Nonviolent Schools Rhode Island Summer 2022 Training Institute
Pre- and Post-Training Feedback
Brief Report

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Composite Measures

Belief in Creating a Nonviolent Community
1. I believe that developing relationships with my students is the most essential task I must undertake as an educator.
2. I believe that devoting time to assist students with solving their conflicts is time well spent.
3. I believe that every student adds value to the classroom community.
4. I believe that non-punitive behavioral practices are the best way to create a high-functioning classroom community.
5. I believe that punishing a student for harming an individual, or the community, is sometimes necessary. (Reverse Scored)

Conflict Resolution Knowledge
1. I know concrete, non-punitive steps I can take to reconcile different types of conflict.
2. I am knowledgeable about how to establish positive behavioral norms with my students, that will shape healthy relationships and a healthy classroom climate.
3. I can identify conflicts according to their different types and characteristics.
4. I can identify the emotional and physical levels of conflict.

Efficacy in Creating Nonviolent Community with Peers
1. I feel able to establish healthy interpersonal relationships with a culturally diverse group of staff/adults.
2. I know how to effectively deal with conflicts between myself and other adults.

Efficacy in Creating Nonviolent Community with Students
1. I am capable of teaching and assisting my students with de-escalation techniques when warranted.
2. I feel able to establish healthy interpersonal relationships with a culturally diverse group of students.
3. I feel competent in establishing an environment of safety, acceptance, and support for all students.
4. I am capable of consistently recognizing each student's behavioral needs, and differentiating accordingly.
5. I know how to create an inclusive climate of respect in my classroom.
6. I know how to effectively deal with conflicts that arise between myself and my students.

Kingian Nonviolence Knowledge
1. I can describe the 6 Principles of Kingian Nonviolence.

2. I can describe the distinction between nonviolence and non-violence.

Planning to Teach/Use Nonviolent Methods
1. I will make sure that students are aware that I am available to assist them with solving any of their conflicts.
2. I will take time to explicitly teach my students how to be inclusive with their peers.

Ready to Teach Kingian Nonviolence
1. I am prepared to teach my students the Kingian approach as the best practice to create a cohesive, peaceful community.

Results

Brief Summary of Findings

Training resulted in substantial increases (See Table 1 and Figure 1) in Conflict Resolution Knowledge (33.94%; for example, see Figures 2 & 3) and Kingian Nonviolence Knowledge (72.63%), as well as increases in the Belief of Utilizing Nonviolence Practices (8.49%) and plans to use those practices in the future (25.34%). As important, if not more, than the general knowledge of the practices, there was also a significant increase in feelings of Efficacy in Creating a Nonviolent Community with students (24.78%) and peers (25.74%). Research has shown that without efficacy that one can complete a task, there is little chance that they would follow through with the plan to do so, even if they believe it is important work (Barni et al., 2019; Gibson, 2017; Klassen & Tze, 2014; Morris et al., 2017; Varney, 2010). This is especially true for extra-role behaviors (i.e., tasks that go beyond the typical job requirements) for teachers (Somech & Drach-Zahavy, 1999). It has also been found that self-efficacy can moderate the relationship between student misbehavior and emotional exhaustion, which typically results in burnout (Friedman, 2003; Skaalvik & Skaalvik, 2007; Tsouloupas et al., 2010).

Table 1. Descriptive Statistics for Composite Variables from Pre- to Post-Training

	Pre-Training				Post-Training				
	Mean	SD	Max	Min	Mean	SD	Max	Min	% Increase
Conflict Resolution Knowledge	3.25	0.73	4.75	1.50	4.35	0.50	5.00	3.50	33.94
Kingian NV Knowledge	2.66	1.35	5.00	1.00	4.59	0.51	5.00	3.50	72.63
Efficacy with Students	3.46	0.67	4.67	2.17	4.31	0.45	5.00	3.83	24.78
Efficacy with Peers	3.37	0.72	4.00	2.00	4.24	0.47	5.00	3.50	25.74
Planning to Implement	3.68	0.85	5.00	2.00	4.62	0.52	5.00	3.50	25.34
Belief in Utilizing NV Practice	4.32	0.53	5.00	2.80	4.68	0.35	5.00	4.00	8.49
Prepared to Teach Kingian NV	4.00	1.20	5.00	1.00	4.47	0.72	5.00	3.00	11.76

Figure 1. Bar Graph Showing Increases from Pre- to Post-Training on Composite Variables

Mean Score for Variable Pre- and Post-Training

Legend: Pre, Post

X-axis categories: Conflict Resolution Knowledge, Kingian Knowledge, Efficacy with Students, Efficacy with Peers, Planning to Use, Belief in Practice, Prepared to Teach King
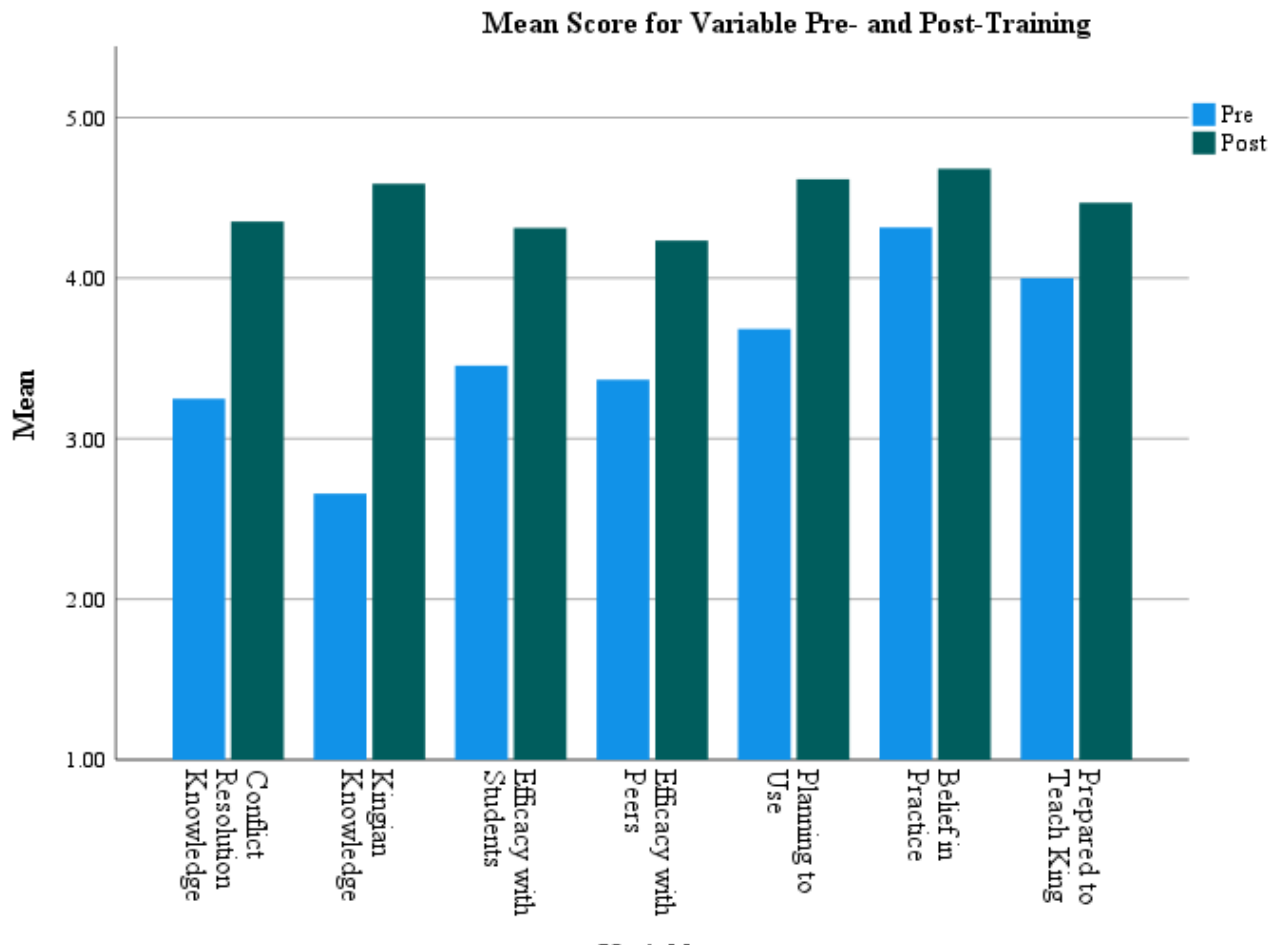
Figure 2. Pre-Training Pie Chart – Knowledge to Establish Positive Norms

Pre-Training "I am knowledgeable about how to establish positive behavioral norms with my students, that will shape healthy relationships and a healthy classroom climate."

- Not at all
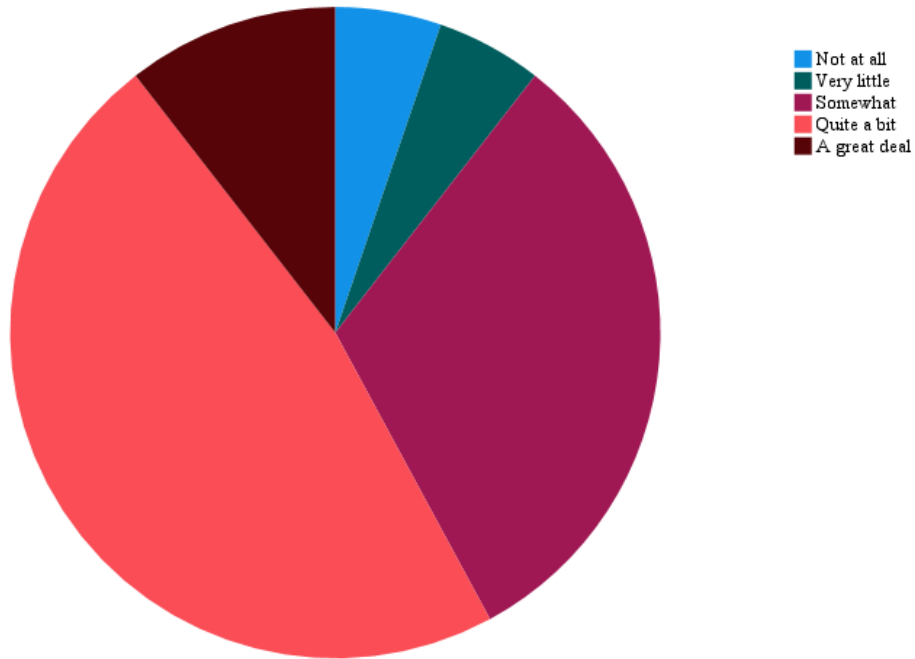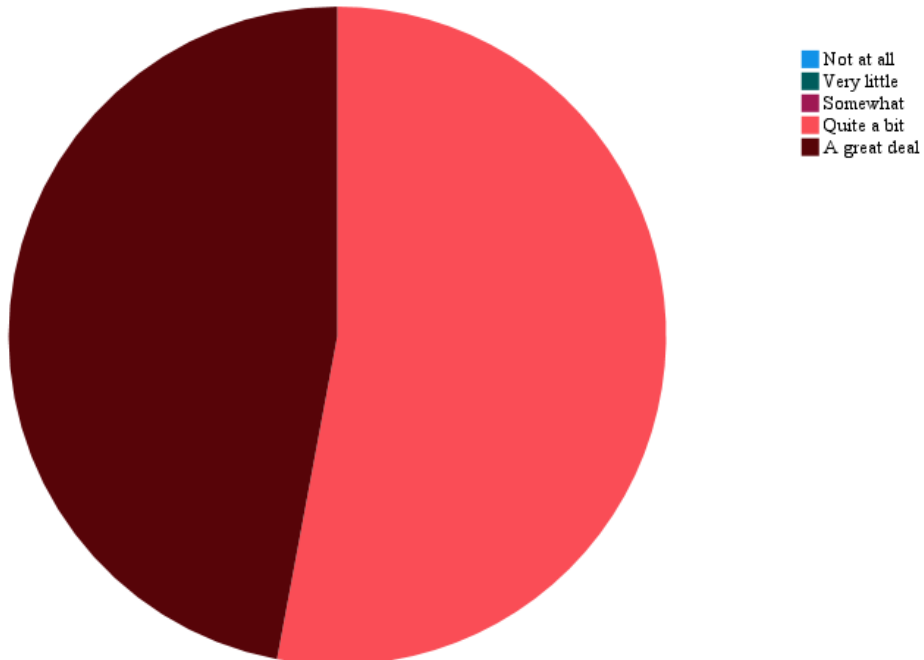- Very little
- Somewhat
- Quite a bit
- A great deal

Figure 3. Post-Training Pie Chart – Knowledge to Establish Positive Norms

Post-Training "I am knowledgeable about how to establish positive behavioral norms with my students, that will shape healthy relationships and a healthy classroom climate."

- Not at all
- Very little
- Somewhat
- Quite a bit
- A great deal

Overall belief in the use of nonviolent methods and peaceful practices in the classroom was already fairly high prior to the training (M = 4.316), but the participants' reported only being somewhat efficacious in using those practices with students (M = 3.456) and peers (M = 3.368), likely because their reported knowledge of nonviolent conflict resolution practices was low (M = 3.25). Specifically, prior to the training, participants already agreed that non-punitive practices were the best way to create a high-functioning classroom community (M = 4.44), but reported they only felt like they somewhat knew concrete steps to using non-punitive practices to reconcile conflict (M = 3.0). After the training, participants reported having quite a bit of knowledge in concrete, non-punitive options (M = 4.19), which potentially explains why there was a substantial increase in their overall feelings of efficacy in using these nonviolent methods with both students (M = 4.314) and peers (M = 4.235), which also resulted in a 25% increase in reported plan to use these methods in the future. While some participants reported agreeing very little to somewhat (M = 2.63) with the idea that punishing students for "harming an individual or community is sometimes necessary," there was a 41.4% *decrease* in that agreement (M = 1.56) after the training (See Figures 4 & 5). This is possibly due to their increase in feeling knowledgeable about how to establish positive norms (29%; See Figures 2 & 3) and feeling more capable of recognizing individual student's behavioral needs and responding accordingly (21%).

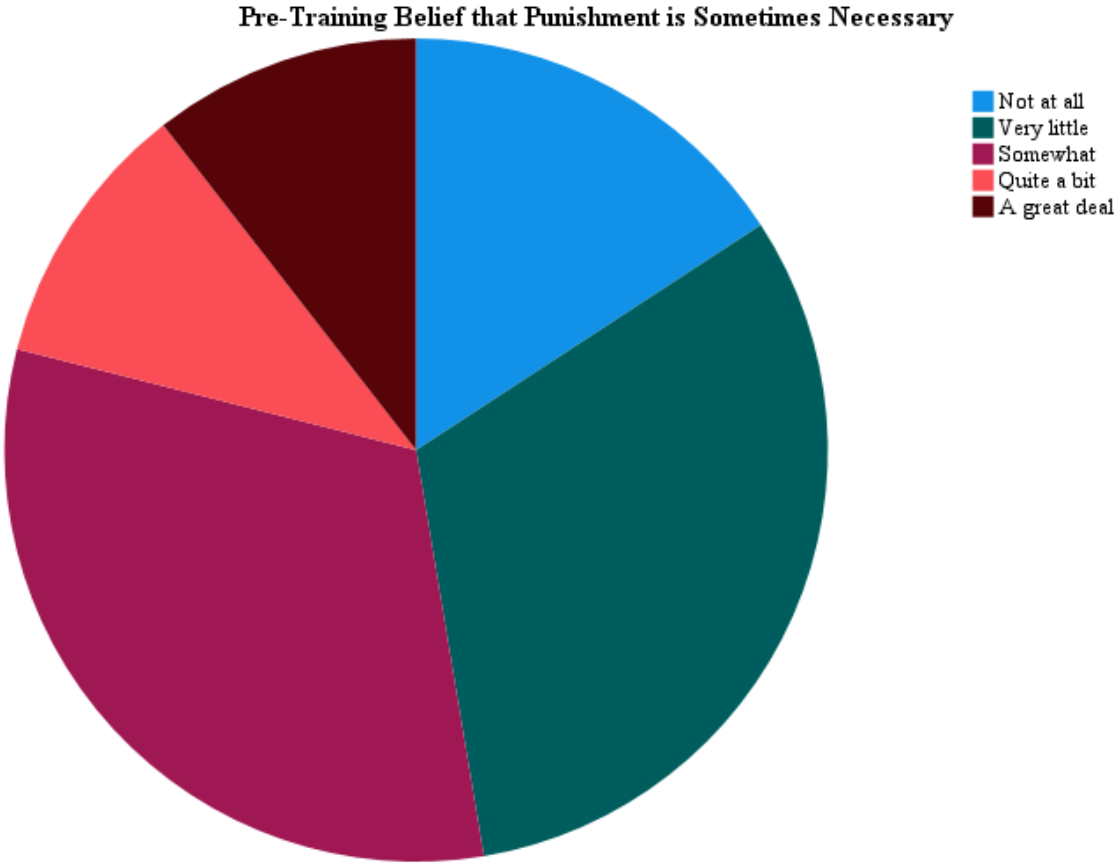Figure 4. Pre-Training Pie Chart - Belief that Punishment is Sometimes Necessary

Pre-Training Belief that Punishment is Sometimes Necessary

Legend:
- Not at all
- Very little
- Somewhat
- Quite a bit
- A great deal

Figure 5. Post-Training Pie Chart - Belief that Punishment is Sometimes Necessary

Post-Training Belief that Punishment is Sometimes Necessary

Legend:
- Not at all
- Very little
- Somewhat
- Quite a bit
- A great deal
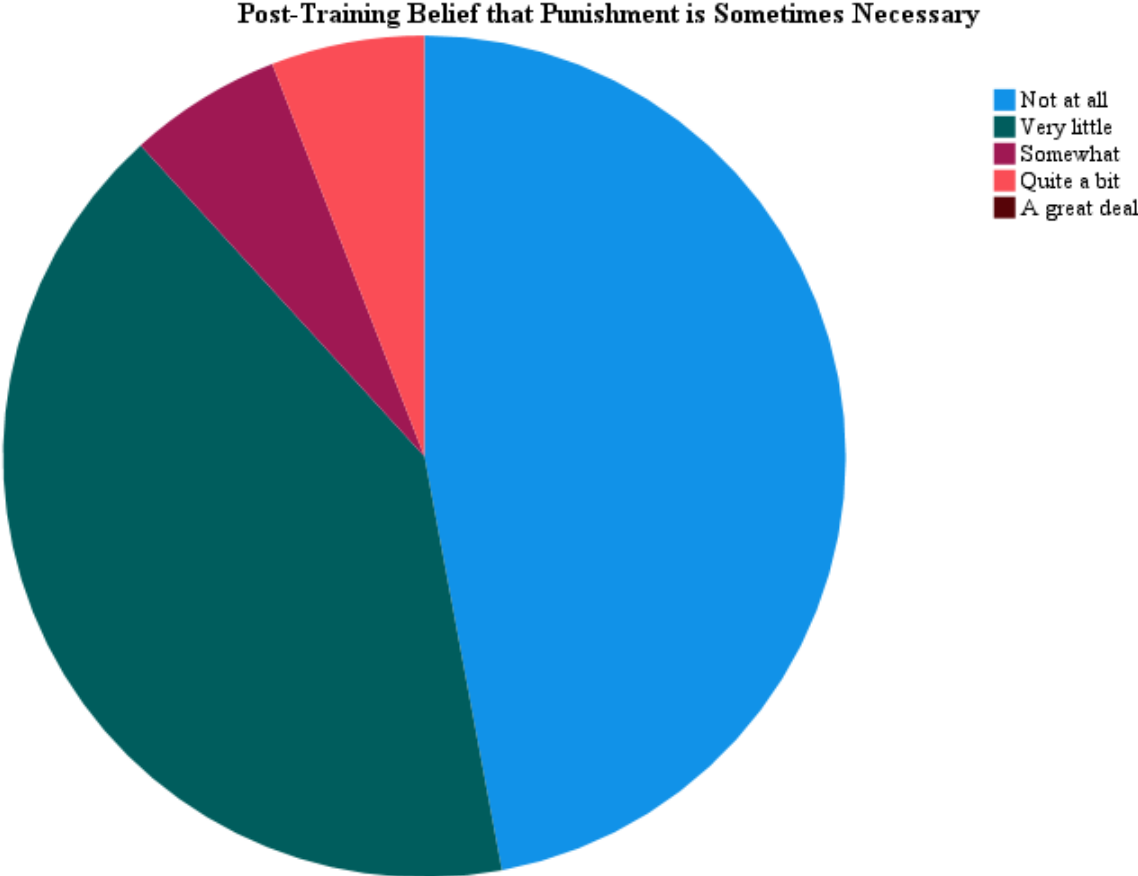
Quotes from Participants

1. It far surpassed my expectations. The instructors were amazing. They set a positive tone and embodied the principles of Kingian nonviolence in all of their actions. It is hard to create a community on Zoom, but they did. I looked forward to each class and left each class feeling inspired. We received a wealth of wonderful materials. This class was exceptional!

2. Actually, the training exceeded my expectations. The trainers are well organized and aware of their materials.

3. The Summer Institute met my expectations. If my answers above are not marked "5" it does not reflect negatively on the Institute but on my own awareness that I am going to have to practice implementing these tools and principles before I can claim adequacy. I also feel the need to process and the desire to learn more and practice more. I have only praise and respect for trainers, material, expert use of technology, the ability to create a cohesive group, even on Zoom! One thing I especially admire is the way the Institute practices and models the very principles that are being taught. The modeling is helpful because I can gauge my own experiences as a learner as a catalyst for and proper training for pursuing Dr. King's vision as an educator. So, the experience of being a learner in a NV classroom will enhance and motivate my attempt to create one myself. Thank you all so much for an inspiring, practically useful, philosophically grounded, personally empowering, even healing, experience. You can expect to receive donations as I can make that happen and to canvas others to donate on your behalf. My plan is to try to pursue the Level 1 training, perhaps bring some folks with me to that, and to try to persuade my colleagues to take you up on your extremely generous offer for the one-hour workshop. In appreciation and admiration of your work, thank you so very much.

4. That was a very inspiring and great experience for me. I had a great pleasure to interact with a community of international educators and broaden my vision and knowledge of nonviolence patterns and peace building. Robin and the other facilitators had done a great job in handling the content of the training. The material was to the point and effective.

5. I am speechless. This course is an eye- opener to me and I will do my best to deliver all Dr. King's principles to my students, colleagues and even with my own family. I am very grateful and happy that I have been a part of this. Every single detail of the program has been an added value to my experience. Big thanks to all trainers for making this an amazing experience.

6. I loved participating in the Summer Institute. Robin and Globe and others were excellent instructors, and wonderful facilitators. I was inspired by Dr. Martin Luther King's [principles].

7. It was incredible and hope to do more. Being in an environment where teachers were vulnerable and encouraged to share mistakes felt healing to my inner child. Kingian nonviolence inspires me and gives me hope in the future.

8. I loved this. I am so grateful. So looking forward to the school year because of this.

9. Super helpful training. Hoping to work with the adults at school :)

10. It was a workshop where I learned a lot. It has deepened my understanding of KNV from my previous training and shown me some ways to make it accessible in my day-to-day life.

11. The Summer Institute exceeded my expectations. The quality of the trainers was awesome as was the quality of the materials. The two manuals are excellent as are all the additional videos, charts, diagrams, etc. that were shared. The exercises in the break- out rooms were very helpful.

12. This workshop took me to another level.

13. The workshop was really helpful. The materials made it easier for us. Not to forget the amazing and active trainers who were comprehensive; they made the workshop clear, fun, and interesting.

14. A wonderful experience! Many thanks to all involved! I'm eager to help share widely -- and to complete our album of Community-Building songs to support the teaching of Kingian Nonviolence!

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