

Thirty-five (35) Recognizing and Responding to Traumatized Youth trainings (Youth Trainings) were held from July to November 2019. Of the approximately 1,375 Cleveland Division of Police (CDP) officers that were trained, 944 (69%) pre- and 871 (63%)-post surveys were completed. These surveys were analyzed to evaluate changes in CDP officers' self-rated knowledge and beliefs of youth and personal skills related to youth interactions, and understand CDP officers' manner to describe youth and expectations and feedback for the training. The survey results show that CDP officers gained functional skills as a result of the training, as evidenced by significant improvements in self-skill ratings from pre- to post- training surveys. Pre-training, CDP officers largely appear to have negative perceptions of youth based on the words used to describe youth. Some groups of CDP officers (e.g., role, years of experience), appeared to have differences on both pre- and post-training items, potentially due to different types of experiences with youth. Overall, the results derived from the pre- and post- training surveys demonstrate the value of the Youth Trainings, both in the objective gains in knowledge and skills and in the reflections from trainees. Based on trainee feedback, future trainings would be valuable, given small alterations to training activities and content, and could be most effective if organized based on sub-groups of CDP officers deemed to be meaningful from these survey results (e.g., role, years of experience). Despite methodological and technical difficulties in the training and administration of the surveys, the Youth Trainings app « A crtt si thB cr

On average, of those who completed the surveys, trainees had an average of 15.68 years of experience in police work (range= .5-38 years). When categorized by years of experience, most respondents were included in three groups: less than 5 years of experience (18% or 170 respondents); 20 to 25 years of experience (22% or 208 respondents); and greater than 25 years of experience (24% or 226 respondents). Categories of years of experience are depicted in Figure 1.

The category of "current role" was divided into 5 types of positions based on survey responses and groupings of roles used in police work:

- patrol officer (i.e., officers, administration, other),
- specialized unit/detective,
- supervisor (i.e., sergeant, supervisor, captain, lieutenant),
- community policing (school resource officer, community relations officer), and
- command staff.

"Patrol officer" was the most common "current role", reported by 70.9% of survey respondents. The frequency of all "current roles" are depicted in Figure 2.

In the pre-training survey, respondents were asked what they were "hoping to gain from this training". Their open-ended responses were grouped and categorized. Trainees most often responded with a

On both the pre- and post- survey, participants were asked to rate their 1) knowledge and beliefs, and 2) self-skills on a 4-point Likert scale, with 1= strongly disagree, 2= disagree, 3= agree, and 4= strongly agree. See results in Table 2.²

The average pre-survey rating of knowledge and beliefs was 3.18, or between “agree” and “strongly agree”. The average post-survey rating of knowledge and beliefs was 3.21, also between “agree” and “strongly agree”.² In analyzing the responses, consistent patterns of differences in pre- and post- survey trainee knowledge and belief did not emerge. Specifically:

- The pre- and post- ratings of the first item regarding adolescent brain development and reactions were not significantly different, indicating scores remained consistent.
- The pre- and post- ratings of the second item regarding holding youth to different standards were significantly different. Participants reported a greater need for adolescents to be held to different standards after the training, an expected difference given training participation.
- The pre- and post- ratings of the third item regarding the importance of police- youth relationships were significantly different. Participants reported less importance of building relationships with youth after the training, an unexpected difference given training participation.

Overall, the difference in the average total knowledge and beliefs ratings from pre- and post- surveys was not significant, indicating little to no change in overall knowledge and beliefs due to the training. Since pre-survey ratings were largely positive, using a scale with a greater number of response options might capture smaller changes in knowledge and beliefs, therefore allow for better understanding of the impact of the training, compared to the current scale in the survey.

	Mean (SD)	Mean (SD)	a
Adolescents' brains make them perceive and react differently than adult brains	3.36 (0.57)	3.32 (0.55)	Not significant (1799)= -1.59, =.11
Adolescents need to be held to different standards than adults are	2.77 (0.68)	2.99 (0.66)	Significant (1775)= 6.79, <.001
It is important for someone in my role to build relationships with youth	3.40 (0.56)	3.32 (0.55)	Significant (1794)= -3.22, =.001
^b	3.18 (.43SD)	3.21 (.45SD)	Not significant (1810)= 1.45, = 0.15

SD= standard deviation

^a An independent samples t-test was conducted to compare pre-training scores and post-training scores as survey results were not matched per participant.

^b The

The self-skills prompts, pre- and post- survey ratings, and differences between pre- and post- survey ratings are displayed in Table 3. The average pre-survey rating of self-skills was 2.70, or between “disagree” and “agree”. The average post-survey rating of self-skills was 3.04, between “agree” and “strongly agree”.

In analyzing the self-skills items, differences in pre- and post- training self-skills ratings were significant and expected given training participation. Participants endorsed greater skills after the training in the following areas:

- 1) interacting with youth with trauma;
- 2) preventing youth over-reaction; and
- 3) recognizing and working with youth with trauma.

Note, these averages do not include the fourth item regarding Behavior-Language-Timing[©], as this item was not included on the pre-training survey since it is a Strategies for Youth specific professional skill taught as part of the training. As such, the participants would not have been expected to know of this conceptual skill prior to participation. Post-training, the average self-skill rating for Behavior-Language-Timing was 3.07, or participants “agreed” this idea would make them more effective in their interactions with youth. Overall, the difference in the average ratings from pre- and post-training surveys was significant, indicating greater endorsement of self-skills in working with youth after taking the training.

	Mean (SD)	Mean (SD)	a
I have the skills necessary for interacting effectively with traumatized youth	2.79 (0.62)	3.12 (0.52)	Significant (1771)= 12.14, <.001
I feel equipped to help youth regulate their behavior	2.72 (0.60)	3.01 (0.51)	Significant (1549)= 9.77, <.001
I feel equipped to prevent youth from overreacting in tense situations	2.62 (0.90)	2.96 (0.54)	Significant (1765)= 10.69, <.001
I feel equipped to recognize and work with you who have experienced trauma	2.65 (0.65)	3.03 (0.53)	Significant (1764)= 13.57, <.001
The Behavior-Language-Timing idea will help me be more effective in my interactions with youth	n/a ^b	3.07 (0.53)	n/a ^c
	2.70 (.54)	3.04 (.43)	Significant (1813)= 14.76, <.001
SD= standard deviation			
^a An independent samples t-test was conducted to compare pre-training scores and post-training scores as survey results were not matched per participant.			
^b This item was not listed on the pre-training survey.			
^c With not pre-training score, a change score could not be calculated.			

In the post-training survey, respondents were asked three open-ended questions and one close-ended question to rate the training: 1) what concepts in the training were helpful; 2) how would you improve this training; 3) what are you going to change as a result of this training; and 4) how useful will this training be for my future interactions with youth (i.e., 1= not useful, 2= somewhat, 3= very, 4= extremely)? For all open-ended questions, responses were grouped and categorized. Overall, respondents rated the usefulness of the training as 2.69 (SD= .81), or between “somewhat useful” and “very useful”.

First, the relationship years of experience with pre- and post- training measures were analyzed. Complete results are presented in Table 4. Three relationships were significant with years of experience: 1) pre-survey self-skill score, 2) post-survey self-skill score, and 3) words to describe youth.

- Greater years of experience was significantly associated with lower self-skill ratings pre- and post- training. Various factors could influence this relationship, such as attitudes towards youth and working with youth, self-importance of skills with youth, or differing sense of challenges in working with youth. These relationships are depicted in Figure 3.
- Greater years of experience was also significantly associated with more negative average ratings of words to describe youth. That is, police with greater years of experience were more likely to use words categorized as “negative” (i.e. disrespectful, uncontrollable) to describe youth, when compared to police with fewer years of experience. Police new to the work-force appear to have more positive perceptions of youth.

Figure 3. Years of Experience & Pre- and Post-Training Self-Skills Ratings



Interestingly, years of experience was not associated with the pre-training knowledge and belief rating. It was expected that trainees with greater field experience might have more field-based knowledge or have completed more professional development and training.

The usefulness of training and the personal change post-training was not dependent on years of experience, indicating the training could be helpful and implemented by police staff with varying years of experience.

There were no differences, based on years of experience, on	Not significant F (1, 935)= 0.015, p= .901
There were no differences, based on years of experience, on	Not significant F (1, 855)= .574, p= .449
Officers with greater years of experience rated themselves lower on , compared to officers with less years of experience.	Significant F (1, 930)= 9.679, p= .002
Officers with greater years of experience rated themselves lower on , compared to officers with less years of experience.	Significant F (1, 854)= 15.42, p<.001
There were no differences, based on years of experience, on	Not significant F (1, 748)= 0.78, p= .378
Officers with greater years of experience used more negative , compared to officers with less years of experience.	Significant ^a F (1, 764)= 10.32, p<.001
There were no differences, based on years of experience, on	Not Significant R= 0.008, p= .846
*F scores are results of a linear regression. R scores are results of a correlation.	
^a The average rating of words was calculated, given 1= positive, 2= neutral or other, 3= negative.	

The current role of the trainee (i.e., patrol officer, supervisor, specialized unit/detecti

Additionally, the physical space allocated for narrative r