assets needed to succeed
 - a. True
 - b. Somewhat True
 - c. Somewhat False
 - d. False

4. A thriving formula is
 - a. Academics, sports, community service
 - b. Home time, positive peers, school engagement
 - c. High expectations, support, praise
 - d. Spark, champions, opportunity

5. I feel comfortable including asset building into my lesson plans
 - a. Very comfortable
 - b. Somewhat comfortable
 - c. Somewhat comfortable
 - d. Not at all comfortable

6. I feel prepared to increase Developmental Assets in students
 - a. Very prepared
 - b. Somewhat prepared
 - c. Somewhat prepared
 - d. Not at all prepared

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PRE-TEST
Session 4

1. Secondary Traumatic Stress can be common among educators
 - a. True
 - b. Somewhat True
 - c. Somewhat False
 - d. False

2. Working in a school environment can increase the risk for Secondary Traumatic Stress.
 - a. True
 - b. Somewhat True
 - c. Somewhat False
 - d. False

3. Examples of personal risk factors for Secondary Traumatic Stress include: (circle all that apply)
 - a. Past trauma history
 - b. Lack of social support
 - c. Work style
 - d. Personality
 - e. Coping style

4. Examples of warning signs of Secondary Traumatic Stress include: (circle all that apply)
 - a. Disconnection
 - b. Anger
 - c. Illness
 - d. Insensitivity to violence
 - e. Loss of creativity

5. Examples of barriers to seeking help for Secondary Traumatic Stress include: (circle all that apply)
 - a. Opportunity
 - b. Fear of judgement
 - c. Don't think we need help
 - d. Lack of resources

6. Who is responsible for your self-care. (circle all that apply)
 - a. You
 - b. Your coworkers
 - c. Your supervisor
 - d. Your district administration

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