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## ABSTRACT

This study evaluated the Courtlink Auto Crime Prevention Program (CACPP), a 13-hour curriculum for senior elementary school and secondary school alternative program at-risk students in British Columbia, Canada. The program provides students with information about automobile crime and its costs, consequences, and prevention. It promotes positive attitudes and behaviors regarding auto crime prevention. The evaluation identified students', teachers', and administrators' attitudes about the program, determined the degree to which the program increased students' knowledge about auto crime, and examined how the program influenced positive attitudes about not committing auto crime and about auto crime victims, auto crime prevention, and the provincial court system. Researchers reviewed literature from professional journals, the ERIC system, two Internet search engines, and the libraries of two universities but found no references to auto crime prevention programs. Data from student, teacher, and administrator surveys indicated that respondents were very positive and highly endorsed the program, feeling it was necessary in their schools. They reported improvements in students' knowledge about and attitudes toward auto crime and the court system. Three appendices include phase III research questions, phase IV research questions (knowledge and attitudes), and study instruments. (Contains 48 tables and 42 references.) (SM)

# EVALUATION

## OF THE *COURTLINK AUTO CRIME PREVENTION PROGRAM* (CACPP)

For Senior Elementary and Alternative School Students in  
British Columbia

A 13-Hour Program written for the Insurance Corporation of  
British Columbia (ICBC) by the Law Courts Education  
Society (LCES) of British Columbia

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September 2001

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## TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
CHAPTER	
1. Introduction	1
Program Purpose and Rationale	1
Purpose of this Evaluation	1
Review of the Literature	2
2. The “Courtlink Auto Crime Prevention Program”	4
Program’s Theoretical Basis	4
The 13-hour Curriculum; Its Three Topic Areas	5
The CACPP’s Four Phases	6
Phase I	6
Phase II	7
Phase III	8
Phase IV	8
Selection of Subjects	9
3. Evaluation of Phase III	10
Research Problem	10
Research Questions	10
The Subjects	10
Methodology: Survey Research	11
Analysis and Findings of Survey Questionnaires	12
A. Student Feedback	12
1. Closed-Response Items	12
2. Open-Ended Items	20
B. Teacher Feedback	25
1. Closed-Response Items	25
2. Open-Ended Items	32
C. LCES Facilitator Feedback	37
1. Closed-Response Items	37
2. Open-Ended Items	41
3. Summative Facilitator Evaluation	43
Summary of Chapter 3	45
4. Evaluation of Phase IV	50
Research Problem	50
Research Questions: Knowledge, and Attitude	50
The Subjects	50
Methodology	51
A. Research Designs	51
1. The <i>Nonequivalent Control Group Design</i>	51
2. The <i>One-Group Pretest-Posttest Design</i>	53
B. Instrumentation	54

C. Statistical Techniques	56
1. Statistical Analysis	56
2. Educational Significance	56
3. The Standardized Mean Difference ( <i>SMD</i> )	57
Research Findings	58
A. Knowledge	58
1. Elementary School Students	58
Part I: True-False (Knowledge)	58
Part II: Matching	60
Part III: Agree/Disagree	61
Part IV: Multiple Choice	62
Part VI: Matching	64
2. Alternative School Students	64
Part I: True-False (Knowledge)	65
Part II: Matching	66
Part III: Agree/Disagree	66
Part IV: Multiple Choice	67
Part VI: Matching	68
3. Gender Effects	69
Elementary School Students	69
<i>The Nonequivalent Control Group Design</i>	69
<i>The One-Group Pretest-Posttest Design</i>	69
Alternative School Students	70
4. Summary of Knowledge Results	70
B: Attitude	72
1. Elementary School Students	72
Part I: True-False (Attitude)	72
Part V: Strongly Agree to Strongly Disagree	73
2. Alternative School Students	75
Part I: True-False (Attitude)	75
Part V: Strongly Agree to Strongly Disagree	76
3. Gender Effects	77
Elementary School Students	77
<i>The Nonequivalent Control Group Design</i>	77
<i>The One-Group Pretest-Posttest Design</i>	77
Alternative School Students	77
4. Summary of Attitude Results	78
5. Part VII: “Should Do / Most Likely Would Do Situations”	79
Elementary School Students	81
<i>The Nonequivalent Control Group Design</i>	81
<i>The One-Group Pretest-Posttest Design</i>	84
Alternative School Students	86
Gender Effects	88
Summary of Chapter 4	90
1. Elementary Students	91

2. Alternative Students	92
3. Gender Effects	92
5. Summary, Discussion and Recommendations	94
Summary of Phase III Findings	94
A. Summary of General Questions	94
B. Summary of Specific Questions	95
Summary of Phase IV Findings	98
Discussion: Comparative Findings in Phase III and Phase IV	101
A. Knowledge	101
1. Knowledge about Auto Crime and What It Is	102
2. Knowledge about the Effects and Costs of Auto Crime	103
3. Knowledge about the Consequences of Committing Auto Crime	103
4. Knowledge about Preventing Auto Crime	104
B. Attitude	105
1. Attitude toward Auto Crime	105
2. Attitude toward Victims of Auto Crime	106
3. Attitude toward the Court System	106
4. Attitude toward Committing Auto Crime	107
5. Willingness to Prevent Auto Crime	107
Recommendations	108
Final Comments	112
REFERENCES	114
APPENDIXES	
Appendix A: Phase III Research Questions	117
Appendix B: Phase IV Research Questions: Knowledge / Attitude	119
Appendix C: Instruments	122

## LIST OF TABLES

Table	Page
1. Student “Yes” Responses and Population Totals	12
2. Student “Yes” Responses by Gender	13
3. <i>Importance</i> to Program of 12 Topics	17
4. <i>Usefulness</i> of 11 “Optional Activities”	18
5. Number of Times <i>Materials</i> “Best Liked” Were Chosen	19
6. Student Rating of Court Visit	24
7. Degree to which Learning Objective Achieved	26
8. Choice of Activity / Number of Minutes Spent of the Activity	27
9. Use of, and Usefulness of, “Optional Activities”	29
10. Value to Teachers of “Materials” Used in Program	30
11. Means (with <i>SDs</i> ) for Degree of Teacher Agreement with Elements of CACPP	31
12. Teacher Acceptance of CACPP	32
13. Activities Completed / Minutes Spent on Activity	38
14. Facilitator Rating of “Effectiveness” of Activity	39
15. Facilitator Rating of Students during Court Visit	40
16. Composition of Groups	51
17. Description of Test Instruments	56
18. Means and <i>SDs</i> for Experimental and Control Groups on Part I: True-False (Knowledge)	59
19. Difficult Items	59
20. Means and <i>SDs</i> for Experimental and Control Groups on Part II: Matching	60
21. Means and <i>SDs</i> for Experimental and Control Groups on Part III: Agree/Disagree	61

22. Difficult Items in Part III	62
23. Means and <i>SDs</i> for Experimental and Control Groups on Part IV: Multiple Choice	63
24. Means and <i>SDs</i> for Experimental and Control Groups on Part VI: Matching	64
25. Means and <i>SDs</i> for the Alternative Classes on Part I: True-False (Knowledge)	65
26. Means and <i>SDs</i> for the Alternative Classes on Part II: Matching	66
27. Means and <i>SDs</i> for the Alternative Classes on Part III: Agree/Disagree	67
28. Means and <i>SDs</i> for the Alternative Classes on Part V: Multiple Choice	68
29. Means and <i>SDs</i> for the Alternative Classes on Part VI: Matching	68
30. Pretest and Posttest Means and <i>SDs</i> for Elementary Boys and Girls on the Knowledge Subtests	69
31. Pretest and Posttest Means and <i>SDs</i> for Alternative Class 3 Boys and Girls on the Knowledge Subtests	70
32. Effect Sizes ( <i>Ds</i> ) for Knowledge	71
33. Means and <i>SDs</i> for the Experimental and Control Groups on Part I: True-False (Attitude)	72
34. Means and <i>SDs</i> for the Experimental and Control Groups on Part V	74
35. Means and <i>SDs</i> for the Alternative Classes on Part I: True-False (Attitude)	76
36. Means and <i>SDs</i> for the Alternative Classes on Part V: Strongly Agree to Strongly Disagree	76
37. Pretest and Posttest Means and <i>SDs</i> for Elementary Boys and Girls on the Attitude Subtests	77
38. Pretest and Posttest Means and <i>SDs</i> for Alternative Class 3 Boys and Girls on the Attitude Subtests	78
39. Effect Sizes ( <i>Ds</i> ) for Attitude	78
40. Most Frequently Selected Response by The Authoritative Group to the Incidents Described in Part VII	80
41. Rankings of Preferred Responses to the <i>Should</i> Items by Experimental Students	81

42. Rankings of Preferred Responses to the <i>Most Likely Would</i> Items by the Experimental Students	83
43. Rankings of Preferred Responses to the <i>Should</i> Items by Students in the <i>One-Group Pretest-Posttest Design</i>	84
44. Rankings of Preferred Responses to the <i>Most Likely Would</i> Items by the Students in the <i>One-Group Pretest-Posttest Design</i>	85
45. Rankings of Preferred Responses to the <i>Should</i> Items by Alternative Students	86
46. Rankings of Preferred Responses to the <i>Most Likely Would</i> Items by Alternative Students	87
47. Rank and Percentage Responses to <i>Should</i> Items Arranged according to Gender	88
48. Rank and Percentage Responses to <i>Most Likely Would</i> Items Arranged according to Gender	89



## CHAPTER 1

### INTRODUCTION

#### Program's Purpose and Rationale

The *Courtlink Auto Crime Prevention Program* (CACPP) is a 13-hour curriculum prepared for senior Elementary school and Secondary school Alternative program “at-risk” students in British Columbia and was introduced into B.C. schools in September of 1999. The program was developed and implemented by the Law Courts Education Society of British Columbia (LCES) and was funded by the Insurance Corporation of British Columbia (ICBC).

The program has an overarching twofold purpose: to provide students with information about auto crime, its costs, its consequences and its prevention; to promote positive attitudes and behaviours regarding auto crime prevention. Nora Gambioli, the program's designer, developer and coordinator, provides the following rationale for the need for such a curriculum as this (see her *CACPP Guide for Teachers*, “Overview” section, page A1).

“British Columbia is the auto crime capital of Canada. In 1999 ICBC . . . spent more than \$134 million on claims related to auto theft, theft from autos, and vandalism. That compares with \$20 million spent only ten years ago. A 1994 study [Fleming] . . . found that auto theft is often a group activity engaged in by teenagers who think it's fun. Youth from 10-15 years of age are involved in auto crimes for thrills and because of peer pressure; youth from 16-18 years of age are involved in auto crimes for money.”

#### Purpose of this Evaluation

This evaluation of the *Courtlink Auto Crime Prevention Program* has three purposes: First, to identify the reactions — feelings, perceptions, preferences, opinions, and suggestions — that students, teachers, and LCES facilitators had about the program after having experienced it (see Chapter 3, “Evaluation of Phase III”). Second, to determine to what degree the program increased students' knowledge about auto crime — its nature, effects, costs, consequences and prevention. Third, to discover to what degree the program influenced, modified, changed or confirmed positive attitudes about not committing auto crime, as well as about auto crime victims, about the prevention of auto crime, and about the provincial court system charged with

enforcing the laws relating to auto crime (see Chapter 4, “Evaluation of Phase IV”).

Increasing knowledge about auto crime, providing youth with a realistic view of its costs, and of its consequences, and promoting positive attitudes and behaviour in order to prevent it, were the four teaching “Objectives” of CACPP’s several objectives (*Guide for Teachers*, page A3) that were central in the framing of the present evaluation. Two objectives that were not part of this study were developing “program components to respond to local needs,” and fostering “partnerships with school districts, agencies and community-based organizations.” Used as well, however, for this evaluation were all the specific “Student Learning Outcomes” (20 in total) listed in the *Guide for Teachers* for each of program’s three topic areas (i.e., “Activities prior to court visit,” “Court visit,” “After the court visit”). All “Outcomes” are stemmed as, “Students should be able to . . . .” These outcomes, as well as the four CACPP objectives mentioned above, were used to formulate the “Research Questions” (Appendixes A and B), the survey questionnaire for Phase III feedback from students, teachers and facilitators (Appendix C), and the two eight-page Phase IV Pretest-Posttest instruments—which are available, upon request, from the researchers.

### **Review of the Literature**

A review of the literature discovered no studies or evaluations in the area of Education in Auto Crime Prevention. Nonetheless, reported in one study were two major aspects of law-related education (LRE) relevant to the present evaluation, namely: expanding students’ substantive knowledge and critical thinking skills; achieving significant changes in students’ attitudes (Colville & Clarken, 1992). As well, three studies reported a number of germane findings: that raising levels of “legal-social knowledge” through LRE may indeed have some efficacy, although the results in terms of effect on attitude are still inconclusive (Carroll, Nelson & Eisenberg-Berg, 1980); that LRE, when properly implemented, can serve as a deterrent to delinquent behaviour in young people (Johnson, 1984; Hunter & Turner, 1981). In addition, one

investigation distinguished five features that it determined were present in successful Junior High School law-oriented programs: (a) the considerable and varied use of learning activities to engage students; (b) the extensive use of outside resource persons; (c) the selection and manner of utilizing illustrative materials; (d) the necessary provision of sufficient quantity and quality of instruction; (e) the presence of strong administrative support from the school (Turner, 1984).

In 1984, an LRE report based on a national study in the United States concluded that, while increases in student knowledge probably would have occurred in the absence of other educational features, improvements in behavior and attitudes probably would not have (Johnson, 1984).

In addition, a few pertinent studies were found that dealt with evaluation methods and findings in LRE (Johnson, 1984; Shaver, 1984; Jacobson & Palonsky, 1982; Hunter & Turner, 1981; Carroll et al, 1980). In terms of methodologies used in LRE studies, an examination of their research designs and procedures (especially in terms of data collection) disclosed many short-comings in those studies — albeit, the challenge of structuring and conducting educational research that satisfies the rigors of experimental design and provides firm empirical evidence to aid decision making is a challenge that is often difficult to meet in the real-life setting of the classroom (Shaver, 1984).

For this literature review, we (the two researchers) examined the professional journals, accessed ERIC, used two Internet search engines — Google and Yahoo — and utilized the libraries of the University of British Columbia and B.C.'s Simon Fraser University. The “descriptors” employed during the several literature searches were: Auto Crime; Auto Crime Prevention; Auto Crime Education; Elementary Secondary Law-Related Education; Law-Related Education; Legal Education Research Methodology; and Social Science Research in Law Education. We conducted a final literature search on August 3, 2001, and found still no studies respective of auto crime education, specifically, nor yet any further relevant LRE reports, evaluations, or reviews.

## CHAPTER 2

### THE “COURTLINK AUTO CRIME PREVENTION PROGRAM”

#### Program’s Theoretical Basis

The expectation that the program designer and developer, Nora Gambioli, embraced — that CACPP could impact on student knowledge, attitude and behaviour — can be inferred from a number of theories in psychology, sociology, and the social sciences, as well as from research findings that have established causal relationships between elements in these theories and the components of law-abiding education (Johnson, 1984).

*Social Control Theory*, for example, asserts that a common set of rules allows values to be shared in society, that social control arises in order to lessen the likelihood of deviant behaviour, and that conformity is a matter of rational choice when positive and negative consequences are presented for decision making (Ellis, 1984). *Strain Theory* proposes that shared values and norms are instrumental in establishing order in society, that common experiences and activities shared by members of a community contribute to the stability of that community, and that people’s wants exceed their ways of satisfying them, leading to increasing tension over and frustration with personal status (Cohen, 1955; Ellis, 1984). *Cognitive Development Theory* argues, in part, that developing conventional levels of moral reasoning helps resist delinquent behaviour (Jennings, Kilkenney & Kohlberg, 1983), and that, when put into situations of moral conflict, individuals evolve and mature their moral values in a sequential manner from an understanding that is more concrete to one that is more abstract (Power, 1988). *Change Theory* postulates that how individuals *feel* about change is a critical element in influencing, modifying and altering attitudes and behaviours, and that effecting change depends upon four crucial factors: the degree of personal involvement in discussion about the change; knowledge and understanding about the disparity between what *is* and what *is wanted*; personal motivation and empowerment to change; group influence and support in reinforcing the change

(Lewin, 1951, 1958; Kanter, 1983; Dyer, 1984). Additionally, targets of change need more than an understanding of laws: they need to hold appropriate attitudes towards them, and they need then to act in ways that reflect these understandings (Sayles, 1990). Finally, *Curriculum Development Theory* proposes four broad areas of enquiry for the preparation and elaboration of teaching programs. Often identified as the “Tyler Rationale,” these four areas are: clarity of educational purposes; provision of learning experiences and activities to achieve these purposes; effective organization of these experiences and activities; and, a determination of the degree to which these purposes have been attained (Tyler, 1949; Jackson, 1998).

### **The 13-hour Curriculum; Its Three “Topic Areas”**

The *Courtlink Auto Crime Prevention Program* is a program of a recommended 13 hours in length. It is presented through a 72-page *Guide for Teachers* and organized in three phases, or “Topic Areas,” for both senior Elementary school students (grades 5 to 7, though mostly 7) and Secondary Alternative school “at-risk” students. The “at-risk students” were defined as teenagers experiencing difficulties of an educational, emotional or social nature, or teenagers who were at possible risk in terms of the police or the provincial court system. By June 30, 2001, Phases I to IV of the program had been completed. The present evaluation assesses only Phases III and IV.

The *CACPP Guide for Teachers* — the vehicle for program delivery — in introducing the course, begins with an “Overview” section which provides the program “Rationale,” a brief “Program” synopsis, its “Objectives” and possible “Curriculum Fit,” as well as information on “Teaching The Program.” The Guide includes a video tape of three 5-minute vignettes, three pages of “References and Resources” for teachers, and 14 Appendixes of diagrams, drawings, newspaper clippings, quizzes, flash cards and role cards. As mentioned, the program was comprised of the following three topic areas.

- Topic Area 1: “Activities Prior to Court Visit,” consists of three sections totalling six hours

of recommended classroom instruction. The sections are headed “*What is Auto Crime?*”, “*What are the Consequences of Committing Auto Crime?*”, and “*Why is it Important to Prevent Auto Crime?*”. Each section identifies “Activities” and “Student Learning Outcomes,” specifying what should happen before, during, and after the court visit; introduces related learning materials, review tests, diagrams, sketches and games; and includes “Optional Activities” and associated tables and charts, including decision charts.

- Topic Area 2: “Court Visit,” outlines a one-day visit to a nearby courthouse, involving about five hours of student time. It is a day which includes: reviewing Topic Area 1 learnings; meeting with a Deputy Sheriff and, where possible, with Crown or Defense Counsels and a judge; watching a video about ex-offenders (“A Dangerous Road”); attending a court trial in session; and participating in a “Mini Mock Trial.” The court visit is conducted by a trained LCES facilitator.
- Topic Area 3: “After the Court Visit,” recommends, over a suggested 2-hour follow-up period, a review and discussion of the three parts of topic area #1; encourages students to discuss the program with friends and family; and concludes by requesting that feedback forms be completed by students, teachers and LCES facilitators for Phases II and III of the program — a one-page form for Phase II, and for Phase III, a six-page survey questionnaire for students and teachers and a two-page, court-visit-focussed questionnaire for LCES facilitators (Appendix C).

### **The CACPP’s Four Phases**

By July 2001, CACPP had moved through four phases or chronological stages from its implementation in the Fall of 1999 to the completion of BC’s school term in June, 2001.

#### ***Phase I***

Phase I, from September to December 1999, saw the implementation of the program at 31 schools in seven lower mainland (Greater Vancouver) school districts and in three B.C. interior school districts (Kelowna, Kamloops and Prince George) and involved over 600 students.

Of B.C.'s 89 school districts, these ten had been targeted, based on the prevalence of or recent increase in auto crime in those districts. In March of 2000, a pilot study of Phase I was completed and was intended to provide a preliminary "assessment of the effectiveness of the program in enhancing students' knowledge and understanding and in developing appropriate attitudes toward auto crime" (Elliott & Daniels, 2001, p. 1). Five of the 31 schools were selected for the report. The writers determined that, in terms of gains in knowledge, "there were significant increases on 3 of the 4 questions [of 10] for which results were scrutinized" (p. 4); and they inferred that, in terms of effects on attitude, the eight questions on their pretest and the nine on their posttest revealed that the curriculum had "clearly affected student attitudes in terms of the outcomes of encouraging young people to talk about auto crime, to prepare themselves to be good witnesses and to have empathy for victims of auto crime (p. 5)." Because of the assessment's design, the lack of equivalent pre- and posttests, the limited size of its sampling, and the nature of its collected data, Elliott and Daniels were not able to provide more meticulous conclusions. They deemed these results, however, to hold true for both of the student populations (i.e., grades 5 - 7, and "at-risk" students, grades 8 - 11).

### *Phase II*

Phase II, from January to June 2000, was conducted at 48 schools in 12 school districts throughout B.C, and involved approximately 1,200 students. These students were in 38 senior Elementary school classes, five Alternative Program classes and five Senior Secondary (grades 11 and 12) classes. The survey instrument developed by Nora Gambioli (CACPP designer, developer and writer) was a two-page "Feedback" form given out for completion by students, teachers and LCES facilitators at the end of the program. These forms were collected and retained by Gambioli — 661 completed responses in all. Most student forms were then summarized, generally verbatim, class by class, by Secondary school students involved in a "work-experience" program with LCES. The initial question on the form asked students to rate,

using a five-point continuum (Excellent-5, Very Good-4, Good-3, Fair-2, Poor-1) seven key activities of the program — though every activity had not always been engaged in or experienced by every class. These seven activities were denominated as: (a) In-class activities at school; (b) Presentation by the Sheriff; (c) Review activities (at court); (d) Presentation by Counsel; (e) Ex-Offenders video; (f) Watching Court; and (g) Mini Mock Trial. The *means* for each activity generally ranked between 3.5 and 4.5, with the “Presentation by the Sheriff” and “Watching Court” most consistently recording the highest means — three classes giving ratings as high as 4.7. Rarely did any activity rate below a mean of 3. Classes averaged about 25 students and most students gave individual ratings of from 3 to 5, with the largest number rating the activity as either 4 or 5. Based on this Phase II feedback and on the earlier Phase I report, the curriculum was revised and modified by its author, Nora Gambioli, prior to the implementation of Phases III and IV.

As both the program developers (LCES) and the program funders (ICBC) desired a more rigorously designed and executed assessment, the present researchers were asked to conduct an extensive survey of the curriculum’s acceptance during CACPP’s Phase III, and a more thorough, instrumented evaluation of knowledge gained and attitudes achieved during its Phase IV.

### *Phase III*

The Phase III program, from September to December 2000, was conducted in 27 province-wide schools, with “feedback” survey questionnaires — designed by ourselves, the writers of this evaluation — being returned from 20 of the 32 classes in those schools. The assessment and results of this phase are reported in Chapters 3 of this evaluation.

### *Phase IV*

Phase IV, from January to June 2001, was carried out in 17 B.C. schools, with 25 classes in those schools completing the pretest and posttest instruments. The assessment and results of this phase are reported in detail in Chapter 4. Chapter 5 summarizes, discusses and makes



recommendations regarding both Phase III and IV, as well as about CACPP in general.

### **Selection of Subjects**

For each of the four phases of CACPP, the LCES program coordinators, at the funder's request, targeted those school districts that were experiencing high or increasing levels of auto crime. The coordinators then contacted school district authorities, explaining the program and asking them to identify and approach specific schools, generally inner-city type schools or those in areas where the incidence of auto crime was higher. The principals or vice principals of these schools were then asked to select classes at the appropriate grade level, and approach the teachers of those classes asking for their participation in the program, customarily allowing the teacher to make the final decision. On a few occasions, when school district authorities failed to respond to repeated LCES requests, the program coordinator or her LCES facilitators in the field got in touch with individual schools, and/or teachers, to seek their participation.

## CHAPTER 3

### EVALUATION OF PHASE III

#### Research Problem

The problem that the CACPP Phase III evaluation was designed to investigate was: “What reactions — feelings, perceptions, preferences, opinions, and suggestions — do students, teachers and facilitators have about the LCES/ICBC *Courtlink Auto Crime Prevention Program*?”

#### Research Questions

To address the question posed by the research problem above, the writers generated a battery of “Research Questions” (Appendix A). These questions were based on the 72-page *CACPP Guide for Teachers*, the program’s teaching “Objectives,” and the specific “Student Learning Outcomes” indicated for the 20 recommended “Activities” that were to take place prior to, during, and after each class’s Court Visit. The written comments on the 661 completed and returned Phase II feedback forms — 589 student respondents, 29 teacher respondents, and 43 forms from the 6 district and 2 head-office facilitators — were also examined in order to identify further areas of enquiry (see Chapter 2, page 7). As well, the preliminary findings of the Phase I pilot study (Elliott & Daniels, 2000) were reviewed. In sum, 44 research questions, relating to “Lessons and Materials” and the “Court Visit,” were identified for the three subject populations with 13 areas of enquiry posed for student feedback, 23 for teacher feedback, and 8 for the LCES-facilitator “Court Visit” feedback as well as 4 later questions asking the seven facilitators to summarize their impression of “a number of court visits” which they had conducted.

#### The Subjects

Every person in the three subject populations was included in this phase of the evaluation, and each was given a survey questionnaire. The student population was comprised of senior Elementary students (grades 5 to 7) and Secondary Alternative program students. Of this constituency, completed and returned questionnaires were received from 269 students in 12

classes from 10 Elementary schools and from 129 students in 8 “at-risk” classes in 7 Alternative schools. Of the teachers in these 20 classes, 14 Elementary and 8 Alternative School teachers returned questionnaires. The LCES facilitators, whose role was to guide each class through the one-day court visit, returned questionnaires for 20 Elementary school classes and 10 Alternative School classes. The total number of survey questionnaires returned from these three populations amounted to 450.

### **Methodology: Survey Research**

A survey research model employing “feedback” questionnaires was utilized to collect the data required to answer the 44 research questions posited for this phase. The steps in this model include: (a) defining the survey objectives, (b) identifying the survey population, (c) writing the items and formatting the questionnaire, (d) pretesting the questionnaire, (e) preparing a letter of transmittal, (f) administering the questionnaire, (g) coding, tabulating and summarizing the responses, (h) analyzing the data, and (i) reporting the results (Borg & Gall, 1983).

Three questionnaires were developed for this phase of the evaluation, five pages in length for students, six pages for teachers, and two pages for LCES facilitators who participated only in the Topic Area 2, “Court Visits.” These instruments were given to the program developer and her Executive Director to comment on in terms of relevance, readability, wording and formatting as well as for their approval. The final instruments included both closed-response and open-ended items (Appendix C). The open-ended items were designed to provide additional data and to ensure that all respondents had an opportunity to offer feedback about areas of the program not solicited elsewhere in the questionnaire. These questionnaires were administered to students and teachers immediately following the completion of the program, and to LCES facilitators after the Court Visit. Completed questionnaires were either mailed directly to the researchers or were sent to the Law Courts Education Society in Vancouver and then forwarded to the researchers. To reduce the threat to validity caused by response effect, all student and teacher respondents

were guaranteed anonymity.

### Analysis and Findings of Survey Questionnaires

The analysis of all closed-response items was done using the SPSS Base 9.0 program for the personal computer. The analysis of the open-ended items was accomplished by reading all written responses, coding them, summarizing the main themes, and identifying specific remarks, both typical and atypical, for verbatim inclusion in this report.

#### A. Student Feedback

##### 1. Closed-Response Items

The student feedback questionnaire, divided into four parts (Appendix C), was comprised of 50 closed-response items and three open-ended items. The first section of, *Part A*, sought a Yes/No response to seven questions. The percentages of responses for students in both the Elementary (Elem) and Alternative (Alt) programs, as well as for the population (Pop) in total are reported in Table 1, below.

**Table 1: Student “Yes” Responses and Population Totals**

<i>Part A</i> Feedback Items	Yes Elem	Yes Alt	Yes %	Elem Yes	Alt Yes	Total Pop
1. Think that this program is needed in my school	78%	63%	73%	209	114	398
2. Think program should be taught here next year	93%	88%	92%	250	114	398
3. Have better idea about how serious auto crime is	94%	87%	90%	252	112	398
4. Believe program info is truthful and up-to-date	92%	86%	90%	247	110	398
5. Think number of lessons (and court visit) are enough	58%	58%	58%	156	74	397
6. Have spoken to friends about this program	41%	36%	40%	110	46	398
7. Have spoken to family members about it	77%	55%	69%	206	70	398

As may be seen from the foregoing table, Elementary school students consistently answered items somewhat more positively than did the “at-risk” Alternative school students.

Only in item 5 were their percentages identical. Here, slightly more than half the respondents (230 of 397) felt that the number of lessons — a question which students perhaps understood or interpreted as *time spent* on a specific topic — were “enough for an auto crime prevention program.” With questions 2, 3 and 4, the responses showed a high level of acceptance of the program and its teachings. Questions 6 and 7 translated the learnings into action, and here it is interesting to note that less than half the respondents (241 of 398) had spoken to friends about the program and that only 69% (276 of 398) had spoken to family members about it, though the difference between Elementary (77%) and Alternate students (55%) was substantial. Table 2, below, shows the “Yes” responses by gender to each of the *Part A* feedback items.

**Table 2: Student “Yes” Responses by Gender**

<i>Part A: Feedback Items</i>	“Yes”, Boys Elem and Alt	“Yes”, Girls Elem and Alt
1. Think that this program is needed in my school	75% (155/207)	71% (135/191)
2. Think this program should be taught here next year	88% (183/207)	95% (181/191)
3. Have a better idea about how serious auto crime is	89% (184/207)	94% (180/191)
4. Believe that program info is truthful and up-to-date	88% (183/207)	91% (174/191)
5. Think number of lessons (& court visit) are enough	54% (111/207)	63% (119/190)
6. Have spoken to friends about this program	39% (81/207)	39% (75/191)
7. Have spoken to family members about this program	68% (140/207)	71% (136/191)

The foregoing table reveals that girls were slightly more affirmative about their reactions to the 13-hour program than were boys, save in the first question (relative to the need for this program) and in the fifth question where both genders exhibited the same lack of action in terms of speaking to friends about the program.

The second section (*Part B*) of the survey instrument employed a three-point scale to determine whether students, after having completed the program, agreed or disagreed with nine items related to increased knowledge (five items) and possible post-program behaviours (four

items) concerning auto crime and its prevention. The nine questions asked students what they believed program participants had learned or would now do, compared to students who hadn't taken the program. The results are reported in the "Listing" that follows, where *M* stands for *mean* (the arithmetic average) and (*SD*) stands for standard deviation, a measure of variability that indicates the spread of the scores of the respondents around the mean.

**Part B: LISTING of Student Agreement/Disagreement re Knowledge & Behaviour**

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**Item 1.** Know more about auto crime than students who have not taken the program

	Agree	Not Sure	Disagree	<i>M</i>	( <i>SD</i> )
Elementary	71% (191/269)	20% (54/269)	9% (24/269)	2.62	(.64)
Alternative	64% (82/129)	22% (28/129)	15% (19/129)	2.48	(.74)
Total Group	69% (273/398)	21% (82/398)	11% (43/398)	2.58	(.68)

**Item 2.** Program teaches how victims, other people, and the court system are hurt by auto crime

	Agree	Not Sure	Disagree	<i>M</i>	( <i>SD</i> )
Elementary	86% (231/269)	10% (26/269)	5% (12/269)	2.89	(1.33)
Alternative	82% (106/129)	15% (19/129)	3% (4/129)	2.79	(.48)
Total Group	84% (336/398)	11% (45/398)	4% (16/398)	2.88	(1.12)

**Item 3.** Program teaches what can happen to someone who is arrested for committing an auto crime

	Agree	Not Sure	Disagree	<i>M</i>	( <i>SD</i> )
Elementary	94% (252/269)	5% (54/269)	2% (24/269)	2.92	(.32)
Alternative	88% (114/129)	9% (11/129)	3% (4/129)	2.85	(.43)
Total Group	92% (366/398)	6% (24/398)	2% (8/398)	2.90	(.36)

**Item 4.** Most students who have taken the program will want to help stop auto crime

	Agree	Not Sure	Disagree	<i>M</i>	( <i>SD</i> )
Elementary	44% (117/269)	46% (123/269)	11% (29/269)	2.33	(.66)
Alternative	23% (30/129)	50% (64/129)	27% (35/129)	1.96	(.71)
Total Group	37% (147/398)	47% (187/398)	16% (64/398)	2.21	(.70)

**Item 5.** The program will help students say *No* to friends wanting them to commit auto crimes

	Agree	Not Sure	Disagree	<i>M</i>	( <i>SD</i> )
Elementary	77% (207/269)	17% (46/269)	6% (16/269)	2.71	(.57)
Alternative	53% (68/129)	33% (42/129)	15% (19/129)	2.38	(.73)
Total Group	69% (275/398)	22% (88/398)	8% (35/398)	2.60	(.65)

**Item 6.** Less likely to commit auto crimes than students who have not taken the program

	Agree	Not Sure	Disagree	<i>M</i>	( <i>SD</i> )
Elementary	58% (156/269)	27% (54/269)	15% (41/269)	2.43	(.74)
Alternative	49% (63/129)	33% (43/129)	18% (23/129)	2.31	(.76)
Total Group	55% (219/398)	29% (115/398)	16% (84/398)	2.39	(.75)

**Item 7.** Most students who have taken the program talk to others about what they have learned

	Agree	Not Sure	Disagree	<i>M</i>	( <i>SD</i> )
Elementary	44% (119/269)	37% (100/269)	19% (50/269)	2.26	(.75)
Alternative	33% (43/129)	39% (50/129)	28% (36/129)	2.05	(.78)
Total Group	41% (162/398)	38% (150/398)	22% (86/398)	2.19	(.77)

**Item 8.** More likely to know difference between criminal and civil law than non-program participants

	Agree	Not Sure	Disagree	<i>M</i>	( <i>SD</i> )
Elementary	75% (201/269)	19% (50/269)	7% (18/269)	2.68	(.59)
Alternative	71% (92/129)	23% (30/129)	5% (7/129)	2.66	(.58)
Total Group	74% (293/398)	20% (80/398)	6% (25/398)	2.67	(.59)

**Item 9.** Students who have done the court visit are more likely to understand the seriousness of committing an auto crime than students who have not done the court visit.

	Agree	Not Sure	Disagree	<i>M</i>	( <i>SD</i> )
Elementary	79% (213/269)	11% (30/269)	10% (26/269)	2.69	(.64)
Alternative	71% (92/129)	26% (34/129)	2% (2/129)	2.78	(.49)
Total Group	77% (306/398)	16% (64/398)	7% (28/398)	2.70	(.58)

Except in item 9 above, Elementary students were consistently in slightly greater agreement than were Alternative students. Nonetheless, both groups responded in the program's "preferred" direction in terms of both knowledge gain and possible behavioural change. The difference in means between males and females on the "Agree" choice was only statistically significant on Item 8 where 163 of 207 boys (79%) checked "agree" while 130 of 191 girls (68%) checked "agree" ( $t = 1.99$ ;  $df = 396$ ;  $p < .05$ ). With other items, gender did not appear to be a factor. For each item — boys first/girls second — the percentages for "Agree" (with the related means in parentheses) were: 1. 71%/65% (2.62/2.53); 2. 81/88 (2.77/2.95); 3. 90/94 (2.87/2.92); 4. 36/38 (2.19/2.23); 5. 69/70 (2.61/2.59); 6. 57/52 (2.43/2.35); 7. 43/39 (2.19/2.18); 8. 79/68 (2.72/2.61); 9. 78/75 (2.71/2.69).

As the preceding "Listing" reveals, the four items that registered highest total group agreement were as follows: Item 3 (92%), dealing with the consequences of auto crime; Item 2 (84%), dealing with how auto crime hurts victims, others and the court system; Item 9 (77%), dealing with the Court Visit having reinforced the seriousness of auto crime; and Item 8 (74%), dealing with program participants knowing better than non-participants the differences between

Criminal and Civil Law. Interestingly enough, as the researchers will discuss in Chapter 5, this distinction was probably the least understood item in terms of the “increasing of knowledge” objective.

The least total group agreement (less than 50%) was registered with Item 4 (37%) dealing with helping to stop auto crime, and Item 7 (41%) dealing with talking to others about what the program has taught. Both of these items focus on possible changes in behavior after completion of the 13-hour curriculum.

Of the three remaining items, Item 1 (with 69% total group agreement) addresses the issue of program participants knowing more about auto crime than non-participants, while Item 5 (also 69% of respondents) and Item 6 (55% of respondents) deal with the likelihood of behavioral changes, a program objective that requires a preventive effect upon attitudes, and is an objective greatly less accessible to paper and pencil pre- and posttest confirmation. The third section (*Part C*) of the student feedback questionnaire was divided into three areas of enquiry addressed to the *importance* of the curriculum’s topics (12 were listed), the *usefulness* of its activities (11 were listed) and participants’ *preference* for three of six listed materials. The first area of enquiry, using a four-point scale (“Very Important,” “Important,” “Not Very Important,” “Not Important At All”), identified 12 topics included in the curriculum and asked students to rate the importance of each topic in an auto crime prevention program. Table 3 lists each topic’s *means* for Elementary and Alternative students, and shows the percentage of students who rated the item as either “Important” (3) or “Very Important” (4). It can be seen from this table that, for nine of the 12 topics, respondents chose either 3 or 4 from 80% to 94% of the time. Asterisked topics 3 and 8 were the two topics most highly rated in terms of *importance*, each dealing with the *costs and consequences* of auto crime and paralleling the earlier *Part B* “Listing” of items (Items 2 and 3) rated most highly in terms of student agreement that knowledge in these topic areas had been acquired. With each of the two most highly rated topics, only 1% of the



respondents rated them as “Not Important At All,” in comparison with topic 10 which had 40 of 398 respondents (10%) rating it as “Not Important At All.” Overall, topic 10, dealing with the names and duties of court people, was judged to be the least consequential of all in terms of importance, followed (at some distance) by topic 5, the difference between Criminal and Civil law, which nevertheless was rated by about three-fourths of all students as either a 3 or a 4.

**Table 3: Importance to Program of 12 Topics**

<i>Part C (1): TOPICS STUDIED</i>	<b>Elem. Means</b>	<b>Alt. Means</b>	<b>Students Rating at 3 or 4</b>
1. The different kinds of auto crime	3.10	3.05	84%
2. Why young people commit auto crimes	3.28	3.10	85%
3. How auto crime hurts people and the community	3.60	3.49	94%*
4. How auto crime is related to drug use	3.21	3.81	80%
5. The difference between Criminal and Civil law	3.02	2.90	74%
6. What it feels like to be a victim of an auto crime	3.34	3.33	84%
7. How much money auto crimes cost the community	3.35	3.37	85%
8. What can happen to a young person who steals or damages a car	3.67	3.54	93%*
9. How to say <i>No</i> to friends who want you to commit an auto crime	3.60	3.31	91%
10. The names and duties of people who work in the courts	2.71	2.58	58%
11. Negative attitudes that encourage auto crimes and positive attitudes that discourage auto crimes	3.11	2.96	79%
12. How you can help prevent auto crimes	3.54	3.16	90%

In terms of *importance*, topic 9, how to say *No* to friends, is the highest rated behavior-oriented item, though here only 69% of student respondents agreed that the program actually helped them say “no” (see item 5, page 13). In its turn, topic 12, helping to prevent auto crime — another behavior-oriented item — though endorsed by 90% of student respondents as

*important*, was only seen by 37% as having been achieved (see item 4, page 13). Finally, with respect to statistical significance, Elementary and Alternative school respondents differed on item 2 ( $t = 2.31$ ;  $df = 393$ ;  $p = <.05$ ), item 8 ( $t = 3.45$ ;  $df = 201$ ;  $p < 001$ ), item 9 ( $t = 3.81$ ;  $df = 393$ ;  $p < 001$ ), and item 12 ( $t = 4.78$ ;  $df = 393$ ;  $p < 001$ ). These differences favoured Elementary students whose degree of agreement with the *importance* of topics was somewhat higher than was the case with Alternative students.

The second area of enquiry in *Part C* of the student feedback questionnaire listed 11 of the “Optional Activities” that had been suggested in the *Guide for Teachers*. Students were asked to say whether they thought the activity was “Useful,” “Not Useful,” or “Not Done.” As will be noted in Table 4, of the 20 classes that returned completed questionnaires, the great majority did not undertake many of the suggested “optional activities.”

**Table 4: Usefulness of 11 “Optional Activities”**

<i>Part C (2): Optional Activities</i>	Classes (of 20) Using Activity Elem and Alt	Percentage of Classes Not Using	Percentage of Respondents Saying <i>Useful</i>
1. Listened to police officer in classroom	2 and 2	80%	96%
2. Collected newspaper articles on auto crimes	5 and 4	55%	60%
3. Surveyed students’ opinions on auto crime	2 and 4	70%	79%
4. Had a school campaign against auto crime	0 and 0	100%	NA
5. Pretended to hold a trial using Witness Game	5 and 6	45%	79%
6. Conducted a “Justice Circle”	1 and 1	90%	75%
7. Listened to Victim Services officer in class	0 and 0	100%	NA
8. Interviewed a victim of auto crime	1 and 3	80%	80%
9. Discussed the case of “Christopher Findlay”	4 and 3	65%	75%
10. Wrote “thank-you” letters	3 and 3	70%	80%
11. Organized a crime prevention week	0 and 0	100%	NA

Optional activities 4 and 11 are not included in the Alternative students curriculum, though no Elementary school engaged in the option in any case. Note, however, that save for item 2, when the optional activity was engaged in, from 75% to 96% of the students rated it as “useful.” Open-ended responses from teachers (reported on later in this chapter) revealed that, in a program of only a recommended 13-hours in length, there is simply not enough time to cover many, if any, “Optional Activities,” or indeed to even manage all of the “Prescribed Activities.”

The third area of enquiry in *Part C* of the student feedback questionnaire identified six *Materials* that students might have used during the program. Respondents were asked to check the *three* materials that they had liked best.

**Table 5: Number of Times *Materials* “Best Liked” Were Chosen**

<i>Part C (3): Materials</i>	Elem.	Alt.	Total
1. Videos	242	99	341
2. Auto Crime and punishment definitions-matching game	119	62	181
3. Diagrams ( <i>People in a Criminal Trial, Criminal vs. Civil Law, etc.</i> )	130	55	185
4. Newspaper articles	64	24	88
5. Victim Impact statement	65	56	121
6. Quizzes	134	42	176

A total of 398 students answered this question. As may be seen above, 86% of all respondents chose videos as one of the three “best liked” materials while 12 of 21 teachers (Table 10) chose them as “essential” and seven as “useful.” Ranking second were the diagrams, chosen by 46% of student respondents; third ranked was item 2 (45%); and fourth ranked was item 6, the quizzes (44%), although Table 10 shows that only three of 13 Elementary teachers felt this item to be “essential” while close to 50% of their students (above) rated them as one of their best-liked trio of selections. Students chose newspaper articles least often (22%) while 11 of 21 teachers found them “essential” and seven “useful.”

## 2. Open-Ended Items

The fourth section, *Part D*, of the student feedback survey posed four questions about the Court Visit, namely, what was liked **best** about it, what were the **two most important** things learned, what **changes**, if any, should be made (the same question being asked of both teachers, see page 34, of his report, and the LCES facilitators, see page 43) and, what rating, on a scale of five, would the student give the Court Visit.

### (a) *Part D*: Question 1

The first question in *Part D*, “What did you like **best** about the Court Visit?”, drew responses from 96% of the students (381 of 398).

**Elementary School students:** In terms of frequency of written responses, Elementary students preferred: **1.** The “mock trial” (“pretend trial”, “fake trial” — or “trail” [sic] in three cases !) and “getting to act out the roles” — Deputy Sheriff (DS), Crown and Defense Counsels (CC & DC), Judge and Jury were all mentioned about two-thirds of the time. This preference was followed closely by: **2.** “Watching a real trial,” especially when it dealt with auto crime or, on one occasion, with a “murder,” **3.** “Talking to the courtroom people” — referred to often were the DS, the CC, the Judge, and two of the LCES facilitators; **4.** “The games we played” (the mock trial, probably, as well as three other games suggested in the *Guide for Teachers*); **5.** “Listening to the guys who did auto crime,” referring often to the video, “A Dangerous Road,” but also to the few occasions when classes were addressed by someone who had committed an auto crime; **6.** “Everything” or “Mostly Everything” was mentioned by about 10% of the respondents, while a smaller number mentioned; **7.** The Deputy Sheriff’s equipment (“I finally got to see a real gun”), handcuffs, uniforms, and the like.

In addition to remarks supportive of the seven foregoing choices, a number of interestingly enlarged-upon or divergent comments by Elementary students included: “Seeing the judge half asleep,” “It all made me realize I DON’T want to be in the accused box,” “The

granola bar I got,” and this solitary lament from a grade 8 boy, “I hated the whole thing.”

**Alternative School students:** In terms of frequency of written responses, Alternative students preferred: 1. The “mock trial” (“phony trial” on two occasions), though three of the eight classes didn’t have enough time to try this activity; 2. Watching the court trial and “seeing what everybody did there” and “looking at them figetting [sic] a lot,” 3. Meeting the court people, “hearing from the officials,” with one respondent saying, “they didn’t come off as talking at us-- but more like to us,” 4. The Deputy Sheriff and his equipment, “I wish I could of [sic] used his handcuffs on someone I know [!]”. Five comments of a differing nature about what was liked best about the court visit were: “The whole thing was totally unexpected,” “I liked best when they finally let us leave for lunch,” “the best was the guy who toured us [an LCES facilitator],” “I got to be judge at last instead of my parents” and, “I kept wondering why I was there.”

**(a) Part D: Question 2**

The second question in *Part D*, 2. “What are the **two most important** things that you learned from the Court Visit?”, drew responses from 97% of the students (384 of 398).

**Elementary School students:** Most frequently these students mentioned having learned:

1. About the consequences of auto crime, “they can be real terrible,” 2. About the need to stay away from auto crime, “bad,” “dangerous,” “deadly,” “it’s very serious,” “NEVER do that kind of crime,” 3. About how courtrooms work — the actual trial that students witnessed entering into many of their comments; 4. About the duties and jobs of the court workers — even though this topic was rated as third lowest in importance (10th out of 12, see Table 3); 5. About not stealing, “don’t be bad,” “never go joy-riding,” “don’t take a car but don’t get caught,” “robbing is no fun,” “youth criminals go to detention in Burnaby,” and “people beat you up in detentionmunts [sic],” 6. About how to help stop, prevent or avoid auto crime, “trying to prevent it is very important,” “whatever you do though be very careful,” 7. About participation of young people in auto crime, “Most youths of us do auto crime,” “young people are mostly involved,” “even

passengers can get charged.”

A sampling of representative responses from the minds of these 10 to 13 year-olds, trying to express the import of what they had learned about auto crime, includes such statements as, “lots of us do it,” “you learn what could happen if you get involved,” “bad can happen if you’re a passenger in a car and you don’t even know it’s stolen” and, “. . . heard what could most likely happen to you if you ever get involved,” “Dont never never talk in the court room”. Some (of many) surprising and unusual though perhaps insightful responses, included, “What I learned was what the cop will do if you kick him,” “that people dont haf to put there hand on the bibels [sic],” “You could die from stealing a car,” “the judge is important,” “the judge doesn’t talk as much as all the lawyers do,” “found out what it’s like going to jail at my age,” “when you’re in trial never change your story or else they could find out for sure you are a criminal,” and this surprise, “When the police pull their gun then they have to shoot.”

**Alternative School students:** This group most frequently mentioned having learned the following *important* things during their court visit: 1. The consequences of committing auto crime, “the punishment,” “the real costs,” “you’re in sever [sic] trouble,” “all the things that could happen to you in jail,” 2. Never to steal cars, “don’t go out on joyrides,” “it’s just not good to steal,” “everyone can go to jail,” “if you steal a car then it’s you who stole it,” 3. Finding out what happens in the courtroom during trials, “I saw what a trial is really like,” 4. Learning what court workers do, including this remarkable conclusion, “being a judge is sweet,” 5. The need to avoid auto crime, “stay away from it,” “don’t go out with all the wrong people,” “Watch out for the stealers,” 6. How you can hurt family, relatives or friends, “. . . even your parents can get charged” and, “it’s always hard on your family.”

As with Elementary students, the minds of Alternative students, aged between 13 and 17, offered some distinct, unforeseen and non-uniform responses and interesting discernments: “Female prison is worser [sic] than male,” “Its always hats off in court,” “Don’t make the sheriff

push his secret button,” “I don’t want to pursue a career at all in any relation to this law,” “Watch out for lyers [sic]” and, “Stay away from crime -- but if you just can’t -- be very careful.”

**(a) Part D: Question 3**

The third question in *Part D*, 3. “What **changes**, if any, would you make to the Court Visit?”, drew responses from 88% of the students (350 of 398).

**Elementary School student** responses, in terms of frequency, fell into four categories:

1. “Nothing”, “None”, or “No changes” were the predominant responses, with often the addition of such typical sentiments as, “I loved every part of it,” “the whole thing was great,” 208 of 269 respondents (77%) rating the visit as either “Excellent” or “Very Good” (Table 6); 2. The Mock Trial should be made longer, “Let everyone get a turn,” “do it twice,” “I wanted to judge,” “I only got to watch,” 3. Have more time for attending the court trials, “we gotta be able to watch longer,” “get a more exciting trial,” “we only got to see part of a real trial,” “we didn’t even get to watch a trial,” 4. Allow more time for talking with various court people, “we only had time to hear the sheriff,” “I’d like to have met one of those lawyer guys.”

As with the preceding two *Part D* questions, responses to this question gave evidence of some unique understandings and perhaps incisive learnings. Elementary students offered such suggestions as, “Make the box for the bad people with a lock on it,” “. . . and cut down on so much talking from the adult people and all that sitting,” “the judges have to watch the whole thing,” “Change seats to soft coaches [sic],” “I think I’m now going to think about being a D/S” and, “make sure those guys have their guns still -- don’t change that.”

**Alternative School students**, for the most part, felt that: 1. No change was needed, two-thirds of the 129 respondents rating the visit as either “excellent” or “very good” (Table 6); 2. They should have stayed longer watching the court room trial, “find out what finally happens,” “come twice,” “get to see a whole one,” 3. Have more time for the Mock Trial, “. . . ours was always too rushed,” 4. Have shorter “lectures.” A few differing and unanticipated answers here

included, “Change the paint and the carpets,” “make sure we get home on time,” “Get longer lunches” and, “Do not ever visit the court — I didn’t like it, and I’m now almost 18.”

**(a) Part D: Question 4**

Using a five-point scale, the fourth question in *Part D* asked, “How would you **rate** the Court Visit?”. This question was answered by 99% of all respondents (394 of 398), 93% of the Elementary students ranking the visit as “good” or higher ( $M = 4.06$ ,  $SD = .92$ ), 86% of the Alternative students ranking it as “good” or higher ( $M = 3.73$ ,  $SD = 1.08$ ), with 91% of the total group’s ranking, therefore, having a mean of 3.96 and a standard deviation of .96. The difference between Elementary and Alternative students was statistically significant ( $t = 3.26$ ,  $df = 392$ ,  $p < .001$ ). Table 6 reveals the response percentages and the number of Elementary and Alternative School respondents.

**Table 6: Student Rating of Court Visit**

Qualifying Statement [Point weight]	Elementary	Alternative	Total Group
Excellent. I liked every part of it. [5]	36% (96/269)	21% (27/129)	31% (123/398)
Very Good. I liked most parts of it. [4]	43% (116/269)	46% (59/129)	44% (175/398)
Good, though could probably be improved. [3]	14% (37/269)	19% (25/129)	16% (25/398)
All right, but needs to have some changes. [2]	5% (13/269)	9% (12/129)	6% (25/398)
I didn’t like it. [1]	2% (5/269)	3% (4/129)	2% (9/398)

The Table 6 ratings above reveal a very high overall level of student acceptance of the worth of the court visit. The ratings were also examined by gender. Elementary School boys had a mean of 4.01 ( $SD = .98$ ), while girls had a mean of 4.12 ( $SD = .87$ ), though the differences here were not statistically significant. Alternative School boys had a mean of 3.66 ( $SD = 1.10$ ), while girls had a mean of 3.81 ( $SD = .88$ ), a difference that was also not statistically significant. In both cases, however, girls rated the visit slightly higher than did boys, and Elementary students rated the visit higher than did the Alternative “at-risk” students. From the foregoing, it seems apparent



that gender does not seem to be a significant factor.

## **B. Teacher Feedback**

### **1. Closed-Response Items**

Twenty-two teachers, 14 Elementary and 8 Alternative, returned their six-page teacher feedback questionnaires. These instruments were comprised of seven parts (Appendix C) and included 61 closed-response and seven open-ended items. The first section, *Part A*, asked teachers to either agree or disagree with five of the CACPP's seven articulate objectives. All 22 teachers checked "agree" for each of these five key objectives:

1. To increase student's knowledge of auto crime and its effect on individuals, courts and society
2. To provide students a realistic view of both legal and personal consequences of auto crime
3. To help students understand what part they can play in helping to prevent auto crimes
4. To help students understand the costs of auto crime for individuals and for society
5. To develop positive attitudes and behaviors that could tend to inhibit involvement in auto crime.

The survey instrument then asked teachers to state briefly any additional objectives they thought should be added in terms of either "Knowledge" or "Attitude / Behavior." With respect to knowledge, 57% (8 of 14) of Elementary and 75% (6 of 8) of Alternative School teachers responded in some fashion, often with general remarks, but on five occasions with comments that focused on or clarified some implicit aspect of the listed knowledge objectives, specifically: "To enable students to describe the immediate & long-term consequences of unsafe behavior on self and others" and, "To better appreciate & understand the Court System, including the Young Offenders Act" from two Elementary teachers, while two Alternative teachers said, "To help students get a realistic view of the impact of auto crime on the victim" and, "To increase awareness of court functions, procedures, roles." In terms of attitudinal/behavioural objectives one Alternative teacher responded, "To help students see court officials in a positive light -- and

to see that they are not anti-youth.”

Part B of the teachers' questionnaire asked: *To what extent do you think each one of the following objectives was achieved in your classroom?* The five objectives were repeated and the seven-point continuum below was provided for teacher rating:

1	2	3	4	5	6	7
Uncertain	Not at all	For a few students	For more than a few students	For many students	For most students	For all students

Table 7 reveals the responses from 14 Elementary and 8 Alternative school teachers.

**Table 7: Degree to which Learning Objective Achieved**

Learning Objective	Means for Total Group	Means for Teachers Elem / Alt	% Elem / Alt who chose 6 or 7
1. Increased knowledge about auto crime and its effects on individuals, the courts, and society	6.31 (SD = .89)	6.5 / 6.0 (.52 / 1.30)	50/50 50/38
2. A more realistic view of both the legal and personal consequences of committing an auto crime	6.23 (SD = .81)	6.43 / 5.88 (.65 / .99)	43/50 50/25
3. An understanding of the part students can play in helping to prevent auto crimes	5.05 (SD=1.65)	4.71 / 5.63 (1.86/1.06)	36/63 7/13
4. An understanding of the costs of auto crime for individuals and for society	6.18 (SD=1.10)	6.29 / 6.00 (.91 / 1.41)	36/25 50/50
5. Positive attitudes and behaviors that could tend to inhibit involvement in auto crime	5.77 (SD = .97)	6.07 / 5.25 (.62 / 1.28)	64/38 21/13

As can be seen in the foregoing table, Elementary teachers felt that objectives 1, 2, 4 and 5 were the more likely to have been “achieved,” with *means* resting between “For most students” and “For all students.” Only in objective 3 — helping to prevent auto crime — was their mean lower, resting between “For more than a few students” and “For many students,” and it may be noted that this objective, implies a follow-up behavior on the part of students who are in grades 5 to 7 and are mostly between 11 and 13 years of age.

Alternative school teachers appraised the learning objectives as having been achieved

“For most students,” except in the case of objective 5 where the mean was closer to “For many students.” In relation to this, it should be noted that the single instance in which Alternative teachers rated their students higher than did Elementary teachers was with Objective 3, where follow-up action is implied and might have been seen as more likely to occur in the case of students who were somewhat older, in this case in their early or middle teens. However, when *t* tests were applied to Table 7 data, no statistically significant differences between any of the pairs of means were indicated. In the first half of their *Part C* feedback questionnaire, teachers were asked to indicate which of the before and after the court visit “Prescribed Activities” they had completed and then were asked to estimate the amount of time, in minutes, they had spent on that activity. Table 8 records their estimates, and in the fourth column contrasting them with the CACPP recommended times for each activity.

**Table 8: Choice of Activity / Number of Minutes Spent on the Activity**

<i>Part C</i> : “Prescribed Activity”	Teachers Choosing Elem/Alt	Average Minutes Elem/Alt	CACPP Suggested Minutes
<b>Before Court Visit</b>			
Introduce terminology and concepts	12 / 8	45 / 48	60
Introduce the main types of auto crime	12 / 8	38 / 38	40
Survey why youth commit auto crime	8 / 8	24 / 33	20
Discuss the relationship between drugs and crime	12 / 8	25 / 34	30
Brainstorm the general effects of auto crime	10 / 8	29 / 30	20
Discuss and identify criminal and civil law consequences	11 / 8	35 / 39	60
Use the victim’s quiz, and talk about victimization	9 / 6	35 / 33	60
Present and explain real costs to society and to individuals	12 / 7	31 / 30	20
Discuss attitudes toward auto crime	11 / 7	28 / 34	20
Talk about the pressures that influence youth decisions	12 / 8	35 / 31	10
Work on observation and reporting skills	3 / 5	33 / 28	20

**Table 8 (continued)**

<b>After Court Visit</b>			
Encourage students to discuss program with friends & family	7 / 7	23 / 29	10
Discuss what other consequences follow auto crime	9 / 7	24 / 26	40
Present opportunities for contributing to crime prevention	5 / 5	20 / 20	40

The foregoing table shows that fewer teachers undertook the prescribed “after court visit” activities, which in the case of the first and third “after-court” activities (“Encourage students . . .” and “Present opportunities . . .”) may help to account for the low scores in *Part A* (Table 2, item 6) and *Part B* (item 7) of the student feedback where less than half the Elementary and Alternative “at-risk” students agreed that they had spoken to friends or to others about the program, and may also help to account for the teacher’s rating of objective 3 (Table 7) — relative to helping to prevent auto crime — as not as likely to have been acquired “for all” or even “for most” of their students.

As well, somewhat fewer Elementary teachers used the survey activity or the victim’s quiz, while clearly fewer Elementary or Alternative teachers worked on having students improve their observation or reporting skills — although the students who had been taken through this activity thought it important and of value. Moreover, it’s interesting to compare the differences between the CACPP suggested minutes for a particular activity and the amount of time that teachers actually spent, or were able to spend, on that activity. Given the nature of the upcoming open-ended comments, it is very likely that time constraints required teachers to omit some of the prescribed activities, though there may well have been other factors at play such as the kinds of students involved, or perhaps even teacher predilection for certain types of activities.

In the second half of *Part C* of their feedback questionnaire, teachers were asked to check those “Optional Activities” that they had actually utilized and to indicate whether they found them *useful*, *somewhat useful*, or *not useful*.

Table 9: Use of, and Usefulness of, “Optional Activities”

<i>Part C: “Optional Activities”</i>	Teachers Choosing Elem/Alt	Useful Elem/Alt	Somewhat Useful Elem/Alt	Not Useful
Invite a police officer as a guest speaker	2 / 2	2 / 2	-	-
Collect newspaper articles on auto crime	5 / 4	4 / 3	1 / 1	-
Conduct a school campaign against auto crime	0 / 0			
Conduct a “Justice Circle”	1 / 1	1 / 0	0 / 1	-
Invite local Victim Services Officer to guest speak	0 / 0			
Interview a victim of auto crime	1 / 3	1 / 3	-	-
Discuss the case of Christopher Findlay	4 / 3	4 / 3	-	-
Learn and dramatize skills to reduce peer pressure	6 / 1	5 / 0	1 / 1	-
Write “thank-you” letters	3 / 3	3 / 3	-	-
Survey others about auto crime	2 / 4	2 / 3	0 / 1	-
Make a presentation to other classes	0 / 0			
Organize an auto crime prevention week	0 / 0			

Though teachers much less often decided to use an “Optional Activity,” when they did do so, as the foregoing table reveals, of the 45 times these activities were undertaken (of a possible 240), they were rated as “Useful” 39 times (87% of the time), but not once were they seen as “Not Useful.”

*Part D* of the teacher feedback questionnaire listed eight *Materials* provided in the *Guide for Teachers* and asked teachers to indicate how valuable they felt each had been, relative to student interest and suitability, as well as in terms of having affected student knowledge or attitude. The four-point scale utilized (“Essential,” “Useful,” “Adequate,” “Not Necessary”) and the *material* considered valuable by the 14 Elementary (Elem) and the 8 Alternative (Alt) teachers who responded are shown in Table 10, below.

**Table 10: Value to Teachers of “Materials” Used in Program**

<i>Part D: Materials Utilized by Teachers</i>	Essential Elem/Alt	Useful Elem/Alt	Adequate Elem/Alt	Not Necessary
1. Auto crime and punishment matching game	5 / 3	5 / 3	1 / 0	-
2. The <i>Auto Theft</i> video	9 / 3	4 / 3	0 / 1	0 / 1
3. The <i>Consequences</i> video	9 / 3	4 / 3	0 / 1	0 / 1
4. The <i>Decisions</i> video	9 / 3	4 / 3	0 / 1	0 / 1
5. The diagrams	8 / 5	5 / 3	-	-
6. The newspaper articles	7 / 4	4 / 3	2 / 0	1 / 0
7. The victim impact statement	7 / 5	4 / 2	3 / 0	-
8. The quizzes	3 / 6	7 / 2	2 / 0	1 / 0

Earlier, Table 5 showed that *Materials* “best liked” by both Elementary and Alternative students were the videos, chosen by 87% of all respondents. As well, Table 5 revealed that Elementary students ranked quizzes second, 134 of 269 choosing them, although Table 10, above, indicates that only three of 13 teachers felt these quizzes “Essential”. On the other hand, respondents in Table 5 selected newspaper articles as their least best-liked *material* — only 88 of 398 (22%) choosing this item — while 11 of 21 teachers (52%), above, felt that the articles were “Essential” while seven of 21 (33%) felt they were “useful.” Here is a marked disparity between the choices of teachers and students.

*Part E* of the teacher feedback instrument presented ten general statements, based on the Phase III Research Questions (Appendix A), about CACPP and about its *Guide for Teachers*. Here, once again, a Likert scale (Likert, 1967) was utilized. This technique is perhaps one of the most widely used measurements when assessing attitudes, reactions, and opinions.

5 \_\_\_\_\_ 4 \_\_\_\_\_ 3 \_\_\_\_\_ 2 \_\_\_\_\_ 1  
 Strongly Agree      Agree      Uncertain      Disagree      Strongly Disagree

**Table 11: Means (with *SDs*) for Degree of Teacher Agreement with Elements of CACPP**

Statements (about Elements of CACPP)	Elementary Teachers' Mean ( <i>SD</i> )	Alternative Teachers' Mean ( <i>SD</i> )	Total Group's Mean ( <i>SD</i> )
1. The <b>objectives</b> of CACPP were clear to my students	4.50 (.52)	4.63 (.52)	4.55 (.51)
2. The <b>information</b> is age-appropriate for my students	4.50 (.94)	4.38 (1.06)	4.45 (.96)
3. <b>Information</b> is suitable for the knowledge objectives	4.36 (.84)	4.50 (.53)	4.41 (.73)
4. <b>Information</b> suitable for attitude/behavior objectives	4.14 (.53)	4.00 (.76)	4.09 (.61)
5. The <b>Materials</b> are age-appropriate for my students	4.43 (.85)	4.13 (.99)	4.32 (.89)
6. <b>Materials</b> are suitable for the knowledge objectives	4.21 (.89)	4.63 (.52)	4.36 (.79)
7. <b>Materials</b> suitable for attitude/behavior objectives	4.14 (.66)	3.88 (.83)	4.05 (.72)
8. "Most" of my student found the program interesting	4.50 (.51)	4.25 (.70)	4.41 (.59)
9. <i>CACPP</i> helped most of my students to distinguish between criminal and civil law	4.07 (.83)	4.38 (.52)	4.18 (.73)
10. <i>CACPP</i> helped most of my students to recognize the seriousness of being involved in auto crime	4.78 (.43)	4.00 (.76)	4.50 (.67)

Table 11 shows the *means* for the degree of agreement or disagreement (1 to 5) that each group of teachers had indicated for the ten statements about key elements of the program. The table indicates that all *means* reveal teacher ratings to be between "Strongly Agree" and "Agree," except in the case of item 7 for Alternative teachers. In item 12, the mean of 4.78 with an *SD* of .43 reveals that nearly all Elementary teachers believed that their students were now able to recognize the seriousness of being involved in auto crime, a consequence which meant, therefore, that one of the program's key objectives was perceived as having been well addressed.

*Part F* of the teacher feedback instrument posed five general questions asking only for "Yes" or "No" responses about CACPP and about the *Guide for Teachers*. Table 12 below reveals the degree of agreement that teachers felt with respect to each item and, in broad, it is a comment about the appropriateness or suitability of the program for Elementary and Alternative

school students. The results intimate that teachers of both groups are happy with CACPP and believe it to be well prepared.

**Table 12: Teacher Acceptance of CACPP**

Questions regarding <i>CACPP</i>	Yes Responses Elem / Alt	Total Group Percentages
1. Do you think that an auto crime prevention program is necessary in your school?	10/14 / 8/8	82%
2. Do you think that the <i>CACPP</i> , including the Court Visit, is an acceptable use of class time?	14/14 / 8/8	100%
3. Do you think that the objectives of <i>CACPP</i> are realistic for your students?	14/14 / 7/8	96%
4. Do you find the list of activities (both Prescribed and Optional)suggested in the <i>Guide for Teachers</i> useful?	13/14 / 8/8	96%
5. Do you think that the “Student Learning Outcomes” listed in the <i>Guide for Teachers</i> were achieved by most of your students?	13/14 / 7/8	91%

Only with the first item was there much difference in the responses of the two groups of teachers, where four of the 14 Elementary teachers did not feel that the program was necessary in their schools. On the other hand, all 22 teachers felt that the program, including the court visit, was an acceptable use of their class’s time. With items 2 to 4, the “yes” responses were almost unanimous, even though teachers much less frequently (Table 9) chose, or found time to use, the “Optional Activities”.

## **2. Open-Ended Items**

The sixth section, *Part G*, of the teacher feedback survey posed six questions about CACPP and asked for the identification of areas needing improvement and for ways in which the program could be improved. Many of the responses were well-detailed and, for the most part, highly positive about the program and its impact on students.



**(a) Part G: Question 1**

The first question in *Part G*, “Which do you consider to be the most effective lessons or parts of lessons in the *Courtlink Auto Crime Prevention Program?*,” drew responses from all 22 teachers, many of whom wrote extended answers, sometimes giving reasons for their choices. What follows below is a listing of the most frequent responses, with a limited sampling of representative remarks.

**Elementary School Teachers:** Many of these teachers either said that “all lessons” or “nearly all” were useful and effective or “contributed,” but when they specified particular lessons or aspects of the program, the following, in order of frequency, were those most often mentioned: 1. Court visit (including “court in action,” and “roles,” “jobs,” “positions” in the courtroom as well as its physical setup); 2. Consequences and costs of auto crime; 3. Videos; 4. Types of auto crime; 5. Deputy Sheriff and/or the LCES Facilitator; 6. Mock Trial; 7. Victim Impact Statement. Examples mentioned just twice were: 8. Diagrams; 9. Quizzes and matching games; 10. “Scenarios,” 11. Why young people commit auto crime. Some representative remarks included: “All lessons contributed, but the sequence was important,” “D/S and Facilitator related well to my students,” “The reality of seeing the issues,” “Visiting the Court was the climax,” and, the students “. . . being able to ask, “Are you really the crown counsel?” “was great!”

**Alternative School Teachers:** *All* of these teachers remarked (somewhere in *Part G*) on the effectiveness of the lessons, and were positive about them, with two (of eight) mentioning the “discussion potential” of many lessons. When specific lessons or aspects of the program were referred to, the following, in order of frequency, were those most often mentioned: 1. “Real” consequences of committing auto crime, its costs and “effects,” 2. Court visit (“court watching”); 3. Types of auto crime; 4. Mock Trial. Examples mentioned once were: 5. “Newspaper Articles,” 6. “Quizzes,” 7. “Videos,” 8. “Why young people commit auto crimes.”

Some illustrative remarks included: “It is a very comprehensive and diverse program!”; “. . . the impact of knowing it’s not a victimless crime,” “All suggested activities are great! Time is the issue for us,” and, “The court visit just zonked the lesson home.”

**(a) Part G: Question 2**

The second question in *Part G*, “How important is the Court Visit to the achievement of the program’s objectives?”, also drew responses from all 22 teachers. The listing below registers the most frequent responses together with a small number of representative comments.

**Elementary School Teachers:** In order of frequency, the responses were: **1.** Very important, extremely, “absolutely,” “must have,” **2.** Watching the Court in action, “seeing a real trial,” and, **3.** Deputy Sheriff and courtroom people who address students. A sampling of typical remarks included: “It was the most effective part of the program,” “makes all the theory come true,” “very beneficial, reinforcing the Guide’s learning objectives,” “the court visit is the key point -- critical!”, “a culmination to the program . . . it was the reality to the abstract learning . . . having real people there,” “I heard students saying this was one of the best field trips they ever went on.”

**Alternative School Teachers:** The three most frequently mentioned response categories were: **1.** Very important, “absolutely essential,” “integral,” **2.** Talking to the various courtroom people (“it’s key”); **3.** Court watching (“. . . when it’s possible to have time to do it”). Characteristic remarks included: “Students realize the severity of the consequences,” “Being able to talk to the legal profession!”, “Talking to the Sheriff,” and, “A great culminating activity . . . . It puts reality and a face on some of the theory.”

**(a) Part G: Question 3**

The third question in *Part G*, “Can you suggest how the Court Visit might be improved?”, also received replies from all 22 respondents, a number simply saying that “it’s fine as is.”

**Elementary School Teachers:** What follows is a sampling of almost normative remarks

and comments: “Excellent,” “Just great,” “No changes needed,” “Neat-oh,” “Wonderful.” And then there were these fuller suggestions: “Somehow get or tape court sessions -- good to show kids,” “Have more time for court watching,” “Try to work Youth Court into court watching,” “Let students talk to ex-offenders,” “Better timing of court cases . . . so more students can see,” “With Mock Trials, provide some scripts, with CC & DC questions to be asked, because grade 6-ers haven’t had this experience,” “Please keep [LCES facilitator named],” “Know in advance what the session is about.”

**Alternative School Teachers:** What follows is a sampling of representative comments and suggestions. “More court-watching” (mentioned by all 8 teachers); “More time” to meet court people (6 of 8 teachers replied in this vein); “Do court-watching first!”; “Always try to get an Ex-Offender to speak to us,” “Visit jail cells” / “Judges chambers,” “Cut down on some too-lengthy presentations,” “Give us stretch breaks,” and finally, this insightful and useful bit of counsel, “Don’t let kinesthetic learners into comfortable chairs.”

**(a) Part G: Question 4**

The fourth question in *Part G*, “Please identify any part of the program that you consider to be weak and in need of improvement,” drew 16 responses, nine from Elementary and seven from Alternative school teachers. What follows is a categorization of responses and a sampling of comments.

**Elementary School Teachers:** No weak areas (5 of 9 respondents); More overheads needed (“Some lessons need overheads for Grades 5/6,” “Lessons need to be more upbeat -- try overheads”); Add more “games,” “quizzes,” “. . . peer pressure activities,” “follow-up activities,” “Organize binder with question sheets immediately followed by answer keys,” “Lengthen video clips -- which are very popular,” “too much brainstorming [a grade 5/6 class],” “Have safer & more practical activities for grade 6 & 7,” “Some activities not ‘teacher-ready’, eg, more art & poster work.”

**Alternative School Teachers:** No weakness, “None,” “All very good,” “All components well done” (from 5 of 8 respondents); More court house time (4 of 8), “. . . otherwise everything put together well, with good variety,” “More multi-media support,” “Give us just 1 or 2 short breaks, because all speakers -- and this great [LCES] facilitator are very effective,” and this more captious comment, “Your Video pkg needs more youth-orientation -- too negative -- I don’t show it -- but court video good/well liked.”

**(a) Part G: Question 5**

The fifth question in *Part G*, “Can you suggest ways in which the *Guide for Teachers* might be improved?”, drew comments from 82% of the respondents (18 of 22, including 11 Elementary and 7 Alternative school teachers). What follows is a grouping of responses and a sampling of prototypical comments.

**Elementary School Teachers:** Well organized, well done, no improvement needed, “All very thorough” (from 8 of 11 respondents); More material/lessons on being good witnesses and, “improving observing skills,” “Emphasize resisting peer pressure,” “Put it in layman’s terms,” “Put all resources for a specific lesson with the lesson, not somewhere in the appendix,” “I had to rely on my ‘Legal Safari’ [?] to ensure students understood concepts and presenters.”

**Alternative School Teachers:** No improvements needed — five of the eight respondents saying, for example, “None,” “Package well put together,” “a good Guide -- easy to follow,” Prioritize lessons, “try a should do, could do,” “clarify activities as ‘barebone’ and ‘optional’ (4 of 8 respondents). As well, other comments included: “Students don’t like to feel that they are being ‘targeted’ for auto crime,” “Some appendix articles too small, hard to read,” “More suggestions for extended discussions,” “Help students see effects of damage on a car . . . [and get] a realistic view of the impact on the victims.”

**(a) Part G: Question 6**

The sixth and final question in *Part G*, “What changes, if any, would you make to the

program?”, drew 17 replies from teachers (10 Elementary, 7 Alternative). Herewith are some typical responses and a sampling of related remarks.

**Elementary School Teachers:** No changes (6 of 10 teachers), “None,” “It was great,” “All is well done,” “Not very much at all,” “Nothing, and thanks again [LCES Facilitator],” “Granola bars & juice a nice touch!”, “Students really impressed with court people . . . related well to students -- Good choice of personnel.” Suggestions included: “Have a lesson on Young Offenders Act -- what it actually says -- students very interested,” “Create more ‘grade-specific’ lesson plans [three references here, two from classes with grade 5 students],” “Use more, & more recent, newspaper clippings,” “Provide a video of the court process from start to finish,” “Use Power Point, have lessons on power point with sounds and actions.”

**Alternative School Teachers:** Program good as is (5 of 7 respondents), “All well constructed / logically laid out,” “it makes lesson planning easy / efficient,” “Keep that talk with the Ex-Offender in the program,” “change no aspect of program.” Some suggestions were: “To avoid some students feeling targeted . . . encourage them to ask about possible courthouse jobs,” “Shorten court visit’s intro and talks, before and after video, to let us get more court watch time,” “Create Website on Auto Crime as a back-up resource for teachers,” “Tape or video some of the court talks,” “Give us some options for scaling down program slightly, but still be as comprehensive as it is. Which activities and materials might be safely cut out?”

### *C. LCES Facilitator Feedback*

#### *1. Closed-Response Items*

Thirty reports were filed by the 6 LCES facilitators for 20 Elementary and 10 Alternative School classes that they had guided through the Court Visit. Note, however, that only 16 of these 30 classes returned completed student feedback questionnaires. The two-page facilitator feedback questionnaire (Appendix C) was utilized as a way of acquiring information from experienced facilitators relative to their perceptions of each class’s one-day court visit. The

three-part instrument included 19 closed-response questions and one open-ended question. The first section, *Part A*, asked facilitators to indicate which activities were completed and the amount of time (in minutes) afforded that particular activity for each of their court visits with a specific class (Table 13); while the second section of *Part A* asked facilitators to rate, from their point of view, how effective each activity had been for that class (Table 14).

**Table 13: Activities Completed / Minutes Spent on Activity**

<b>“DAY AT THE COURTHOUSE” Activity listed on the Agenda</b>	<b>Activities Complete d Elem/Alt</b>	<b>Average Minutes Elem/Alt</b>	<b>CACPP Allotted Minutes</b>
1. Welcome, Introduction, Auto Crime Review	20 / 10	22.5 / 24	30
2. Ex-Offender Presentation, or Video: “Dangerous Road”	19 / 10	31 / 34.5	30
3. Presentation by Sheriff	19 / 8	36 / 39	30
4. Presentation by Crown and / or Defence Counsel	16 / 8	34.5 / 41	30
5. Discussion of Courtroom Protocol and Court Watching	20 / 9	43.5 / 43	60
6. Auto Crime Prevention, Card Game and Brochures	17 / 5	25 / 24	15
7. Mini-Mock Trial / “Witness Game”	18 / 6	38 / 43	30

A review of the above table shows that less time was spent on activities 1 and 5 than the *Guide for Teachers* had allotted to them, though item 5 was ranked by Elementary and Alternative school students, after the mock trial, as the second “best” activity (see responses to Question 1 in *Part D* of the students feedback survey) and ranked first by teachers as the most frequently mentioned “effective lesson” in their responses to Question 1 in *Part D* of their feedback survey. Proportionately more time was spent on the other five activities, with the mock trial ostensibly requiring more time to complete than had been allocated for it.

Table 14 shows facilitator responses to Question 2 in *Part A* of their questionnaire which, using a 5-point Likert scale, asked them to rate each of the seven court activities in terms of how

“effective” they considered that activity had been with the actual class they had guided.

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Excellent	Very Good	Good	Satisfactory	Poor

Accordingly, given the above continuum, a *mean* of “4” or higher in the table that follows places the arithmetic average for the three groups between “Very Good” and “Excellent”, while even the lowest mean (3.50 for item 6, for example) places the rating at the midpoint between “Good” and “Very Good”.

**Table 14: Facilitator Rating of “Effectiveness” of Activity**

<b>“DAY AT THE COURTHOUSE” Activity listed on the Agenda</b>	<b>Elem. Means (SDs)</b>	<b>Alt. Means (SDs)</b>	<b>Total Means (SDs)</b>
1. Welcome, Introduction, Auto Crime Review	4.10 (.55)	3.60 (.84)	3.93 (.69)
2. Ex-Offender Presentation, or Video: “Dangerous Road”	4.21 (.71)	3.90 (.74)	4.10 (.72)
3. Presentation by Sheriff	4.32 (.67)	4.37 (.92)	4.33 (.73)
4. Presentation by Crown and / or Defence Counsel	3.94 (.85)	4.00 (.71)	3.96 (.79)
5. Discussion of Courtroom Protocol and Court Watching	3.90 (.55)	3.67 (.87)	3.83 (.66)
6. Auto Crime Prevention, Card Game and Brochures	3.50 (.73)	3.50 (.58)	3.50 (.69)
7. Mini-Mock Trial / “Witness Game”	4.22 (.65)	4.33 (1.21)	4.25 (.79)

The foregoing table shows that facilitators generally rated the activities between “Good” to “Very Good” but with a high proportion being rated between “Very Good” and “Excellent.” Items 3, 7 and 2, in that order, received the highest “total group” ratings, a rating that is strongly supported in the open-ended feedback responses, reviewed earlier, from both students and teachers. Note, as well, that on the three occasions when an activity’s effectiveness was rated higher for Elementary students, it was with the more passive items (1, 2, 5), while on the three occasions when rated higher for Alternative students, it was with the items (3, 4, 7) that asked for a somewhat higher level of involvement. With none of the Table 14 *means* did *t* tests reveal

any statistically significant differences between Elementary and Alternative students for any item.

Part B of the facilitator questionnaire asked, “To what extent do you think each of the following statements is true for the students during this particular court visit?” The six-point continuum below was provided for this rating:

1	2	3	4	5	6
Uncertain	For only a few	For more than a few students	For many students	For most students	For all students

Table 15 reveals the facilitators’ rating *means* for 20 Elementary and 10 Alternative classes.

**Table 15: Facilitator Rating of Students during Court Visit**

Statements	Elementary Students’ Mean (SD)	Alternative Students’ Mean (SD)	Total Group’s Mean (SD)
1. During the Court Visit, the students were attentive and well behaved.	5.35 (.88)	5.00 (.82)	5.23 (.86)
2. The students appeared to be interested during most of the Court Visit.	5.60 (.68)	4.90 (.88)	5.37 (.81)
3. The students were adequately prepared for the Court Visit.	5.55 (.94)	5.29 (.67)	5.47 (.86)
4. The Court Visit was a worthwhile experience.	5.90 (.31)	5.30 (.67)	5.70 (.54)

With each of the 4 items in Table 15, LCES facilitators rated Elementary students in court reactions and responses not only slightly higher but consistently around the midpoint between “For most” and “For all” — the fourth item verging on 100% with 18 facilitator reports giving it a rating of “6” and two a “5”. In addition, here the Alternative and Total Group rating was highest, once again supporting the open-ended written feedback from students, teachers and facilitators (below) that the court visit is regarded as one of the program’s key highlights. As well, item 4 showed that the difference between the two *means* recorded here was statistically significant ( $t = 3.375$ ;  $df = 28$ ;  $p < .05$ ), implying that facilitators believed the court visit to be a more “worthwhile experience” for Elementary students.



## 2. Open-Ended Items

The third section, *Part C*, of the facilitator questionnaire drew remarks on 27 of the 30 completed forms. The item read, “If you have any comments you want to make about any aspect of this Court Visit, please write them in the space below.” Given that the court visit is seen by all three populations as a critical component of CACPP, some of the frequently extensive remarks in each facilitator’s report are herewith included for each class — not only because of the implications of what is written, but also because of the affective flavour embedded within each of those many responses. What is included below is verbatim (in the sense that these are the “very words” used), but because much has been greatly cropped, the words are not, therefore, embraced within quotation marks.

**Facilitator Reports for Elementary School Classes:** Note that each bullet represents a separate class, one of the 17 classes for which this part of the facilitator questionnaire was completed.

- Students were attentive / participated well / responded well to everything.
- Guest speakers have a lot to say; but student behaviour remains exceptional.
- No CC [Crown Counsel], too busy, but video/trial went well, and trial was about auto crime!
- DS [Deputy Sheriff] and CC both good as usual.
- Later I’ll set up classroom as Court -- bus drivers having us leave early, missing Mock Trial.
- CC excellent! DS excellent! Judge excellent! Powerful effect. Only 30 minutes to watch trial
- Class very well prepared. CC & DS both very powerful speakers. Great effect on class!
- Well-prepared, well-behaved. Took whole experience very seriously.
- Got there so late -- bus scheduling -- we missed video and card game, and both so good!
- Very tight schedule -- too tight -- and had to leave at 2 pm -- skipping 2 of the 7 events
- Strong interest despite the unusual mix of regular, special needs and ESL students
- Well-prepared, enthusiastic in participating. Teacher phoned office after 3 pm to thank me!
- CC did great job! Really scarred [sic] kids. Mostly grade 5's, a bit out of control, & too young.

- Mini mock trial is an excellent, effective event here -- but needs to be more fully scripted.
- A group of 14 students with 4 teachers. Interest high for all. Kids (& teachers!) well behaved.
- No time for mock trial, most unfortunate, and very little court-watching. Class arrived late!
- Enthusiastic group! A few here last year were even more excited than the new students. Its so well organized and laid out by Nora that it is a pleasure to do this courtlink.

**Facilitator Reports from Alternative School Classes:** Note, once again, that each bullet represents another one of the 10 classes for which this part of the questionnaire was completed.

- Presentations excellent, video / discussion good -- though there were only 6 students present.
- Teachers couldn't stay beyond 2 pm. Students were not very well prepared.
- Had to leave early! No time for card game. Only 7 students, so couldn't even play mock trial.
- Speakers spoke longer than usual; no time for card game. Students had lots of good questions.
- LESS STUDENTS! 25 "at-risk" too chaotic. Doesn't work well. Again no time (9:45-1:30!)
- Class not prepared, a bit unruly; in too late, left too early; and were given "smoke breaks!"
- No DS, no mock trial, not enough time, and too few students. CC very good, fortunately.
- DS excellent (as usual). Class really got into mock trial and their session with the judge .
- Ex-offender being present was most meaningful, and appropriate, with this class.
- Class really got into Mock Trial; at end, ex-offender captivated attention; couldn't have chosen better speakers for this particular "bunch"; having real people makes the difference.

The single sub-question that concluded *Part C*, using the Likert scale that follows, asked facilitators, "How would you rate the success of **this particular** Court Visit?"

5	4	3	2	1
Excellent	Very Good	Good	Satisfactory	Poor

For the 20 Elementary- and 10 Alternative-class facilitator responses the ratings were as follows. "Excellent" for 4 Elementary classes and 2 Alternative classes; "Very Good" for 14 Elementary and 4 Alternative classes; and, "Good" for 2 Elementary and 4 Alternative classes. None of these ratings were lower than "Good", the *means (M)* for the 20 Elementary classes

measuring 4.10 with a standard deviation (*SD*) of .55, and for the 10 Alternative classes the *M* measuring 3.80 with an *SD* of .79, while for the 30 classes as a whole the *M* was 4.00 and the *SD* .64. Though the Elementary classes received a somewhat higher “success” rating than did the Alternative classes, the difference between their *means* was not statistically significant.

### 3. *Summative Facilitator Evaluation*

At the conclusion of the Phase III September-December 2000 survey period, we sent out a *Facilitator Summation* feedback form (Appendix F) that, on a single page, asked the six LCES facilitators to, *Please complete the following questions based on your impressions resulting from a number of Court Visits.* Their quite detailed responses to the first three questions, for both the Elementary and Alternative classes they had guided through the Court Visit, are synopsised next — with their many indicative responses in direct quotations.

1. *How important do you think the Court Visit is for achieving the “Knowledge” and “Attitude” objectives of the Courtlink Auto Crime Prevention Program?*

**Elementary Classes** (All six LCES facilitators responded to this question):

- “Very,” “Irreplaceable,” “Essential,” “Invaluable, especially if court trial involves a youth”
- “Cements much of the knowledge received in class”
- “Brings home the reality of court . . . not just TV’s version!”
- “Really helps with continuing their positive attitudes”

**Alternative Classes** (Four respondents, only four facilitators having led these classes):

- “As a hands-on, in-your-face activity, you can’t do better than this”
- “Most important . . . helps promote positive attitudes with these kind of students”
- “. . . is critical -- without this “real” experience the impact of the program could be minimal”
- “For these students, highly important . . . seeing consequences of auto crime”
- Alternative students leave with “a healthy respect for the courts, its people, & the law”

2. *What do you think is the most important outcome of the Court Visit?*

**Elementary Classes** (All six LCES facilitators responded to this question):

- “The experience itself”; “it’s reality,” “just being there and then talking about it after”
- “Students’ outlook as to their place & importance in the scheme of things”
- “Cements previous learning,” “Definitely increases student awareness of auto crime”
- “Students are exposed to real life situations, not T.V. Watching a trial unfold -- the reactions of the accused, the family members, the victims and their families -- all this provides experiences that are unforgettable. Speaking to a lawyer or the judge . . . often will be the most valuable session -- students getting instant answers to their questions, especially after court-watching.”

**Alternative Classes** (Four respondents, only four facilitators having led these classes):

- The students’ “change of attitude [especially after] listening to the ex-offender.”
- Meeting and watching real people with their “genuine concern that these students keep out of the system -- comes through loud & clear.”
- “. . . students treated well and with respect”, so a “positive experience for them,” especially with the “presentations [Sheriffs, Judges, Lawyers] delivered with care, feeling & compassion.”
- “With students who have already been involved in the [legal] system, this court visit provides them the opportunity to learn about the justice system -- to experience the other side of the law -- in that some students have commented on their previous views & how this visit had helped explain & clarify their own personal outcomes.”

3. *What changes, if any, would you make to improve the Court Visit?*

**Elementary Classes** (All six LCES facilitators responded to this question):

- “Everything working just fine!”; “Fine as is,” “Almost no change needed at all.”
- “Nora [CACPP developer and coordinator], it’s great, just very great!”
- “Would be ideal if students . . . could visit when auto crime proceedings are being heard.”
- “Schools must allow us the full 5 hours!”

- “Somehow get schools to have classes here on time, otherwise constantly cutting things.”
- “Visit needs to be from 9 to 2, as scheduled, with only a 30 minute lunch and the 15 minute morning recess. We need that minimum of 4 hrs. 15 minutes to complete process without having always to cut out 1 or 2 events.”

**Alternative Classes** (Four respondents, only four facilitators having led these classes):

- “None,” “Program really runs smoothly”
- “Fine as is [but] have ex-offender participate consistently”
- Ensure that the Ex-Offender event “is done -- it’s the most important lesson for these classes”
- Add “. . . more details to -- and for -- the mock trial scenarios . . . with some different pictures, ones in a sequence . . . would make this activity even stronger.”

4. *At what level would you rate the overall success of the Court Visits?*

This final, closed-response question employed the five-point Likert scale, below.

<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Excellent	Very Good	Good	Satisfactory	Poor

For the 10 facilitator response forms, the “overall” ratings were as follows: “Excellent” for one Elementary and two Alternative classes; “Very Good” for four Elementary and two Alternative classes; and, “Good” for one Elementary and one Alternative class. None of the facilitators gave a rating lower than “Good” with the *means* (*M*) for Elementary classes measuring 4.20 and a standard deviation (*SD*) of .45; and, for Alternative classes, also an *M* measuring 4.20 and an *SD* of .83; while for the group as a whole, the *M* was 4.20 and the *SD* .63. These ratings data showed no statistically significant differences.

### Summary of Chapter 3

This evaluation of the *Courtlink Auto Crime Prevention Program* had three purposes (see page 2 of this report). Addressing the first purpose, “to identify the reactions — feelings, perceptions, preferences, opinions, and suggestions — that students, teachers, and LCES facilitators had about the program” was the goal of this assessment of the September-December

2000 Phase III program delivery. The foregoing survey results could be characterized as a strong endorsement of CACPP's 13-hour curriculum. That all three participant populations were highly supportive of the program, is an inference wholly consistent with the open-ended feedback and with the evidence provided by the our analysis, both verbal and statistical, evidenced throughout this chapter. Not only are the objectives, course content, and curriculum design well-regarded but a high level of acceptance of all aspects of the program is clearly present with all three constituencies — for example, see Table 1 (students), Table 12 (teachers) and Table 14 (facilitators).

Some of the patterns that are evident in this Phase III survey, a number of them already noted, are the 17 that follow, listed in the approximate order of their occurrence in this chapter.

1. Whenever either a “Prescribed” or an “Optional” activity was actually undertaken, that activity was generally highly ranked by both students and teachers. One teacher replied, “this program provides more ‘options’ than time ever allows us to exploit,”
2. Elementary students’ enthusiasm for the various components of the course were slightly higher than those of Alternative school students.
3. Neither Elementary nor Alternative School students were overly inclined to speak to friends, family, or “others” about the program — a recommended behaviour that less than half the students in all responding classes said they might engage in, or had engaged in.
4. As well, reactions from the three participating populations indicated uncertainty about the degree to which student behaviour might have been influenced by the program. This evidence is seen in the “Listing” on page 13, where the number of students who were “Not Sure” about helping to stop auto crime (Item 4: 47% of total group) is recorded, and later, in Table 7, where teachers gave a lower rating for this “preventative” objective (Item 3). When weighing the likelihood of either any behavioural or substantial attitudinal change, what needs to be kept in mind is that CACPP, though it may span a

week or two, is only a curriculum of 13 hours length at most!

5. On the greatly more positive side, both students and teachers indicated high levels of agreement that CACPP teaches well the consequences of auto crime — students rating this as the most important topic (Table 3, items 3 and 4).
6. The videos that accompany the program are “best-liked” by students and are considered by teachers the *materials* (of eight listed) most “Essential” (Table 10).
7. Though a number of respondents asked that newspaper articles be kept current, the task would seem to be clearly one that could be undertaken — perhaps for more active learning — by students, and teachers, rather than by the program developer.
8. It should be noted that students’ preference for “best-liked” *materials* was a “forced-choice” item, they being limited to selecting only three of eight. Their written responses, however, revealed that at some point all *materials* were “liked”, and nearly all topics and activities were seen as “useful” and “important”.
9. A number of unexpected answers in the open-ended, more anecdotal student responses provided both insightful and amusing answers in terms of observing the minds of young people attempting to grasp the implications of “auto crime”, as well as the largesse of law court legality (see pages 18-23).
10. The central importance of the “Court Visit” and its impacting effect on all three participant populations is highly regarded and is perhaps “the” signal and predominant program event. Watching a trial in court, conducting a mock trial, and meeting the “real” court people — particularly the Deputy Sheriff, the Crown Counsel, and the Judge — were consistently seen as significant experiences by students, teachers and facilitators alike.
11. Teachers consistently provided thoughtful, detailed and articulate responses to the open-ended survey questions. As well, they made very few pressing or portentous suggestions

regarding program areas in need of improvement. Four aspects mentioned by at least five (of 30 teachers) however were:

- Ensuring that every class would have sufficient time to watch the court in session
  - Reorganizing the *Guide for Teachers* so that the relevant resources and the “answer keys” are placed within the lesson itself rather than in the Appendixes
  - Videotaping key aspects of the Court Visit, especially the presentations by court personnel, to ensure their consistent availability
  - Adding a specific lesson on the “Young Offenders Act” so that it is better understood
12. Based largely on feedback from teachers and LCES facilitators, it may well be that classes in Grade 5 should either be excluded from CACPP or else the program should be simplified or perhaps “de-escalated verbally” for them (as a Grade 5 teacher commented).
  13. The four program activities recommended for completion “after” the court visit are generally less likely to be engaged in than are the 11 activities recommended for completion “prior” to the court visit.
  14. As is evident from comments by teachers and facilitators, time constraints are a significant factor clearly effecting delivery of the program in the manner that the *Guide for Teachers* outlines and recommends. This constraint was true not only for classroom time but also for managing the length of time needed for the full five-hour court visit.
  15. All six LCES facilitators were positively remarked upon, at some point in the feedback questionnaires, by students and teachers alike, for their careful guidance during the court visit, for their warm and understanding ability to relate to the students and for their skill in managing the sometimes unexpected constraints of the visit.
  16. According to the facilitators, Elementary students during the court visit were somewhat better behaved, relatively speaking, than were Alternative students.
  17. The summative responses from the LCES facilitators are cogent testimony about the need



for, and the worth of the court visit (especially “if and when all the classroom activities that Nora recommended are done before the visit”, as one facilitator remarked).

In this chapter, we reported our findings and analysis with respect to the initial research problem, “What reactions — feelings, perceptions, preferences, opinions, and suggestions — do students, teachers and facilitators have about CACPP after having experienced it?” In the next chapter, we examine and analyze the outcomes of our pretest / posttest exploration of any changes in knowledge and attitude that have occurred after the program has been completed.

## CHAPTER 4

### EVALUATION OF PHASE IV

#### Research Problem

The problem that the CACPP Phase IV evaluation was designed to investigate was a twofold one. First: To what degree does this program increase students' knowledge about auto crime—its nature, effects, costs, consequences, and prevention? Second: To what degree does the program influence, modify, change or effect in a positive way students' attitudes (a) about not committing auto crime, (b) about its victims, (c) about its prevention, and (d) about the provincial court system set up to enforce the laws related to the commission of auto crime?

#### Research Questions: Knowledge and Attitude

To address this twofold problem, we again reviewed all curriculum objectives, outcomes, activities and materials as well as all Phase II and III questionnaire responses, summaries and assessments. Twenty-two research questions were identified for the following four CACPP areas focused on knowledge: "Auto Crime and What It Is", "Effects and Costs of Auto Crime", "Consequences of Committing Auto Crime", and "Preventing Auto Crime" (Appendix B). Twenty research questions were identified for the six CACPP areas focused on attitudes "Toward Auto Crime", "Toward Victims of Auto Crime", "Toward the Court System", "Toward Committing an Auto Crime", about "Willingness to Prevent Auto Crime", and "Is Attitude Affected by the Courtlink Program?" (Appendix B).

#### The Subjects

Subjects in Phase IV were enrolled either in regular Elementary (Grades 5 through 7) classes or in Secondary Alternative Programs in schools located, for the most part, in the Lower Mainland of British Columbia. One of the two elementary classes outside this region was in a school in a semi-rural community adjacent to the Lower Mainland, while the other was in a school in a small city in the northern interior of the province. The number of students completing both the pretest and posttest was 470, with the total number of boys exceeding the total number of girls in both the Elementary and Secondary Alternative programs (Table 16).

**Table 16: Composition of Groups**

<i>Program</i>	<i>Classes</i>	<i>Schools</i>	<i>Sex</i>		<i>Total Subjects</i>
			<i>Males</i>	<i>Females</i>	
Elementary	22	14	237 (53%)	209 (47%)	446
Alternative	3	3	16 (67%)	8 (33%)	24
<b>Total</b>	<b>25</b>	<b>17</b>	<b>253 (54%)</b>	<b>217 (46%)</b>	<b>470</b>

Since random assignment was not possible, randomization of either subjects, classes, or schools, was not a feature of this study. As stated earlier in Chapter 2, CACPP is offered by the Law Courts Education Society to any class within a community that the Insurance Corporation of B.C., the funding agency, identifies as a high risk area for auto theft or vandalism. Teachers, at the request or with the permission of their principals, elect to teach the program to their classes. All Elementary classes in the Lower Mainland (except one) and two of the three classes outside this region in which the program was taught during the period from January 31 through June 30, 2001 (Phase IV), were included in the study. An examination of student characteristics in these classes suggested to us that the students were probably typical of most students in most classes at similar grade levels. Students in only three of the seven participating Alternative classes were subjects in this Phase IV evaluation, and in two of these classes mortality reached almost 40%. In one of the four classes not included in the study, the posttests administered by the teacher were apparently lost in the post, and in the remaining three classes, whose enrollments in each case numbered less than eight students, teachers requested that their classes not be part of the study.

## **Methodology**

### ***A. Research Designs***

#### ***1. The Nonequivalent Control Group Design***

The primary research design utilized in Phase IV was a modified *nonequivalent control group design* (Campbell & Stanley, 1963, pp. 47-50). This design is commonly used in educational research when it is not possible to randomly select and assign subjects to experimental and control groups. With this design, threats to internal validity caused by *history*, *maturational*, *testing*, and *instrumentation* are controlled if there is no interaction among these variables and specific differences between the experimental and control groups due to *selection*. Since comparable

classes comprised the experimental and control groups in the single school where this design was possible, it was unlikely that these classes differed on any specific variable or in any systematic way and, therefore, it is postulated that *selection* was not a threat to internal or experimental validity. Similarly, the threat to internal validity posed by *regression* was reduced by comparing comparable classes. Seven out of 53 students in the control classes and 4 of the 71 experimental students failed to complete the posttest, in each case due to illness. The extent to which this presented a threat to internal validity depends on how similar these students were to their classmates. According to their teachers, there was no reason to consider any of the students who were not present on the day the posttest was administered as being atypical, thus reducing the threat to internal validity due to mortality.

Possible threats to external validity (that is, to the generalizability of the findings) by *the nonequivalent control group design* are the *reactive or interaction effect of testing*, *the interaction effects of selection biases and the experimental variable*, and *the reactive effects of experimental arrangements*. *Reactive or interaction effects of testing* occur when the administration of a pretest serves to affect both the respondents' awareness that they are part of a study and the way in which they respond to it. The extent to which the administration of the pretest may limit the findings of this study to only those future student groups which will be pretested is difficult to assess. The threat due to *the interaction effects of selection biases and the experimental variable* (in this case, CACPP) might have been minimized by including in the study a number of classes from other schools; however, as stated above, in only one school was it possible to utilize the *nonequivalent control group design*. Nevertheless, conclusions resulting from the findings of replication studies in 13 other project schools may contribute to an understanding of the degree to which *selection biases* might have been a threat to generalizability. The final threat to external validity is the degree to which students' performance in the experimental classes was related to their awareness that they were involved in an experimental study—a threat that was possible because we, the researchers, administered the test instruments in most classrooms, a practice necessitated by the need to keep test administrations as uniform as possible throughout the study.

Campbell and Stanley (1963, p. 40) diagrammed the *nonequivalent control group design* in the following manner:

(Experimental)	$O_1$ X $O_2$
(Control)	$O_3$ $O_4$

Where:

$X$	treatment (CACPP)
$O_1, O_3$	pretests
$O_2, O_4$	posttests

Since each of the classes in the school in which this design was employed were to experience CACPP, the *nonequivalent control group design* was modified as follows:

(Experimental)	$O_1$ X $O_2$	(3 classes)
(Control)	$O_3$ $O_4$ X $O_5$	(2 classes)

In this design, the entry of classes into the program was delayed to permit two classes to be used as control classes. In this modified version,  $O_4$  represents both a posttest and a pretest,  $O_5$  represents a posttest. Program effects are assessed by comparing  $O_2$  with  $O_4$  (controlling for initial differences on the pretest) and  $O_4$  with  $O_5$ , with the latter comparison being similar to the *one-group pretest-posttest design*. The analysis and findings of the two control classes are reported in the discussions of the *one-group pretest-posttest design*.

## 2. The One-Group Pretest-Posttest Design

In schools where classes were not available for assignment to treatment or control groups, the *one-group pretest-posttest design* (Campbell & Stanley, 1963, pp. 6-7) was employed. This design is diagrammed in the following manner, with the symbols similar to those in the preceding representations:

$$O_1 \text{ X } O_2$$

Program effects are determined by comparing pretest-posttest gains.

Campbell and Stanley (1963, p. 8) referred to the *one-group pretest-posttest design* as a "pre-experimental design," and they suggested that factors related to *history, maturation, testing, instrumentation, and selection-maturation interaction* may affect pretest-posttest gains when this design is used to assess program effects. Furthermore, they proposed that threats to external validity may be caused by *the reactive or interactive effect of the pretest, the interaction effects of*

*selection and the treatment*, and, possibly, *the reactive effects of the experimental variable*. Consequently, with the *one-group pretest-posttest design*, it is possible that pretest-posttest gains may be explained by a variety of external factors not part of the treatment, and that generalizations resulting from the use of this design may be of questionable validity. Nevertheless, despite the weakness of this design, no other research design was appropriate for Phase IV in the 12 schools in which equivalent control groups were available. Therefore, the findings of studies conducted in those schools might best be regarded as providing data for potential replication of the conclusions reached with the *nonequivalent control group design*.

### ***B. Instrumentation***

Based on the *Guide for Teachers* and its attendant videos, and using the 20 Research Questions posed for “Knowledge” and the 19 for “Attitude” (Appendix F), we developed a battery of pretest and posttest items in the Fall of 2000. Knowledge items were designed to assess students’ understanding of auto crime and what it is, of the effects and costs of auto crime, of the consequences of committing auto crime, and of ways to prevent auto crime.

To develop items appropriate for assessing attitude, it was necessary to review the literature on attitude and attitude measurement. This literature revealed rather wide acceptance of Allport’s (1967) concept of attitude as a state of readiness, developed and organized through experience, that influences the way in which an individual responds either mentally or physically to certain objects and situations. An attitude, then, is understood to be an inferred disposition to view and react to things in an individual way. Attitudes, however, are seldom addressed directly in social science research, but, rather, are inferred from self-reports of beliefs, opinions, and feelings (Cook & Selltitz, 1964; Fishbein & Raven, 1962; Thurstone, 1928) That is, attitudes are commonly examined by asking subjects to acknowledge their agreement or disagreement with verbal or written statements of beliefs or opinions and these responses are considered to be a measure of their attitude (Fishbein, 1967; LaPiere, 1934; Likert, 1967; Thurstone, 1928). That attitude can be inferred in such a way seems to be supported by Allport’s (1967, p. 8) postulation that attitude is “incipient and preparatory rather than overt and consummatory”, suggesting that it is not necessary to observe overt acts in order to make decisions about attitude.

Similar comments are found in the literature on law-related education. Greenawald and Superka (1982) made the case for using survey questions as a method for assessing attitudes and behaviors and argued that self-reports are “sufficiently valid and reliable” (p. 17) for measuring delinquent behaviors, a notion shared by Turner (1981). Lordan and Kwon (1995) extended this contention by suggesting that future behavior can be examined by asking subjects to predict how they are likely to act in situations not yet encountered.

With the preceding comments as a guide, items were designed to assess students’ beliefs, opinions, and feelings about auto crime, victims of auto crime, the court system, committing an auto crime, and, in addition, their willingness to try to prevent auto crime in their communities—all topics described in the *Guide for Teachers*. Students’ “state of mental readiness” (i.e., their apparent willingness) to act in ways espoused in the Courtlink Auto -Crime Prevention Program were to be inferred from their responses to these “attitude” items.

Careful attention was given to such matters as item wording, question order, variety in test style, the use of lead-in and transition items, and the clarity of directions. In addition, items were balanced among positive and negative perspectives, double negatives were avoided, answer choices were mutually exclusive, the items were written in a clear and economical manner, and double-barreled questions were avoided. A one-hour “field test” of the battery of items was conducted with four students—one in Grade 5, one in Grade 6, one in a Secondary Alternative Program—for the purpose of checking for clarity of wording, for student comprehension, for areas of possible misinterpretation, misunderstanding or ambiguity, and for formatting difficulties. A number of items were revised, a number removed, and some reformatted.

We then invited the program developer and her director to carefully read through all the items, reviewing them for accuracy, adequacy and relevancy. After some slight changes, the two tests, now designated as “Test A” and “Test B” (Appendix C), were pilot tested in a 20-member grade 6/7 split class in one of the targeted school districts—a class deemed to be representative of and comparable to most senior Elementary grades in that district. This final measure was taken in order (a) to inform the final revision and editing of the tests, (b) to determine response rates and completion times, and (c) to test for pretest-posttest equivalency.

Given the results of this “pilot” administration, the tests were revised a last time prior to their distribution to experimental and control classes in January of 2001.

The instruments are described in Table 17.

**Table 17. Description of Test Instruments**

<i>Section/Subtest<sup>1</sup></i>	<i>Number of Items</i>	<i>Assessing for</i>
I. TRUE-FALSE	14	Knowledge (8) Attitude (6)
II. MATCHING	8	Knowledge
III. AGREE/DISAGREE	10	Knowledge
IV. MULTIPLE-CHOICE	8	Knowledge
V. STRONGLY AGREE to STRONGLY DISAGREE	10	Attitude
VI. MATCHING	6	Knowledge
VII. SHOULD DO/MOST LIKELY WOULD DO	10	Knowledge Attitude

<sup>1</sup>Statements in sections I, II, and V in Test A were reversed in Test B.

### *C. Statistical Techniques*

#### *1. Statistical Analysis*

As recommended in the literature (see, for example, Borg & Gall, 1983, pp. 682-684), analysis of covariance (*ANCOVA*) was used to treat data collected by the *nonequivalent control group design*. *ANCOVA* permitted us to test for significance the difference between the posttest means of the experimental and control group adjusted for group differences on the pretest means (the covariate).

The *t* test for related samples was used to compare pretest-posttest differences with data collected by the *one-group pretest-posttest design*, as suggested by Borg and Gall (1983, p. 659). This test adjusted for the tendency of means from correlated data (that is, data collected from the same group) to be more similar than means from independent groups, and so was more sensitive to change than would have been the *t* test for uncorrelated means.

#### *2. Educational Significance*

While statistical tests are techniques for determining statistical significance (that is, for determining the probability that a difference between the adjusted posttest means of the experimental and control groups [*ANCOVA*] or the pretest-posttest mean gain [*t* test] is not likely



due to chance) these tests are not necessarily of value for making decisions about educational significance, since statistical significance is closely associated with sample size. Moreover, statistical significance does not reflect the magnitude of an effect. Furthermore, there is some concern among educators that since tests such as *ANCOVA* and *t* tests assume random selection and assignment of subjects (which was not possible in this study) they may be inappropriate for treating data collected from other than true experimental designs. These educators suggest that effect size statistics such as the standardized mean difference (e.g., Cohen's *d*, Glass' *delta*), percentages, and correlation coefficients are more appropriate for understanding the educational or practical significance of findings, since they are metrics for the magnitude of results and are independent of sample size and scale of measurement. Consequently, effect sizes are frequently more useful for making decisions about educational practice than statistical tests (*Publication Manual of the American Psychological Association*, 2001, pp. 25-26; J. P. Shaver, personal communication, February 21, 2000). Therefore, both statistical significance and effect sizes are reported in this evaluation.

### 3. *The Standardized Mean Difference (SMD)*

The standardized mean difference, designated here with the symbol *D*, was calculated as described in Shaver, Curtis, Jesunathadas, and Strong (1987, p. 471). Raw gain *means* with a pooled *SD*, (computed with pretest and posttest *SDs* from the control group and the pretest *SD* from the experimental group) were used to estimate *D* with data collected from the *nonequivalent control group design*; while with data from the *one-group, pretest-posttest design*, the difference between the pretest and posttest *means* was divided by the pretest *SD*.

How to understand the educational significance of the *SMD* is a question that concerns researchers in education, and there are no universally accepted conventions for determining the behavioral implications of effect sizes, particularly in studies of attitude. Additionally, as a number of educators have pointed out (see, Shaver *et al.*, 1987; p. 125), the practical importance of an effect depends on the relative cost of the treatment and the specific benefits that may be realized. Nevertheless, the question remains, and a search of the electronic and print literature revealed a number of suggestions for gauging the importance of effect sizes, and, in particular, the

*SMD*. Perhaps most frequently quoted is Cohen's (1977) referral to "small" (.20), "medium" (.50), and "large" (.80) effect sizes (e.g., Vockell & Asher, 1995, p. 357) even though he and others (see, for example, Glass, McGaw, & Smith, 1981) warned against the fallacy of setting and adhering to arbitrary standards. Nevertheless, in at least several standard research design books, a *D* of .33 is considered to represent a "meaningful" (Crowl, 1993, p. 267) or "practical" (Borg, Gall, & Gall, 1993, p. 171) significance. Another method for making judgments about the importance of the *SMD* is to convert it to a percentile (as suggested by Coe, 2000, Vockell & Asher, 1995, p. 357), a method that depends upon the assumption of normal distribution. For convenience, both methods will be used in this discussion of the results of Phase IV, with the caveat that the meaning of a particular *D* or that the meaning of the difference between *D*'s is, at best, conjecture.

With the exception of *D*s, which were computed by hand, calculations with data collected by the pretest–posttest administrations were done using the SPSS Base 9.0 program for a personal computer.

## **Research Findings**

### **A. Knowledge**

#### ***1. Elementary School Students***

The first findings reported here result from the analysis of the items purported by the researchers to assess knowledge. As mentioned above, the formats for the knowledge component of the pre- and posttests consisted of true-false, matching, agree-disagree, and multiple-choice items, arranged in several parts or subtests.

##### ***Part I: True-False (Knowledge)***

Eight of the 14 items in Part I required the students to identify the truth or falsity of statements that were based on content in the *Guide for Teachers*. An *F* ratio of 17.39 (*df* = 1, 113; *p* < .01) revealed a statistically significant difference between the adjusted posttest mean scores of the experiment and control groups, with the mean for the experimental group exceeding that for the control group. The *D* for the difference between the mean gain scores, however, was .30, slightly larger than a "small" effect size, and suggesting that the average student (the boy or girl at

the 50<sup>th</sup> percentile) in the experimental group scored higher than 62% of the students in the control group. The means and *SD*'s for both groups of students are listed in Table 18, while the total possible score here is 8.

**Table 18: Means and *SD*s for Experimental and Control Groups on Part I: True-False (Knowledge)**

<i>Group</i>	<i>No.</i>	<i>Pretest</i>		<i>Posttest</i>	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Experimental	68	6.22	(1.23)	6.82	(.84)
Control	45	5.76	(1.52)	6.00	(.92)

In 6 of the 19 classes in the *one-group pretest-posttest design* *t* values revealed pretest-posttest gains that were statistically significant<sup>1</sup>. *D*'s for these classes ranged from .60 (a moderate gain) to 1.33 (a very large gain). However, statistically significant *t*'s were also yielded for pretest-posttest decreases in 3 of the remaining classes, with *D*s ranging from -.39 to -1.01—a rather confusing finding. The overall mean (.26) and median (.33) *D*'s for the 19 classes were comparable to the *D* for the difference between experimental and control groups above. The quite wide variation in *D*s, which was a pattern that occurred throughout the analyses, will be discussed in Chapter 5.

An examination of the responses to individual items by subjects in both designs disclosed that on 10 of the 14 items, at least two-thirds (67%) of the subjects in each class responded correctly. On the remaining four items, the percentage of correct responses in a majority of classes fell below 33%. This data is shown in Table 19. The numbers of classes indicate those in which less than two-thirds of the students responded correctly.

**Table 19: Difficult Items**

<i>Item</i>	<i>Number of Classes</i>
4. A "Youth Court" is only for kids under 12 who are being tried for having committed a crime.	14
8. Auto Crime effects the Court System by increasing its costs and by creating delays and backlogs in courtrooms.	7
9. Even if you owe money to ICBC they still let you have a drivers license even if you haven't paid them all you owe them.	4
10. Teenage males are more likely to be the victims of violent crimes than teenage females are.	15

### ***Part II: Matching***

The matching part of the test was comprised of 8 items that were designed to assess student knowledge about people in the courtroom. The pretest *means* for both the experimental (6.544) and the control (6.200) groups were almost similar, differing by less than half a point. By posttest, this difference had grown to well over a point in favor of the experimental group (see Table 20, below) and the *F-ratio* of 16.36 ( $df = 1, 113$ ) for the difference between the adjusted posttest means was statistically significant ( $p < .001$ ). The *D* for the difference between the mean gain scores was .46 (which approached the criterion for a "medium" *D*), indicating that had the student at the 50<sup>th</sup> percentile in the experimental class been enrolled in the control group, he or she would have scored higher than 68% of the students in that group.

**Table 20: Means and SDs for Experimental and Control Groups on Part II: Matching**

Group	No.	Pretest		Posttest	
		Mean	SD	Mean	SD
Experimental	68	6.54	(1.68)	7.54	(.88)
Control	45	6.20	(1.84)	6.36	(2.10)

The differences between the pretest and posttest means in 7 of the 19 classes in the *one-group pretest-posttest design* were found to be statistically significant<sup>2</sup>. The *Ds* for these differences ranged from .55 to .98. In the classes where the pretest-posttest difference was not statistically significant, the *Ds* ranged from .12 (in a class whose *mean* pretest score was 7.5 points out of a possible 8 points, leaving very little room for any posttest improvement) to .53. The mean *D* of .45 was similar to that above, while the "median" *D* (.39) was somewhat lower. In the classes in which the *D* was below .31, the pretest means ranged from 6.5 to 7. The percentage of correct responses to each item by the students in the *one-group pretest-posttest design* ranged from .82 (Item 2, "Crown Counsel") to .97 (Item 5, "Sheriff"). In only one class, and on only one item (#2), did less than two-thirds of the students fail to provide the correct response.

### ***Part III: Agree/Disagree***

To answer the items in Part III, students were required to acknowledge their agreement or disagreement with statements pertaining to information about auto crime. A correct response was scored “3,” and an incorrect response was scored “1”. If the student selected “*Don't Know*”, the response received a “2”. The maximum score possible on this section was 30.

An *F-ratio* for the difference between the posttest mean score of the experimental group (27.03) and the control group (24.64) adjusted for the pretest difference was 25.80 ( $df = 1, 113; p < .001$ ). A *D* of .84 (“large”) was calculated for the difference between the raw pretest-posttest differences. In this case, the score of the average student in the experimental class would have exceeded the scores of 80% of the students in the control group. Pretest and posttest means are given in Table 21.

**Table 21: Means and SDs for the Experimental and Control Groups on Part III: Agree/Disagree**

<i>Group</i>	<i>No.</i>	<i>Pretest</i>		<i>Posttest</i>	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Experimental	68	25.47	(2.58)	27.03	(2.21)
Control	45	25.22	(2.21)	24.64	(2.80)

The posttest means in 8 of the 19 classes in the *one-group pretest-posttest design* were statistically significantly greater than their pretest means.<sup>3</sup>, although one significant *t* value was for a negative difference. In fact, it was puzzling to note negative pretest-posttest differences in five classes. Negative *Ds* in these classes ranged from -.08 to -.54. Fourteen positive *Ds* (ranging in value from .10 to .82), however, resulted in an overall ‘small’ but positive mean *D* of .23, with a median *D* of .15.

A number of items in Part III presented difficulty for the students on the posttest, and implied that some topics in the curriculum had been either omitted or not adequately covered. Table 22 lists these items and identifies the number of classes out of 22 (consisting of the 19 classes in the *one-group pretest-posttest design* and the 3 experimental classes in the

*nonequivalent control group design*) in which less than two-thirds of the students failed to supply the correct response.

**Table 22: Difficult Items in Part III**

<i>Item</i>	<i>Number of Classes</i>
3. ICBC (BC's auto insurance agency) can't make youths who steal cars pay for any damage resulting from an auto theft, no matter what the cost is in dollars.	12
4. It is true what people and ICBC say when they claim that there is a connection between taking drugs and committing an auto crime.	18
5. A policeman has a much more important job than just maintaining safety protecting citizens, or supporting our country's laws.	3
6. Even if it's only a teenager who steals your parents' expensive new car, he or she could still be charged with "theft over \$5,000."	2
7. Teenagers who steal a car can <u>not</u> be charged under <i>Criminal Law</i> , and even if they do damage to that car, they can <u>not</u> be sued under <i>Civil Law</i> .	3
8. Victims of an auto crime hardly ever end up feeling "guilty" or blaming themselves instead of the criminal.	16

#### ***Part IV: Multiple Choice***

To answer each of the eight items in Part IV, students chose from a list of four alternatives the one they supposed to be the correct response. All items in Part IV were developed from Phase IV "Research Questions" (Appendix B).

The mean pretest-posttest gain of the experimental group corresponded to over one-and-a-half items, while the mean posttest score of the control remained almost the same as the pretest mean score. An  $F$ -ratio of 16.60 ( $df = 1, 113$ ;  $p < 001$ ) revealed that the difference between the adjusted posttest means of the two groups was statistically significant. The  $D$  for the difference in mean gain scores was "large" (1.11), suggesting that had the average student in the experimental group been in the control group, he or she would have outscored 86% of the students in that group. Table 23 lists the pretest and posttest means of both the experimental and control groups. It is interesting to note that the control group's pretest mean is almost one item higher than the pretest mean for the experimental group.

**Table 23: Means and SDs for the Experimental and Control Groups on Part IV: Multiple Choice**

<i>Group</i>	<i>No.</i>	<i>Pretest</i>		<i>Posttest</i>	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Experimental	68	4.37	(1.29)	5.94	(1.43)
Control	45	5.22	(1.32)	5.18	(1.51)

Eight of the 19 classes in the *one-group pretest-posttest design* showed gains that were statistically significant.<sup>4</sup> In five of the classes, posttest means were below pretest means and negative *D*'s (ranging from -.22 to -.06) were calculated for the differences. Positive *D*'s ranged in value from .16 (likely trivial) to .99 (very large). The overall mean *D* (.32) for the 19 classes fell between "small" and "medium." The median *D* was .28

A perusal of the posttest class percentages of correct responses to each of the eight knowledge items indicated that on every item except No. 5 (which had the students identify the group in British Columbia that commits the greatest number of auto thefts) there were some classes where less than two-thirds of the students could recall the correct response. In 18 of the 22 classes, less than two-thirds of the students could recall the percentage of stolen cars recovered in British Columbia (Item 6), in 13 classes less than two-thirds of the students were able to pick out a poor response to a question asking them to explain why young people commit auto crimes (Item 3), and in 11 classes a similar fraction of students were unable to state how people are likely to react when they have had their car stolen (Item 2). Other items which presented difficulties in some classes (that is, less than 67% of the students could answer the items correctly) were Item 7 (8 classes) which required students to identify an inappropriate way to deal with classmates who want their help in stealing cars, Item 4 (6 classes) in which students recognize the age-group less likely to report a crime, and Item 8 (6 classes) in which students are asked to distinguish an important characteristic of young people who do not steal or damage cars. In only two classes, however, were less than 67% of the students able to identify the purpose served by Canadian laws (Item 1).

### ***Part VI: Matching***

To answer the 6 items in Part IV correctly, students had to be able to distinguish among the four types of auto crime and, in addition, be able to choose the item that best defines the “Young Offenders Act” and the purpose of “Evidence” in the courtroom.

An  $F$ -ratio of 15.96 ( $df = 1, 113; p < .001$ ) was calculated for the difference between adjusted posttest means of the experimental and control groups. The  $D$  for the pretest-posttest means differences of 1.84, which favored the experimental group and represented a gain of almost two items, was “large” (.87). A student in the experimental class scoring at the 50<sup>th</sup> percentile would have outscored 81% of the students in the control class. Pretest and posttest means are seen in Table 24.

**Table 24: Means and  $SD$ s for the Experimental and Control Groups on Part VI: Matching**

<i>Group</i>	<i>No.</i>	<i>Pretest</i>		<i>Posttest</i>	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Experimental	68	4.10	(2.22)	5.49	(1.17)
Control	45	4.38	(2.12)	4.53	(1.93)

In 10 of the 19 classes in the *one-group pretest-posttest design*, posttest mean gains were statistically significant<sup>5</sup>, with  $D$ 's ranging from .32 to .72. In two classes, negative  $D$ 's (-.50, -.21) were yielded for the pretest-posttest mean difference. The overall mean and median  $D$ s were .34 and .35, respectively, falling almost midway between “small” and “medium.”

An inspection of the frequencies of correct responses to the items in Part VI revealed that at least 67% of the students in every class answered each item correctly. Indeed, the percentages of overall correct responses varied from .88 to .94.

### ***2. Alternative School Students***

As mentioned above, the mortality rates in two of the three Alternative classes were quite high, and the extent to which the students who completed both pretest and posttest were similar to those students who did not cannot be discerned. In the remaining class, however, all 12 members of the class completed both Test A and Test B. Because of the small numbers of students ( $N =$



24,  $n_1 = 6$ ,  $n_2 = 6$ ,  $n_3 = 12$ ), and because of the relationship between statistical significance and sample size, treating the data collected from these classes with statistical tests seemed gratuitous. Furthermore, given that the test results for the three classes were not similar, there seemed little point in combining the scores of the three classes for analysis. Consequently, standardized mean differences, reported by class, and frequencies rather than percentages are used to describe item responses. *Ds* calculated for each of the three classes are reported later in Table 32.

***Part I: True-False (Knowledge)***

Responses to individual knowledge items in the several parts of the posttest were examined in order to identify areas of weakness. Amongst the eight True-False Items, at least two students out of six in both Alternative Classes 1 and 2 were unable to answer correctly the following six items: whether a person who is an accessory to a crime can be charged (Item 1); if a passenger in a stolen car may be criminally responsible (Item 2); who are the accused in “Youth Court” (Item 4); how auto crime affects the court system (Item 8); if teenage males are more vulnerable to violence than are their female counterparts (Item 10); and whether it is important for a witness to an auto crime to note the perpetrator’s appearance (Item 14). Responses from Alternative Class 3 revealed correct answers to all of the foregoing items except Item 4 (missed by 3 of 12 students), and Item 10 (missed by 2 students). Additionally, one student in Class 3 did not know if owing money to the provincial insurance company prohibited one from getting a driver’s licence (Item 9), a question also missed by one student in each of Classes 1 and 2. The pretest and posttest means for each Alternative Class are listed in Table 25.

**Table 25: Means and *SDs* for the Alternative Classes on Part I:  
True-False (Knowledge)**

<i>Class</i>	<i>No.</i>	<i>Pretest Mean SD</i>	<i>Posttest Mean SD</i>
Alternative 1	6	6.20 (.45)	6.20 (1.30)
Alternative 2	6	5.71 (.95)	5.57 (1.39)
Alternative 3	12	6.42 (1.62)	7.58 (.68)

### ***Part II: Matching***

In Alternative Class 1, three students out of five failed to match the correct definitions for *Crown Counsel* and *Jury* on the posttest. Three of the six students in Alternative Class 2 failed to select the correct definitions for *Judge*, *Defence Counsel*, *Accused Person*, *Sheriff*, *Witness*, and *Victim*, and four students in this class failed to define *Crown Counsel* and *Jury*. In contrast, only one student out of 12 in Alternative Class 3 chose the incorrect definition for *Judge* and for *Witness*, all other terms being correctly defined. Means and SDs are listed in Table 11.

**Table 26: Means and SDs for the Alternative Classes on Part II: Matching**

<i>Class</i>	<i>No.</i>	<i>Pretest</i>		<i>Posttest</i>	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Alternative 1	6	6.00	(1.87)	6.00	(1.41)
Alternative 2	6	5.86	(1.95)	4.29	(4.07)
Alternative 3	12	7.00	(2.30)	7.83	(.39)

### ***Part III: Agree/Disagree***

Items in Part III, Agree/Disagree, which assessed general information about auto crime, appeared on the posttest to present difficulty in all three Alternative classes, with the proportion of students choosing incorrect responses once again substantially less in Alternative Class 3. In Alternative Class 1, 3 of the 10 items were correctly answered by all six students, whereas in Alternative Class 2, no item was answered correctly by all students. In Alternative Class 3, 12 correct responses were recorded for only one item. The largest number of incorrect responses from Alternative Class 1 was for Items 5 (the role of the police officer, 4 incorrect responses) and Item 8 (feelings experienced by victims of auto crime, 3 incorrect responses). At least three out of the six students in Alternative Class 2 missed every item. And, no student in this class correctly answered either Item 8 (regarding victims of auto crime) or Item 10 (regarding student volunteer groups working to prevent auto crime), while five students could not identify the relationship between drug use and auto crime (Item 4). Four incorrect responses were recorded for Item 1 (whether it is a criminal offense to borrow a car without the owner's permission), Item 3 (whether

the provincial insurance company can make young people pay for car they steal or damage), Item 6 (whether a teenager can be charged with stealing his/her parent's car), and Item 9 (whether one's youth record can be brought up in adulthood). Each of the remaining items was answered incorrectly by at least three students. Item 4, mentioned above, was answered incorrectly 5 out of 12 times in Alternative Class 3. One-third of the students in this class answered incorrectly Items 2 (whether a youth can be sent to a Detention Center for auto theft), 7 (whether teenagers who steal cars can be charged under both criminal and civil law), and 8 (relative to victims of auto crime). Total possible score on Part III was 30. The pretest and posttest means are given in Table 27.

**Table 27: Means and SDs for the Alternative Classes on Part III:  
Agree/Disagree**

<i>Class</i>	<i>No.</i>	<i>Pretest</i>		<i>Posttest</i>	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Alternative 1	6	24.20	(4.02)	25.60	(1.67)
Alternative 2	6	20.43	(5.34)	23.14	(3.48)
Alternative 3	12	24.42	(4.03)	26.50	(3.18)

***Part IV: Multiple Choice***

In each of the eight items in Part IV, Multiple Choice, students were to select the correct response required to complete a statement about auto crime from four alternatives. The number of posttest incorrect choices by students in Alternative Class 1, where the average number of students responding correctly to any item was only three, was reflected in a negative effect size. Four of their six responses to Item 4 (which asked students to identify the age-group least likely to report a crime) were incorrect, while only a single student was able to identify the percentage of stolen cars retrieved by the police in the Greater Vancouver region (Item 6). No student in Alternative Class 2 could recognize the correct choice for Item 7 (what was not a good way to deal with a friend who wants assistance with an auto crime), and five of the six students in this class were unable to answer either Item 6 (the group that commits the greatest number of car thefts) or Item 8 (requiring students to identify a characteristic of young people who do not steal

cars). Two-thirds of the students were unable to answer an item (5) about reasons why cars are stolen. Each of the remaining items was answered incorrectly by at least two students. Item 5 presented the greatest difficulty to the students in Alternative Class 3, and six incorrect responses were coded. Five of the 12 students in this class failed to select the correct response for Item 6. Three incorrect responses were recorded for Items 2 (how one's parents would feel if the family car were stolen), 4, and 7. Pretest and posttest means are shown in Table 28.

**Table 28: Means and SDs for the Alternative Classes on Part V: Multiple Choice**

Class	No.	Pretest		Posttest	
		Mean	SD	Mean	SD
Alternative 1	6	5.17	(1.33)	4.17	(2.86)
Alternative 2	6	2.50	(1.64)	3.17	(1.47)
Alternative 3	12	5.58	(1.31)	6.08	(1.16)

### **Part VI: Matching**

Correct responses from every member of Alternative Class 3 were recorded on the posttest for each item in Part VI, Matching, indicating that the students in this class could define the four types of auto crime, knew that the Young Offenders Act applied to children from 12 to 17 years of age, and could define the term *evidence*. In Alternative Class 1, only *Theft from a Motor Vehicle* and *Auto Insurance Fraud* could be defined correctly by all students. Each of the remaining items was answered incorrectly by at least two respondents. Two students in Alternative Class 2 failed to find the correct definition for the term "Evidence" (Item 1), and each of the remaining items was answered incorrectly at least once. Pretest and posttest means and SDs are listed in Table 29.

**Table 29: Means and SDs for the Alternative Classes on Part VI: Matching**

Class	No.	Pretest		Posttest	
		Mean	SD	Mean	SD
Alternative 1	6	4.50	(2.35)	4.67	(2.07)
Alternative 2	6	3.83	(2.48)	4.80	(2.68)
Alternative 3	12	5.67	(1.15)	6.00	(.00)

## Gender Effects

### 1. Elementary School Students

#### The Nonequivalent Control Group Design

To examine the question of gender effects (that is, did CACPP have different effects on the knowledge gains of boys and girls),  $Eta^2$  was calculated as an effect size for the treatment by gender interaction on each of the knowledge subtests.  $Eta^2$  was a measure of the amount of variability in the scores that can be accounted for by the grouping factor *sex*. The mean  $Eta^2$  for the five knowledge subtests was .023, which can be interpreted to mean that only 2.3% of the variability can be explained by the sex of the students.

$D$ 's were computed from the pretest and posttest means and the pretest  $SD$ s organized by sex of the respondent. The overall mean  $D$  of .20 for the difference between the boys and girls on the five knowledge subtests of .20 was "small", and indicated that girls made somewhat larger pretest-posttest gains than did the boys.

#### The One-group, Pretest-posttest Design

The mean  $D$  for the difference between the  $D$ s of the boys and girls on the five knowledge subtests was .23, just slightly larger than the criterion for "small." As with the data from the nonequivalent control group design, the girls posted larger pretest-posttest gains than did the boys. The pretest and posttest means and  $SD$ s for Elementary boys and girls are listed in Table 30.

**Table 30: Pretest and Posttest Means and  $SD$ s for Elementary Boys and Girls on the Knowledge Subtests**

Class/Sex	Part/Subtest									
	I		II		III		IV		V	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Exp Boys	6.16 (1.36)	6.45 (1.04)	6.62 (1.60)	7.48 (1.04)	25.37 (2.72)	25.88 (3.03)	4.91 (1.26)	5.62 (1.54)	4.75 (1.96)	5.09 (1.71)
Exp Girls	5.88 (1.37)	6.54 (.87)	6.13 (1.88)	6.57 (1.98)	25.37 (2.04)	26.31 (2.26)	4.46 (1.44)	5.65 (1.48)	3.59 (2.26)	5.11 (1.43)
One-group Boys	6.23 (1.20)	6.67 (1.17)	6.78 (1.50)	7.31 (1.25)	25.98 (3.28)	26.10 (2.84)	4.37 (2.06)	4.75 (2.40)	4.68 (2.24)	5.73 (1.03)
One-group Girls	6.43 (1.13)	6.46 (1.22)	6.35 (1.84)	7.43 (1.23)	25.82 (2.38)	26.82 (2.42)	5.37 (1.30)	5.12 (1.55)	5.37 (1.18)	4.75 (2.37)

## 2. Alternative School Students

Since in both Classes 1 and 2 only two of the six students were girls, gender effects were examined in Class 3 only. In this class, 5 of the 12 students were girls. The overall difference between the mean *D*s of the boys and girls on the knowledge subtests was .36, a difference that fell between “small” and “medium”, but, because of the small number of students, should at best be considered tentative. Pretest and posttest means and *SD*'s for the boys and girls in Alternative Class 3 are listed in Table 31.

**Table 31: Pretest and Posttest Means and *SD*s for Alternative Class 3 Boys and Girls on the Knowledge Subtests**

Sex	Part/Subtest									
	I		II		III		IV		V	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Boys	5.85 (1.95)	7.85 (.37)	6.42 (2.93)	7.71 (.48)	23.28 (4.34)	25.71 (3.72)	5.28 (1.49)	6.28 (1.38)	5.42 (1.51)	6.00 (.00)
Girls	7.20 (.44)	7.20 (.83)	7.80 (.44)	8.00 (.00)	26.00 (3.31)	27.60 (2.07)	6.00 (1.00)	5.80 (.83)	6.00 (.00)	6.00 (.00)

### Summary of Knowledge Results

Mean *D*'s for each of the knowledge subtests, together with an overall mean for the knowledge component, are listed by class in Table 32.

The mean *D* for knowledge for the Elementary classes was .36 (*SD* = .27), which although greater than a “small” effect size falls somewhat short of being a “medium” effect size; however, it does exceed .33, which is suggested in some research texts as having practical significance. When the *D*s for the Alternative Program students (*Mean* = .07, *SD* = .35) are included, the overall mean drops to .34 (*SD* = .29), now barely meeting the criterion for significance.

The dissimilarity between the *D*'s calculated with data from Alternative Class 3 and the *D*'s calculated with data from Alternative Classes 1 and 2 is clearly discernible in the above table. While the mean *D* for Class 3 approaches the standard we accepted for a “medium” effect size, negative mean *D*s for Classes 1 and 2 indicate that following CACPP mean scores on parts of the posttest were lower than pretest mean scores, a rather paradoxical situation.

Table 32: Effect sizes (*D*s) for Knowledge

<i>Class</i>	<i>Part/Subtest</i>					<i>Mean D</i>
	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>VI</i>	
Exp 1	.52	.75	.69	1.70	.59	.89
Exp 2	.48	.37	.27	1.02	.29	.49
Exp 3	.50	.61	.90	1.08	.38	.69
Class 1	.12	.12	-.68	.16	.30	.00
Class 2	.18	.39	.14	.84	.64	.44
Class 3	-.11	.31	-.50	.43	.72	.17
Class 4	-1.01	.30	-.54	-.06	.05	-.25
Class 5	.60	.73	.65	.79	.50	.65
Class 6	-.20	.29	.15	.16	.61	.20
Class 7	.89	.27	.38	-.21	.38	.34
Class 8	.53	.53	.10	.28	.61	.41
Class 9	1.33	.12	.52	-.07	.22	.42
Class 10	-.56	.12	-.08	.31	-.21	.08
Class 11	.56	.72	.41	.28	.61	.52
Class 12	-.39	.86	.82	.27	.35	.38
Class 13	1.20	.55	.36	.99	.32	.68
Class 14	-.51	.53	.15	.33	-.50	.00
Class 15	-.25	.29	.59	.45	.12	.24
Class 16	.82	.39	-.20	-.22	.57	.27
Class 17	.57	.98	-.13	-.13	.57	.37
Class 18	.83	.18	.12	.57	.16	.37

(table continues)

**Table 32: Effect Sizes (*Ds*) for Knowledge (cont'd.)**

<i>Class</i>	<i>Part/Subtest</i>					<i>Mean D</i>
	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>V</i>	
Class 19	.33	.97	.67	.83	.43	.65
Alter 1	.00	.00	.35	-.75	.07	-.07
Alter 2	-.15	-.81	-.51	.41	.17	-.18
Alter 3	.72	.36	.66	.38	.29	.48

## B. Attitude

### 1. Elementary School Students

Attitude was assessed with a number of items in Part I that required students to discern between statements they considered to be true or false and with all Part V items requiring students to record their degree of agreement or disagreement with opinions expressed in 10 items on a Likert scale.

#### *Part I: True-False (Attitude).*

Six of the items in Part I were purported to assess several of the attitude objectives stated in the *Guide for Teachers*. The difference between the adjusted posttest means of the experimental and the control groups on the total score for the 6 attitude items in Part I was not statistically significant ( $F = 1.46$ ;  $df = 1, 113$ ;  $p > .05$ ), and the difference between the mean gain scores of the two groups was represented by a *D* of .22 ("small"), indicating that the student at the 50<sup>th</sup> percentile in the experimental class received a higher mean score for the six attitude items than did 58% of the students in the control class. Pretest and posttest means and *SDs* are given in Table 33.

**Table 33 Means and *SDs* for the Experimental and Control Groups on Part I: True-False (Attitude)**

<i>Group</i>	<i>No.</i>	<i>Pretest Mean SD</i>	<i>Posttest Mean SD</i>
Experimental	68	4.71 (1.09)	5.21 (.82)
Control	45	4.73 (1.09)	4.98 (1.31)



Pretest-posttest gains in 5 of the 19 classes in the *one -group pretest-posttest design* were statistically significant<sup>6</sup>, *Ds* ranging from .55 to .81. In one class a statistically significant negative difference between pretest-posttest means resulted in a *D* of -.59. *Ds* calculated for the 19 classes ranged from -.59 to .81, with an mean *D* of .29 and a median *D* of .31, both just somewhat larger than the criterion for a “small” *D*.

Class responses to individual items revealed that more than two-thirds of the students in each class (including the three experimental classes) felt that children their age could have a part in stopping auto crime (Item 6), that if a teenager steals a car he or she will eventually pay a penalty for it (Item 11), and that they would report a friend who had stolen a car (Item 12). In more than one-third (8 of 22 students) of the classes, however, at least one-third of the students felt no responsibility to remind a neighbor to lock a garage door at night (Item 7). A third of the students in two classes believed that teenagers who steal cars are not likely to be punished (Item 3).

#### ***Part V: Strongly Agree to Strongly Disagree***

Students indicated their degree of agreement or disagreement with each of the 10 opinion statements in Part V by checking a Likert scale, which according to Stanley and Hopkins (1972) is probably the “most widely used technique for attitude measurement” (p. 286). The categories of response ranged from *Strongly Agree* to *Strongly Disagree*. These items were intended to assess students’ attitudes toward auto crime, those who commit auto crime, victims of auto crime, and the court system.

A *F*-ratio (7.32; *df* = 1,113) for the difference between the adjusted posttest means of the experimental group and the control group was statistically significant ( $p < .05$ ). The *D* for the difference between the pretest-posttest mean gain scores of the two groups was “moderate” (.54), and favored the experimental group. With a *D* of .54, the score of the middle student in the experimental group was higher than the scores of 58% of the students in the control group. The pretest and posttest means and *SDs* for the experimental and control students are recorded in Table 34.

**Table 34: Means and SDs for the Experimental and Control Groups on Part V**

Group	No.	Pretest		Posttest	
		Mean	SD	Mean	SD
Experimental	68	37.09	(4.70)	40.15	(4.40)
Control	45	37.91	(4.51)	38.44	(4.90)

In 9 of the 19 classes in the *one-group pretest-posttest design*, the pretest-posttest mean differences were statistically significant<sup>7</sup>, and *D*'s calculated for these differences ranged from .37 to 1.20. Four of the *D*s for the 19 classes were negative, indicating that posttest means were lower than pretest means in these classes. Overall, *D*s ranged from -.34 to 1.20, with mean and median *D*s of .44 and .41, respectively.

Class responses to all individual items were examined to determine the degree of agreement or disagreement with the opinions expressed in each statement. A response that was in agreement with the opinion advanced by the curriculum developer was assigned either "4" or "5." Items averaging 3.5 and above were interpreted as representing general support amongst the students in a particular class for the attitude that underlay the opinion.

For 3 of the 10 items, the means for all classes were equal to or greater than 3.5, suggesting that there was general acceptance throughout the 21 classes of the opinions that someone who returns a stolen car undamaged should still be charged with auto theft (Item 2), that even though damage to an automobile is accidental, the person causing the damage should be held responsible (Item 4), and that the owner of a stolen car is a victim even though the car is covered by insurance (Item 7). Except for the students in one class, the means for two items revealed that students in 21 of the 22 classes believed that there was no "good reason" for taking a car without the owner's permission (Item 9), and even though it takes a certain amount of fearlessness to steal a car, it is wrong to boast about it (Item 10). In 20 of the classes, the mean for the item (5) that expressed the opinion that the owner of an unlocked car does not "deserve" to have anything stolen from it exceeded the 3.5 criterion. In only three classes did the majority of students believe that the owner of an unlocked car "deserved" to have it stolen (Item 3), or that the courts do not

treat fairly most people charged with auto crimes (Item 8). However, in about two-thirds (15) of the classes the means indicated general disagreement with the opinion that setting a car on fire in order to collect the insurance should concern us all (Item 6), while in almost half (9) of the classes the majority of students appeared to agree with the opinion that only people who actually own cars have to be concerned about auto theft or vandalism.

## 2. *Alternative School Students*

### *Part I: True-False (Attitude)*

In two of the three Alternative classes (1, 2), the posttest means for the six items in Part I were lower than the pretest means, and negative *D*s (-.10, -.21) were computed for the differences. In the third class (3), however, the posttest mean exceeded the pretest mean, and the *D* of .71 for this difference approached the criterion for a “large” effect size.

An examination of the responses to the several posttest items in Part I revealed no common pattern of response between Alternative Classes 1 and 2. For example, although four of the six students in Alternative Class 1 stated that they would not report a friend who had stolen a car (Item 12), each of the six students in Alternative Class 2 agreed that they would do so. Additionally, while all the students in Alternative Class 2 disagreed with the statement that it was not their responsibility to remind their neighbors to lock their garage doors (Item 7), two students in Alternative Class 1 acknowledged agreement with the statement. As well, all Alternative Class 1 students believed that teenagers who steal cars will be punished (Item 3), whereas two students in Alternative Class 2 thought that they would not be punished. In both classes at least two students believed that they could do nothing to prevent auto crime (Item 6), and that a victim of an auto crime cannot be helped to “get over it” (Item 13).

All students in Alternative Class 3 agreed that even at their age they could have a part in preventing auto crime (Item 6) and that a person who has experienced an auto crime can be helped to get over it (Item 13). Over half the students (7 of 12), however, would not accept responsibility for reminding a neighbor to lock the garage door at night (Item 7), and 5 of the 12 students stated that they would not report a friend who had stolen a car (Item 12). Pretest and posttest means and *SD*s for the “attitude” items in Part I are shown in Table 35.

**Table 35: Means and SDs for the Alternative Classes on Part I: True-False (Attitude)**

<i>Class</i>	<i>No.</i>	<i>Pretest</i>		<i>Posttest</i>	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Alternative 1	6	3.80	(2.05)	3.60	(1.67)
Alternative 2	6	3.14	(1.35)	2.86	(1.35)
Alternative 3	12	3.75	(1.29)	4.67	(1.15)

***Part V: Strongly Agree to Strongly Disagree***

The *D*'s for the pretest-posttest differences on the Part V Likert scale were all positive (Class 1 = .11; Class 2 = .73; Class 3 = .35). The *D* for Alternative Class 2 is rather misleading since the posttest mean (29.83) for this class was well below the posttest means (Alternative Class 1 = 36.83; Alternative Class 3 = 41.25) of the other two classes. Moreover, with the 50 points as the possible total for Part V, the mean for Alternative Class 1 represents an item mean of 3, *Uncertain*. With much smaller *D*s, the item means for Alternative Classes 1 and 2 are 3.7 and 4.1, respectively. These higher means are shown in Alternative Class 3 by item means that exceed 3.5 for all 10 items, while in Alternative Class 1 an average of 3.5 or greater was recorded for all but three items. In Alternative Class 2, however, only the mean for one item (Item 4) reached or exceeded 3.5. The pretest and posttest means and SDs for the Alternative Classes are seen in Table 36.

**Table 36: Means and SDs for the Alternative Classes on Part V: Strongly Agree to Strongly Agree**

<i>Class</i>	<i>No.</i>	<i>Pretest</i>		<i>Posttest</i>	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Alternative 1	6	36.17	(5.85)	36.83	(8.66)
Alternative 2	6	26.83	(4.12)	29.83	(1.72)
Alternative 3	12	38.00	(8.50)	41.25	(6.17)

## *Gender Effects*

### *1. Elementary School Students*

#### *“The Nonequivalent Control Group Design”*

The data collected from the subtests for attitude were analyzed in a similar manner to the data collected from the subtests for knowledge. The mean  $Eta^2$  for the interaction of treatment and gender was .031, indicating that no more than 3.1% of the variability in scores could be explained by the factor *sex*. The overall mean  $D$  for the difference between mean  $D$ s of boys ( $n = 62$ ) and girls ( $n = 51$ ) on the two attitude subtests was .15, less than the criterion for a “small” effect size..

#### *“The One-Group Pretest-Posttest Design”*

The mean  $D$  for the difference between the  $D$ 's of the boys ( $n = 202$ ) and girls ( $n = 176$ ) on the two attitude subtests was .08, considered by the researchers to be negligible. Table 37 lists the pretest and posttest means and  $SD$ s on the “attitude” subtests for Elementary students in classes in the *nonequivalent control group design* and the *one-group, pretest-posttest design*.

**Table 37: Pretest and Posttest Means and  $SD$ s for Elementary Boys and Girls on the Attitude Subtests**

<i>Design/Sex</i>	<i>Part/Subtest</i>			
	<i>I</i>		<i>V</i>	
	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>
Exp Boys	4.62 (1.14)	5.03 (1.15)	38.08 (4.85)	39.50 (4.41)
Exp Girls	4.82 (1.01)	5.21 (.87)	36.63 (4.25)	39.42 (4.97)
One-group Boys	4.80 (1.08)	5.12 (.95)	32.75 (7.96)	35.56 (7.69)
One-group Girls	4.97 (.96)	5.23 (.88)	38.75 (7.75)	40.75 (6.54)

### *2. Alternative School Students*

The overall difference between the mean  $D$ s of the boys ( $n = 7$ ) and girls ( $n = 5$ ) in Class 3 on the two attitude subtests was .22, which met the criterion for a “small” effect size, but, as with the mean  $D$  for knowledge, must be considered exploratory.

**Table 38: Pretest and Posttest Means and SDs for Alternative Class 3 Boys and Girls on the Attitude Subtests**

Sex	Part/Subtest			
	I		V	
	Pre	Post	Pre	Post
Boys	3.00 (1.15)	4.00 (1.00)	34.71 (9.17)	39.14 (6.79)
Girls	4.80 (.44)	5.60 (.54)	42.60 (5.17)	44.20 (4.08)

**Summary of Attitude Results**

Mean *D*'s for each of the attitude subtests, together with an overall *D* for the attitude component, are listed by classes in Table 39.

**Table 39: Effect Sizes (*D*s) for Attitude**

Class	Part			Class	Part		
	I	V	Mean <i>D</i>		I	V	Mean <i>D</i>
Exp 1	.81	.63	<b>.72</b>	Class 11	.60	.49	<b>.55</b>
Exp 2	.17	.05	<b>.11</b>	Class 12	-.59	.41	<b>-.09</b>
Exp 3	.30	1.04	<b>.67</b>	Class 13	.25	.62	<b>.44</b>
Class 1	-.42	.42	<b>.00</b>	Class 14	.63	1.20	<b>.92</b>
Class 2	.59	.27	<b>.43</b>	Class 15	.00	.37	<b>.19</b>
Class 3	.55	.36	<b>.46</b>	Class 16	.10	-.05	<b>.05</b>
Class 4	.63	1.20	<b>.92</b>	Class 17	.73	.69	<b>.71</b>
Class 5	.53	.90	<b>.72</b>	Class 18	.27	-.15	<b>.06</b>
Class 6	.00	.61	<b>.31</b>	Class 19	.08	.35	<b>.22</b>
Class 7	.31	-.34	<b>-.02</b>	Alter 1	-.10	.11	<b>.01</b>
Class 8	.36	.76	<b>.56</b>	Alter 2	.21	.73	<b>.47</b>
Class 9	.81	-.04	<b>.39</b>	Alter 3	.71	.35	<b>.53</b>
Class 10	.42	.31	<b>.37</b>				

The mean *D* for Elementary students for attitude was .40 (*SD* = .31), which was somewhat larger than the mean *D* reported earlier for knowledge<sup>8</sup>. When the mean *D* (.34, *SD* = .28) for the

Alternative students was added, the overall  $D$  dropped slightly to .39 ( $SD = .29$ ). The means for both Elementary and Alternative students exceeded the criterion for practical significance.

### ***Part VII: Should Do / Most Likely Would Do Situations***

We developed Part VII especially for this study, no similar item format having been observed in any of the literature reviewed. Each of the 10 items asked the respondents to imagine themselves in a situation that required a reaction to an incident pertaining to an auto crime. Four realistic age-appropriate reactions were described for each incident and the boys and girls were asked first to select the one that best expressed what they believed they *should* do, and then they were asked to select the one that best expressed what they believed they *most likely would* do. Pretest and posttest *should* and *most likely would* responses were examined for consistency and for any changes that had resulted after completing CACPP.

Prior to the administration of the test instruments, Part VII was submitted to the Curriculum Steering Committee (CSC) for CACPP with the request that members rank each of the four reactions for each item from 1 to 4, with 1 representing what they judged to be, on the basis of the course objectives, the *most suitable* and *most desirable* response and 4 representing the *least suitable* and *least desirable* response. The CSC consisted of two representatives of the provincial insurance company (ICBC), two police officers assigned to auto crime units, three school personnel, and three members of the Law Courts Education Society, including the program developer. We considered this committee to comprise a knowledgeable and authoritative group thoroughly apprised of and well-vested in matters related to auto crime education.

Responses were recorded for each of the 10 items, and Kendall's coefficient of concordance  $W$  was calculated (as described in Ferguson, 1971, pp. 312-314) as a measure of agreement among the 10 Committee members on their ranking of reactions for a particular item.  $W$ 's ranging from .68 for Item 9 to .94 for Item 6 (mean = .84, medium = .85; where  $W = 1.00$  indicates perfect agreement among the judges) were yielded. An examination of the rankings revealed that for every item the majority of judges (ranging from six members for Item 5 to ten members for Items 4, 6, and 10) selected the same reaction as their *most desirable* response. Moreover, the number of times a particular reaction was selected as the *least desirable* response

and ranked 4 ranged from seven members for Item 4 to ten for Items 1, 2, 4, 5, 6, and 10. Variation among the rankings seemed to occur most frequently in the selection of reactions ranked as second or third choices, suggesting that there was moderate to strong general agreement among the raters on their selection of the *most desirable* and *least desirable* responses. The criterion that we researchers used for judging students' rankings on a particular item, therefore, was the response selected by most committee members as being the *most suitable* and *most desirable* given the incident described in the item. This reaction is referred to hereafter as the *preferred* response. Table 40 identifies the *preferred* response for each item.

**Table 40: Most Frequently Selected Response by The Authoritative Group to the Incidents Described in Part VII**

<i>Incident</i>	<i>Preferred Response</i>
1. It's the middle of the night when I hear glass breaking and the alarm in my neighbor's car, parked on the street, goes off.	No 2: call 911 immediately before the car is stolen
2. My parents and I are in our brand-new car driving away from our house to a restaurant downtown when I notice that the "club" for the steering wheel has been left at home.	No. 1: try my best to get my parents to turn around and go home and get it
3. I see a couple of my friends scratch a teacher's car on purpose in the school parking lot.	No. 4: tell the teacher that I saw who did it.
4. Coming home from school I see a person I don't know break a car's window and then drive away in that car just as its owner comes out of a store. He calls the police who soon arrive and start looking for witnesses. One officer approaches me to ask about what I saw.	No. 2: tell the officer everything I saw even though it means that I might have to go to court to be a witness
5. A couple of my classmates tell me that they plan to steal a car tonight and go for a joyride. They ask me to join them.	No. 1: tell them that if they do, I'll tell my parents who will likely phone the police
6. My teacher asks for volunteers to join an Anti Car Crimes campaign in my school.	No. 3: say that I'll give the campaign as much time as I'm able to
7. My father always parks his car in the driveway without locking it. I'm very worried that, one day, someone will steal it.	No. 3: keep talking to him about the need to lock the car
8. One of my friends keeps boasting that he can steal a car, take it for a joyride, and get away without being punished, even if he's caught by the police.	No. 2: tell him it's not right and it's not cool to talk about breaking the law
9. A friend of mine is very upset because she forgot to lock the door of her parents' car when they were out shopping, and someone opened it and stole the new video games she had left on the back seat.	No.4: tell her it's too bad that she lost her video games, then remind her that she should always lock her car door when she's out shopping
10. Some cars were damaged on my street last night while I was at a basketball game. The police have been going door to door looking for the teenagers who did the damage. I think that I might know who could have done it.	No. 2: open the door and try to answer their questions the best I can



## 1. Elementary School Students

### The Nonequivalent Control Group Design

Because of the exploratory nature of the Part VII subtest, only the responses from the students in the experimental group ( $n = 68$ ) in the *nonequivalent control group design* were examined. Selection frequencies and percentages were computed for each item and compared with the reaction statement ranked most often by CSC members as describing the *most suitable* response. Students' rankings of that particular reaction statement and the percentage of students selecting it as the way they *should* respond are given in Table 41.

**Table 41: Rankings of Preferred Responses to the *Should* Items by Experimental Students**

Item	Pretest		Posttest		Difference
	Rank	%	Rank	%	
1	1	79.4	1	73.5	-5.9
2	1	55.9	1	63.2	7.3
3	1	73.5	1	70.6	-2.9
4	1	76.5	1	75.0	-1.5
5	2	36.8	2	33.8	-3.0
6	1	72.1	1	73.5	1.4
7	1	51.5	1	60.3	8.8
8	1	72.1	1	73.5	1.4
9	1	52.9	1	48.5	-4.4
10	1	75.0	1	72.1	-2.9

For 9 of the 10 items in Part VII, the reaction statement ranked 1 by the majority of students in the experimental group during the pretest administration coincided with the ranking of the CSC members, and the percentages of students' agreement with the preferred responses ranged from 51.5 to 79.4. The *preferred* response for Item 5 was the second choice of over one-third of the students. In their responses to Item 5, a plurality of students (48.5%) suggested that they *should* try to talk friends out of stealing a car rather than telling their own parents, who would most likely contact the police. This reaction was ranked as the second choice by the CSC members.

A similar ranking pattern was observed in the posttest responses of the experimental students, although there was some variation in the percentages. A *Pearson product-moment correlation coefficient* of .94 calculated for the degree of relationship between the pretest and

posttest percentages indicated that pretest and posttest *should* scores were closely related, with an average per-item change of less than 0.2%. As can be seen from Table 41, the largest posttest increase in the percentage of students (8.8%) selecting the preferred response was for Item 7, followed closely by a 7.3% increase in the percentage of students choosing the preferred response for Item 2. The posttest decline in the percentages of students selecting the preferred responses to Items 1, 3, 4, 5, 9, and 10 varied from 1.5% to 5.9%, representing from two to four students. Perhaps part of this decrease may be due to a number of missing responses to Part VII on the posttest administration. Clearly, however, the pretest and posttest responses to the *should* items indicated that students knew quite well what appears to be the institutionally sanctioned responses to auto crime. The relatively small differences in pretest-posttest percentages suggest that most students entered the program already knowing the socially accepted responses to the situations presented in the items and that, consequently, the numbers of knowledgeable students did not significantly increase by the program's conclusion.

Whereas the first question for each item asked students to select the statement that best describes what they *should* do, the second question asked them to select the statement that best described what they *most likely would* do. As can be seen in Table 42, *preferred* responses were selected as a first choice by either a plurality or majority of students in 7 of the 10 items, although the percentages were much smaller than those shown in the table above—indicating that while most students knew what they *should* do many were not willing to actually do it. An  $r$  of .57 indicated a moderate relationship between the pretest percentage patterns of students selecting the *preferred* responses in the *should* and *most likely would* questions. When the  $r$  was squared, it revealed that the degree of association between the pretest *should* and *most likely would* percentages was 32%. The pretest-posttest average item difference was negligible (-.2%),

**Table 42: Rankings of Preferred Responses to the *Most Likely Would* Items by the Experimental Students**

Item	Pretest		Posttest		Difference
	Rank	%	Rank	%	
1	1	35.3	1	41.2	5.9
2	2	23.5	3	20.6	-2.9
3	1	32.4	1	33.8	1.4
4	1	55.9	1	52.9	-3.0
5	3	25.0	3	22.1	-1.4
6	1	32.4	1	41.2	8.8
7	1	41.2	1	50.0	8.8
8	1	44.1	1	42.6	-1.5
9	2	32.4	2	33.8	1.4
10	1	54.4	1	61.8	7.4

For 6 of the 10 items, the posttest percentages of frequencies of *preferred* choices were greater than the pretest percentages, with the largest increases occurring for Items 6 and 7. That is, the number of students in the experimental group who stated that they would take an active part in a school campaign to reduce auto crime (Item 6) and, additionally, who stated that they would keep talking to a father who fails to lock his car when parked in the driveway (Item 7) increased by almost 9% on the posttest. The percentages of students who reported that they would provide whatever information they could to police investigating acts of vandalism (Item 10) and would call 911 if a neighbor's car was being broken into (Item 1) also increased. Nevertheless, with the exception of the *preferred* choice in Item 2 falling from the second to the third position, the ranking pattern for *most likely would* reactions remained relatively stable ( $r = .93$ ) on the posttest administration. An  $r$  of .59 for the relationship between the posttest *should* and *most likely would* percentages was moderate and similar to that calculated for the pretest percentages above, although the degree of association between the posttest *should* and *most likely would* responses increased to 35%, while the average percentage item increase was 2.5.

An examination of the responses to Item 2, where, on the posttest, the *preferred* choice dropped to third place with almost 3% fewer students stating that they would try to get their parents to return home for a steering wheel club that has been left there, revealed a 3% increase in student support (now up to 25%) for trying to remember to check for the "club" before leaving home—certainly a personally proactive and commendable response, even though it was not the

first choice of the CSC members. Somewhat similar responses were observed for Item 8, where the support for the preferred choice dropped by almost 2%, but where the number of students who said they would walk away from a friend who was boasting about stealing a car increased from 30.9 to 35.3 %.

### ***The One-Group Pretest-Posttest Design***

The rankings of students (N = 378) in this design were compiled and treated as though they had come from a single group, rather than from the members of 19 different classes. The *preferred* response was selected by a clear majority of students as their opinion of what they *should* do in 9 of the 10 situations described in the items in Part VII. The *preferred* choice was also the most frequently selected reaction in Item 5, but here it was the selection of a plurality rather than a majority of students.

Posttest increases occurred for 7 of the 10 items, with a per-item average percentage of students agreeing with the preferred selection increasing by 3.1%. The pretest-posttest patterns of student support for ranking the *preferred* reaction as a first choice were very similar ( $r = .99$ ). The largest increases occurred for Items 2, 5, and 10. The pretest-posttest decline in percentages for Item 5 represents only 2 out of 162 students.

**Table 43: Rankings of Preferred Responses to the *Should* Items by Students in the *One-group Pretest-Posttest Design***

Item	Pretest		Posttest		Difference
	Rank	%	Rank	%	
1	1	76.7	1	78.3	1.6
2	1	59.0	1	64.6	5.6
3	1	66.1	1	72.2	6.1
4	1	77.2	1	80.4	3.2
5	1	42.1	1	41.5	-0.6
6	1	73.0	1	78.8	5.8
7	1	56.6	1	56.6	0.0
8	1	69.9	1	72.5	3.3
9	1	54.2	1	55.3	1.1
10	1	74.6	1	79.6	5.0

The pretest pattern noted above, wherein the percentages of experimental students who accepted the *preferred* reaction as describing what they *most likely would* do were much lower

than their *should* do responses, was observed in the analysis of the pretests of the students in the *one-group pretest-posttest design*—once again indicating that, while many students entered the program already knowing the appropriate reactions to most of the situations described in Part VII, fewer were willing to undertake them. The degree of agreement between the percentages of students in pretest *should* and *most likely would* responses was 48% ( $r = .69$ ).

As can be seen in Table 44, the pretest and posttest patterns of *most likely would* do rankings were identical, and an  $r$  for the relationship between the percentages of students on the pretest and posttest selecting the preferred reaction as their first choice was .97. An  $r$  for the relationship between the percentages of students selecting the preferred reactions as their first *should* and *most likely would* choices on the posttest was .53, a moderate relationship. The average item increase was very small (less than 1%).

**Table 44: Rankings of the Preferred Responses to the *Most Likely Would* Items by the Students in the *One-Group Pretest-Posttest Design***

Item	Pretest		Posttest		Difference
	Rank	%	Rank	%	
1	1	41.8	1	38.1	-3.7
2	2	27.0	2	29.6	2.6
3	1	34.9	1	35.7	0.8
4	1	51.1	1	54.2	3.1
5	3	16.7	3	16.9	-0.2
6	1	36.5	1	33.6	-2.9
7	1	44.4	1	48.7	4.3
8	1	43.4	1	39.2	-4.2
9	1	43.7	1	45.0	1.3
10	1	57.1	1	64.0	6.9

After having completed CACPP, the percentage of students in the *one-group, pretest-posttest design* who stated that they would cooperate with the police and tell what they witnessed at an auto crime scene (Item 10) increased by 6.9 % (26 of 378), paralleling the pretest-posttest increase on this item for the students in the experimental group. And, in a pattern similar to that seen in the pretest-posttest responses of the experimental students, the decrease in support for the *preferred* response in Item 8 (24 of 378 students) was accompanied by an increase (24 students) in support for dealing with a friend who is boasting about stealing a car by walking away.

Moreover, some of the 14 students (3.7%) who withdrew their support for the *preferred* reaction to the situation described in Item 1 might have been among the 12 additional students who stated that should they hear the alarm go off in their neighbor's car they would turn on their living room lights with the intent of frightening off the intruder, certainly a proactive response.

## 2. *Alternative School Students*

Because of the few students in Alternative Classes 1 (3 of 6 students) and 2 (3 of 6 students) who completed the items in Part VII on both the pretest and posttest, we decided to exclude these students from this analysis and use only the data collected from the students in Alternative Class 3. And, since the number of students (12) in Alternative Class 3 was small, both numbers and percentages are used to describe responses to the items in Part VII.

As can be seen in Table 45, the *preferred* reaction to each of the 10 situations was the first choice of at least half the students on the *should* items on the pretest, and, with the exception of Item 5 in which the *preferred* reaction received only five votes, of at least 7 of the 12 students on the posttest. Unlike the pretest-posttest patterns of *should* responses for both groups of Elementary students, the patterns for the Alternative group lacked consistency and were quite dissimilar ( $r = -.09$ ), indicating that there was very little, if any, relationship between the pretest and posttest percentages. Nevertheless, posttest differences were mostly positive, with support for individual items increasing by an average of 1.3 students.

**Table 45: Rankings of Preferred Responses to the *Should* Items by Alternative Students**

<i>Item</i>	<i>Pretest</i>		<i>Posttest</i>		<i>Difference</i>
	<i>Rank</i>	<i>No.</i>	<i>Rank</i>	<i>No.</i>	
1	1	9 (75%)	1	10 (83%)	1
2	1	9 (75%)	1	8 (67%)	-1
3	1	9 (75%)	1	10 (83%)	1
4	1	8 (67%)	1	10 (83%)	2
5	1	8 (67%)	1	5 (42%)	-3
6	1	7 (58%)	1	10 (83%)	3
7	1	8 (67%)	1	7 (58%)	-1
8	1	6 (50%)	1	9 (75%)	3
9	1	6 (50%)	1	10 (83%)	4
10	1	8 (67%)	1	12(100%)	4

The largest pretest-posttest increases were for Items 9 and 10. At the time of the posttest, more students acknowledged that it was proper to provide information to the police during investigations of auto crimes (Items 4 and 10) and to remind a friend to lock her car doors when shopping (Item 9). The three students who withdrew their pretest support for telling their parents about friends' plan to steal a car switched their posttest support to trying to talk their friends out of it, perhaps, as suggested earlier, a more reasonable expectation among teenagers.

The relationship between pretest *should* and *most likely would* percentages was small and negative ( $r = -.38$ ), indicating that prior to CACPP there was little relationship between Alternative students' knowledge of what was an appropriate response to a particular situation and how they predicted they *would* act in that situation. This pattern changed significantly on the posttest (see Table 46), where the  $r$  for the relationship between *should* and *most likely would* percentages was .62, suggesting that upon the completion of CACPP there was a moderate and positive relationship between knowledge of appropriate reaction and students' predictions of their behavior. A *Pearson product-moment r* for the relationship between percentages of pretest and posttest support for the *preferred* responses to the 10 *most likely would* items was .46, indicating a 21% degree of agreement. On the *most likely would* posttest, the *preferred* response was the choice of 6 of the 1 students on only two Items (1 and 10), and the mean student support per item was 4.3, representing slightly over one-third of the class.

**Table 46: Rankings of Preferred Responses to the *Most Likely Would* Items by Alternative Students**

Item	Pretest		Posttest		Difference
	Rank	No.	Rank	No.	
1	1	5 (41%)	1	6 (50%)	1
2	2	3 (25%)	3	2 (16%)	-1
3	3	2 (16%)	2	4 (33%)	2
4	1	8 (66%)	1	5 (42%)	-3
5	4	1 (8%)	2	3 (25%)	2
6	2	5 (42%)	1	5 (42%)	0
7	1	6 (50%)	2	4 (33%)	-2
8	1	6 (50%)	1	5 (42%)	-1
9	1	5 (42%)	3	3 (25%)	-2
10	1	4 (33%)	3	6 (50%)	2

With such a small number of students in Class 3, the productiveness of additional analysis is questionable.

### Gender Effects

The responses of all Elementary students were grouped by sex and analyzed to determine if gender might be a factor in the selection of their responses to the *should* and *most likely would* items. The combined group of students (N = 446) consisted of 239 boys and 207 girls. The pretest and posttest rankings of the *preferred* responses and the percentages of boys and girls who selected these responses as their choice for what they *should* do in each situation are shown in Table 32.

**Table 47: Rank and Percentage Responses to *Should* Items Arranged according to Gender**

Item	Boys		Girls		Diff	Boys		Girls		Diff
	Pretest Rank	Posttest Rank	Pretest Rank	Posttest Rank		Pretest %	Posttest %	Pretest %	Posttest %	
1	1	1	1	1	5.2	1	1	1	1	-4.4
2	1	1	1	1	5.0	1	1	1	1	14.7
3	1	1	1	1	2.5	1	1	1	1	7.2
4	1	1	1	1	2.2	1	1	1	1	2.9
5	2	3	2	3	-2.9	2	2	2	2	-0.5
6	1	1	1	1	5.5	1	1	1	1	4.9
7	1	1	1	1	2.5	1	1	1	1	0.0
8	1	1	1	1	2.5	1	1	1	1	3.0
9	1	1	1	1	7.5	1	1	1	1	-0.9
10	1	1	1	1	4.6	1	1	1	1	2.9

The pretest and posttest selection patterns of *preferred* responses for boys and girls on both the pretest and posttest were similar: for every item except Item 5, the *preferred* response was selected by the greatest number of students in both groups. Correlation coefficients ( $r$ ) calculated for the pretest and posttest relationships between the percentages of boys and girls who



selected the *preferred* responses were .94 and .97, respectively. Additionally, the average item percentages of boys and girls selecting the *preferred* responses on both the pretest (Boys = 63.7; Girls = 65.3) and the posttest (Boys = 67.1; Girls = 68.3), and the pretest-posttest average percentage item increase (Boys = 3.4; Girls = 3.0) were comparable.

The pretest and posttest selections of the boys and girls of the *preferred* response as their choice for the *most likely would* items were also very similar (see Table 48, below) although the degree of agreement between pretest and posttest percentages (.88 and .91) were slightly less than the correlations calculated for the *should*. Average item percentages on both the pretest (Boys = 36.3; Girls = 42.2) and posttest (Boys = 37.7; Girls = 44.3) were somewhat larger for the girls, although the difference between the actual average item percentage increase was less than 1% (Boys = 1.4; Girls = 2.2).

**Table 48: Rank and Percentage Responses to *Most Likely Would* Items Arranged According to Gender**

Item	Boys					Girls				
	Pretest Rank	Pretest %	Posttest Rank	Posttest %	diff	Pretest Rank	Pretest %	Posttest Rank	Posttest %	Diff
1	1	37.2	1	36.4	-0.8	1	44.9	1	41.0	-3.9
2	1	25.9	2	28.0	2.1	2	23.4	2	28.5	5.1
3	1	31.7	1	34.0	2.3	1	37.7	1	37.2	-0.5
4	1	50.2	1	52.3	2.1	1	53.6	1	56.0	2.4
5	3	15.5	3	20.9	5.4	3	17.9	3	18.4	0.5
6	2	26.4	1	28.0	1.6	1	46.8	1	42.5	-4.3
7	1	43.5	1	46.4	2.9	1	44.4	1	51.7	7.3
8	1	41.4	1	32.6	-8.8	1	45.8	1	47.8	2.0
9	1	38.1	1	39.3	1.2	1	46.4	1	51.7	5.3
10	1	53.1	1	59.4	6.3	1	60.8	1	68.6	7.8

Some noticeable differences that seemed to be related to gender but did not appear to be a gender-CACPP interaction effect are revealed by an examination of Table 33. The most obvious

differences can be observed in the percentages of *preferred* responses on both the pretest and posttest of the boys and girls to Item 6. In their responses to this question, the pretest and posttest percentages of girls who stated that they would be willing to join a school Anti-Car Crimes campaign was almost double the percentages of boys, even though the number of girls decreased on the posttest. A similar pattern, without the posttest decrease, was found in the pretest and posttest support for the preferred response in Items 9, and 10. On both the pretest and posttest a greater percentage of girls indicated that they *would* remind a friend to lock her car doors when shopping (Item 9) and *would* try to truthfully answer the questions of a police officer investigating acts of vandalism committed by teenagers (Item 10).

The largest posttest difference between boys and girls (15.2%) is seen in the percentages of *preferred* responses to Item 8, owing mostly to a posttest decrease of almost 9% for the *preferred* response by the boys. The percentages of girls who would tell a friend who is boasting about stealing a car that “it’s not right and it’s not cool to break the law” increased slightly after the completion of CACPP, though the percentage of boys declined, as apparently many boys switched from the preferred response to the “walking away” choice.

Finally, the correlation coefficient for the relationship between posttest *should* and *most likely would* preferred responses for the girls ( $r = .57$ ) was somewhat greater than that for the boys ( $r = .48$ ), indicating a somewhat closer relationship for girls between knowing what is acceptable behavior and indicating a willingness to act on this knowledge. Overall, however, the similarities in the patterns of responses on both pretest and posttest *should* and *would* items appear to be more similar than dissimilar, and it seems likely that gender is not a primary or important factor influencing the effects of CACPP.

#### Summary of Chapter 4

Phase IV of the Courtlink Auto Crime Prevention Program was conducted during the period January-June 2001. During Phase IV, we assessed the knowledge and attitude effects of CACPP, with instruments developed especially for this study.

Two research designs were employed. In the single Elementary school with five classes enrolled in CACPP, the *nonequivalent control group design* was modified to accommodate a

control group that received CACPP after the posttest administration. The *one-group pretest-posttest design* was used with 19 classes (two classes were the control delayed-treatment classes from the nonequivalent control group design) from 14 Elementary schools where either only one class was enrolled in CACPP or instruction in the second class could not be delayed to permit it to act as a control. The latter design was also used with three Secondary Alternative classes. *ANCOVA* and the *t* test for related samples were used to treat the data from the *nonequivalent control group design* and the *one-group, pretest-posttest design*, respectively. Effect sizes, including *D*s,  $\eta^2$ , *r*'s and percentiles, were also calculated and reported.

The following findings emerged from the analysis of the pretests and posttests.

### 1. Elementary Students

- The overall mean *D* for *knowledge* approached “medium,” exceeding the standard we adopted for “practical” significance. This finding suggested that following the completion of CACPP, students for the most part knew more about auto crime, the effects and costs of auto crime, the consequences of committing auto crime, and the ways to prevent auto crime.
- There was wide variation among the classes on not only the individual *D*s for the subtests, but on the mean class *D*s for *knowledge*, indicating that the effects of CACPP were not consistent across classes. While the majority of Elementary students in most of the 22 classes showed increases in *knowledge*, students in a few classes showed no such increase, and in some classes posttest means for several individual subtests were lower than pretest means.
- Many students knew the proper or socially sanctioned response to situations pertaining to auto theft and vandalism prior to receiving CACPP, and this number therefore, did not increase greatly as a result of CACPP. The “moderate” relationship between knowing how one was expected to act and expressing a willingness to do so increased slightly following the completion of CACPP.
- The overall mean *D* for *attitude* was slightly larger than the *D* reported for *knowledge*, and though falling short of our criterion for “medium” did, nevertheless, exceed that for practical significance.

## 2. *Alternative Students*

- While the mean *D* for *knowledge* in one of the three classes of Alternative students was “moderate” and exceeded the criterion for “practical” significance, negative mean *D*’s in the remaining classes suggested either that *knowledge* had actually declined following CACPP or that students in these classes either had not answered the questions as they were capable of doing. The high mortality experienced in Classes 1 and 2 suggests that the findings in these classes should be interpreted circumspectly.
- Mean *D*s for *attitude* for two classes reached or approached the criterion for “medium” and exceeded .33, the standard for “practical” significance. In the remaining class, the mean *D* was positive, but negligible. This finding suggested that for students in these classes, CACPP was more effective for modifying attitudes about auto crime than for increasing knowledge about auto crime.
- Most students in the one Alternative class we analyzed were able to identify the socially sanctioned responses to auto theft and vandalism, but on the pretest they acknowledged a reluctance to carry them out. Upon the completion of CACPP, however, the relationship between their knowledge of how they *should* act and their predictions of how they *most likely would* act was moderately correlated.
- The *knowledge* and *attitude* effects of CACPP with Alternative students varied by class, mortality was high in two of the three classes, and four Alternative classes receiving CACPP during January-June 2001 declined to be included in the study, making any generalizations concerning the effects of CACPP with Alternative students of doubtful validity.

## 3. *Gender Effects*

- Although both Elementary and Alternative girls scored slightly higher on the *knowledge* and *attitude* subtests of both the pretest and posttest, *D*s for the differences were “small”, and gender did not seem to be an important or significant factor in CACPP.

In Chapter 5, these findings are discussed within the context of the *knowledge* and *attitude* Research Questions (Appendix B) and the findings of Phase III.

### Footnotes

Studies conducted with the 19 classes in the *one-group pretest-posttest design* were utilized as replication studies, the individual findings of which might support the findings from the *nonequivalent control group design* and contribute to their generalizability. However, in order to accommodate readers who may be interested in knowing whether the differences between the overall pretest and posttest means of all students in the 19 classes, treated as coming from a single group, were statistically significant, *t* tests were calculated for each of the subtests using combined data.

The *knowledge* subtests yielded the following:

- |                                  |                                |
|----------------------------------|--------------------------------|
| <sup>1</sup> I. TRUE-FALSE       | $t = 3.18, df = 377, p < .01$  |
| <sup>2</sup> II. MATCHING        | $t = 8.79, df = 369, p < .001$ |
| <sup>3</sup> III. AGREE/DISAGREE | $t = 3.01, df = 377, p < .01$  |
| <sup>4</sup> IV. MULTIPLE-CHOICE | $t = 6.13, df = 371, p < .001$ |
| <sup>5</sup> VI. MATCHING        | $t = 7.72, df = 365, p < .001$ |

The *attitude* subtests yielded the following:

- |                                      |                                |
|--------------------------------------|--------------------------------|
| <sup>6</sup> I. TRUE-FALSE           | $t = 4.82, df = 377, p < .001$ |
| <sup>7</sup> V. S. AGREE/S. DISAGREE | $t = 6.21, df = 371, p < .001$ |

<sup>8</sup>. The relationship between knowledge *D*'s and attitude *D*'s was not statistically significant ( $r = .01, p > .01$ ).

## CHAPTER 5

### SUMMARY, DISCUSSION AND RECOMMENDATIONS

By June of 2001, the *Courtlink Auto Crime Prevention Program* (CACPP), developed by the Law Courts Education Society and funded by the Insurance Corporation of British Columbia, had been delivered in four phases to senior Elementary and Alternative Secondary School students throughout B.C., though predominantly in the Lower Mainland in and around Vancouver. Phase I was conducted from September to December, 1999, Phase II from January to June, 2000, Phase III from September to December, 2000, and Phase IV from January to June, 2001. This present evaluation of CACPP examines and reports on the results of Phase III and Phase IV in the context of the program's twofold purpose of increasing knowledge about and promoting positive attitudes and behaviors toward auto crime and its prevention.

#### **Summary: Phase III Findings**

The research question that the Phase III survey-style assessment investigated was, "What reactions — feelings, perceptions, preferences, opinions, and suggestions — do students, teachers and facilitators have about CACPP?" In Chapter 3 of this report, the overall results of this investigation are synoptically characterized as "highly supportive" and "a strong endorsement" of the program (p.45). Questionnaires had asked for feedback from all of the program's three subject populations. Their responses and reactions were primarily affective and inclinational in nature. To summarize in more expedient detail, we now identify and compare a series of parallel responses from students, teachers and facilitators.

#### **A. Summary of General Questions**

The feedback questionnaires posed a number of comprehensive questions about CACPP: the *need* for it, the need for its *continuance*, the *suitability* of its content, the *practicality* of its objectives, and the *value* of its one-day Court Visit. The bulleted summary that follows is drawn from data in Tables 1, 11, 12, and 15.

- A large majority of students (73%) said that the program was needed in their school, while 82% of their teachers agreed.
- A predominant number of students (92%) felt that the program should be continued.
- Teachers of both Elementary and Alternative classes were in relatively strong agreement that the program's *information* was both "suitable" and "age-appropriate", while 90% of the students felt that the program's information was "truthful and up-to-date".
- Both Elementary and Alternative school teachers were in strong agreement that the program's *objectives* "were clear to my students", 96% believed the objectives to be "realistic" and 91% believed them to have been "achieved".
- All three subject populations firmly endorsed the *Court Visit*, 75% of the students rating it as either "Excellent" or "Very Good" (another 16% rating it as "Good"); all teachers (22) said that it — as well as CACPP overall — was an "acceptable use of class time", while the six LCES facilitators gave the visit an average rating of 5.70 (out of 6) in terms of its having been a "worthwhile experience" for the classes they had conducted.
- The open-ended responses bearing upon the Court Visit were consistently positive and accordant for students, teachers and facilitators alike, with some students offering unexpected, refreshing and unique comments about the visit and piquant insights into it — see on page 22, for example, the comments beginning with, "Some surprising and unusual . . .", from Elementary students, and later on the same page, ". . . the minds of Alternative students . . . offered some distinct, unforeseen . . . responses and interesting discernments".

### B. Summary of Specific Questions

A number of particular and precisely-focused questions were posed about specific elements and components of the program. These questions related to: the *importance* of the 12 program "Topics"; the *usefulness* of 11 "Optional Activities"; the *best liked* of 6 of its

“Materials”; agreement with the extent to which *knowledge* had been acquired about “auto crime”, its “costs and consequences”, its “seriousness”, and its “prevention”; distinctions between Criminal and Civil Law; and the *best* aspects of the Court Visit. The bulleted summary that follows is drawn from data in Tables 3, 4, 5, 7 through 11, and 14.

- In terms of the *importance* of specific auto crime topics, or “Prescribed Activities”, the percentage of students rating them as either “Very Important” or “Important” revealed the following for the eight most highly rated topics: (1) Effect on people and community (94% of students); (2) Personal consequences (93%); (3) Saying *No* to friends (91%); (4) Helping to prevent auto crime (90%); (5) Costs in terms of money (85%); (6) Why young people commit auto crime (85%); (7) Feelings of the victims (84%); (8) Different kinds of auto crime (84%).
- In terms of the auto crime topics that teachers felt had been most *effective*, their open-ended responses identified the key ones as: (1) Consequences and costs; (2) Types of auto crime; (3) Effect on victims; (4) Why young people commit auto crime.
- Teachers undertook the “Optional Activities” only 19% of the time (45 of the 240 times possible). In terms of *usefulness*, however, those students who experienced these activities ranked them as: (1) Listening to a police officer in class (96% of responding students); (2) Interviewing an auto crime victim (80%); (3) Writing “thank-you” letters (80%). The few teachers who did utilize some of these activities rated them as *useful* in this order: (1) Inviting a police officer to the class; (2) Interviewing an auto crime victim; (3) Writing “thank-you” letters; (4) Collecting newspaper articles.
- Students rated the *best liked* Materials, of six listed, as: videos (341 of 398 students), diagrams (185 students), definition matching (181), and quizzes (176). All 21 teachers chose diagrams 13 rating them as “Essential” and 8 as “Useful”, 19 chose videos (12 “Essential”, 7 “Useful”), 18 chose the victim impact statement (12 “Essential, 6



“Useful”). As well, 18 chose the newspaper articles (11 and 7) and the quizzes (10 and 8).

- With the components of *knowledge*:
  - Students (69%) felt they knew more *about auto crime* than students who hadn’t taken the program (while 21% were “not sure”).
  - Students (92%) felt they’d learned about *consequences* of committing auto crime.
  - Students (84%) felt they’d learned about *costs* (on victims, others, court system).
  - Students (77%) felt they now better understood the *seriousness* of auto crime.
  - In terms of *prevention*, however, only 37% of students felt they would now “want to help stop auto crime”.
  - Teachers, as a group, felt that the program had increased knowledge about auto crime, its costs, and its personal consequences for “most” if not “all” of their students.
  - Teachers felt that learning to help *prevent* auto crime had been achieved by “many” of their students but not by “most”.
  - Teachers felt that “most” students now recognized the *seriousness* of auto crime.
- 74% of students felt they were “more likely to know the difference between criminal and civil law”, while teachers felt that “most” students could distinguish between the two laws.
- Those aspects of the court visit identified as *best* by students were, in order: the mock trial, watching a real trial in court, and meeting the court people — especially the Deputy Sheriff. For teachers it was: watching the court in action, talking to the court people, and holding the mock trial.
- The six LCES facilitators ranked as most *effective*: the Sheriff’s presentation, the mock trial, the Ex-Offender presentation (or the video “Dangerous Road”) — all three being rated between “Very Good” and “Excellent” in terms of effectiveness — while the Crown

or Defence Counsels presentations were rated at “Very Good”.

- The clear and marked importance of the *court-visit role* of the 6 LCES facilitators cannot be overlooked. Students and teachers alike were uniformly positive about the warm guidance provided by facilitators, and their skills in “relating” to students and managing the court visit, including the frequent need to quickly adjust schedules.
- In the 20 respondent Phase III classes, less than half the students spoke to either their “friends or other students” about the program, a “prescribed” after-the-court-visit activity that not many classes covered.
- The more fully CACPP is delivered as recommended (three of the facilitators also commenting on this point), the more likely are students to achieve the program’s knowledge and attitude objectives — as data and feedback in Chapters 3 and 4 evidence when student results are matched with the topics covered.
- When students, teachers and facilitators were asked about possible *changes*, or program areas in need of improvement, no substantive or imperative suggestions were offered, a few temperate and minor ones were provided, while a few were outlined by teachers in terms of the curriculum’s organization, including some suggested revisions relative to the *Guide for Teachers*.

The 17 patterns that appeared evident in Phase III (noted on pages 45 - 47) have been largely covered by or incorporated in the preceding material, while the implications of these patterns is dealt with in the recommendations that conclude this chapter.

#### **Summary: Phase IV Findings**

The Phase IV assessment, reported in Chapter 4, examined the extent to which student knowledge and attitudes had been modified upon completion of CACPP. These findings were comprised of responses to questions that were both cognitive and affective in nature.

The *nonequivalent control group design*, which was the primary design utilized in the

Phase IV assessment with five Elementary classes, yielded findings that revealed, for the experimental students, an overall mean gain for knowledge that was slightly more than “moderate” ( $D = .69$ ).

The *one-group pretest-posttest design* was used with 19 Elementary classes in 14 schools located throughout the Lower Mainland. Replication studies with these classes revealed *knowledge gains* that approached or exceeded the criterion for a “medium” effect size in 11 classes. In an additional four classes the gains were “small”, but positive. The overall mean gain ( $D = .31$ ) for the 19 classes supports the conclusion that, following CACPP, Elementary students are generally more knowledgeable about auto crime — its nature, effects, costs, consequences, and prevention.

A “medium” gain for *attitude* ( $D = .50$ ) suggested that, upon completion of CACPP, the experimental students in the primary research design, considered as a group, held more positive beliefs, opinions, and feelings about auto crime, its victims, and the court system. Moreover, they expressed a greater willingness to engage in activities designed to prevent auto crime.

A similar conclusion resulted from the findings of replication studies in 14 of the 19 Elementary classes, with mean gains that ranged from “small” to “large.” When the effects sizes for all 19 classes were grouped, the mean  $D$  for attitude (.31) fell between the criteria for “small” and “medium.”

We noted a wide variation among the effects sizes that we calculated for pretest-posttest differences in the 19 classes on the several sections that comprise the knowledge and attitude components in our test instruments (see Table 39). At this time, the most reasonable answer to explain variations among positive effect sizes may possibly be discovered in the finding of Phase III that, with the exception of the Court Visit, teachers using CACPP choose for themselves the topics they teach and the activities and materials they utilize. The reasons why negative effect sizes occur are much more complex, and without additional studies, perhaps of an ethnographic

nature, we can only speculate on their cause.

Conclusions concerning the effects of CACPP on Alternative students are less easy to ascertain. In two of the three Alternative classes, pretest-posttest changes for knowledge are negative, while in the third class, the mean effect size ( $D = .48$ ) for knowledge is larger than the average effect size obtained for the Elementary classes. Nonetheless, for all three Alternative classes, effect sizes for attitude are positive, with two effect sizes being moderate and the third being negligible. It would seem reasonable to conclude that, based on these findings, the effect of the program on *knowledge* with Alternative classes is not predictable. It appears, however, that CACPP may be more successful in changing *attitudes* in these classes. We can only hypothesize why this might be so. In their responses to questionnaire items during the Phase III assessment, Alternative students, their teachers, and LCES facilitators commented on the Court Visit's central importance to the success of the program. It is our view that, while knowledge gains may be closely tied to classroom topics and activities, the Court Visit — with the excitement of a trial, conversations with sheriffs, counsels and judges, and hearing from an ex-offender — might impact more strongly on attitudes.

As well, in this connection, it should be noted that pretest scores revealed that both Elementary and Alternative school students entered the program already possessed of relatively high levels of knowledge about auto crime — as several tables in Chapter 4 demonstrate. These levels may possibly be attributable to the ubiquitous influence of the media (newspapers, television, magazines) and the entertainment industry (movies and videos). Accordingly, on several subtests there was not a great deal of opportunity for students to register gains in knowledge.

The final section of both the pretest and the posttest was designed to examine the effects of CACPP on students' awareness of socially-sanctioned responses or reactions to specific situations pertaining to auto theft and vandalism, and on their perceived willingness to respond

in “appropriate” ways. Interestingly, the patterns of responses of Elementary students and Alternative students were similar. Most students in both groups could identify the responses we referred to as “preferred,” but on the pretest expressed a reluctance to carry them out. For both groups of students, however, this reluctance was reduced on the posttest.

Gender was not found to be a primary or significant factor in either knowledge gains or attitude modification, nor on the ways students predicted how they “most likely would” act in the 10 specific situations or scenarios described in the pre- and posttests.

### **Discussion: Comparative Findings in Phase III and Phase IV**

The question that this discussion addresses can be framed as follows: “As students in Phase IV finish CACPP, what terminal outcomes have they realized regarding knowledge about and attitudes toward auto crime and its prevention, and in what ways do these outcomes compare and contrast with parallel findings from the Phase III program delivery?”

Much of the tabled data (in Chapter 4 in particular) is expressed through the use of such statistical terminology as *means*, *standard deviation* and *effect size*. At the same time, however, another readily accessible way to view the program’s results is, first, to examine the actual percentages of “correct” answers for the *knowledge* items, then to check the responses that best met the program’s objectives in terms of the *attitude* items throughout the posttest’s seven subtests and, finally, to compare and contrast these data with what students in Phase III said they “felt” or thought about the program and its variety of elements.

#### **A. Knowledge**

For more immediate prehension, and for the sake of brevity, the following table-like listing will be utilized. The percentages that follow in this and subsequent sections — columned by Elementary or Alternative student groups — require the consideration of two preliminary matters. First, what can be reasonably accepted as a minimum satisfactory percentage level of correct response? The educational significance of this has to be determined, perforce, by the

course developer, the educator and the reader, given the teaching objectives and the cost of achieving the effect that has been obtained. Second, because the results from the three classes of Alternative students were often markedly different, in order not to skew their percentage data by combining it, their results have been reported separately, classes 1 and 2 as a group (13 students), and class 3 by itself (12 students).

### 1. *Knowledge about Auto Crime and What It Is*

Nature of Item (Students can correctly identify)	Elementary	Alt. Classes	
	Right Ans.	1/2	3
a. Age of youth who are sent to "Youth Court" for trial	65%	54%	75%
b. Those more likely to be victims of violent crime	57%	38%	83%
c. The courtroom roles of these people: Judge	95%	63%	92%
Crown Counsel	83%	38%	100%
Defence Counsel	91%	62%	100%
Accused Person	92%	69%	100%
Sheriff	97%	69%	100%
Jury	96%	38%	92%
Witnesses	96%	62%	100%
Victim	92%	62%	100%
d. Just "borrowing" a car without permission, a criminal offense	90%	69%	100%
e. Difference between <i>theft from</i> and <i>theft of</i> a motor vehicle	92%	73%	100%
f. Definition of <i>vandalism</i>	93%	73%	100%
g. Definition of <i>auto insurance fraud</i>	93%	91%	100%
h. Connection between taking drugs and committing an auto crime	56%	46%	54%
i. Laws in Canada are intended to regulate and guide behavior	84%	62%	100%
j. Age group least likely to report a crime	71%	46%	75%
k. Percentage of time stolen cars are found again	37%	15%	54%

The foregoing enumeration shows the percentages of "correct" posttest answers for the 15 listed knowledge items<sup>1</sup>. As may be noted, most of the time a substantial majority of students were able to select the "right" response. Knowledge of the roles of courtroom people ranks highest, very likely attributable to the court-visit experience. As well, a strong majority recognize the criminality in just "borrowing" a car. It should be noted that a number of the lowest ranking items were ones that required the remembering of explicit data. The difference between the two groupings of Alternative classes is clearly evident, with all members of Class 3 selecting the correct response for 8 of the 15 items.

Phase III responses relative to knowledge about auto crime revealed that, upon program completion, about two-thirds of the students felt they now knew more about auto crime than students who hadn't taken the course. This perhaps lower than expected result might be a reflection of the fact that, as Phase IV data have shown, students already possess a reasonable degree of information about auto crime before they enter the program. On the other hand, teachers were almost unanimous in deeming that from "most" to "all" of their students had achieved the learning objective of increasing knowledge about auto crime (Table 7).

## 2. Knowledge about the Effects and Costs of Auto Crime

Nature of Item (Students can correctly identify)	Elementary	Alt. Classes	
	Right Ans.	1/2	3
a. How people feel when their cars are stolen (harmed; invaded)	91%	85%	100%
b. How the Court System is effected by auto crime	78%	62%	100%
c. How auto crime victims often feel ("guilty"; blame themselves)	58%	23%	75%
d. How parents/relatives might feel if car stolen (shocked, angry)	87%	62%	100%

A considerable number of students complete the program with some degree of understanding of how victims of auto crime feel initially, but fewer students realize the sense of guilt these victims may later experience. A large majority recognize that the court system is adversely affected by auto crime.

In Phase III, how victims, other people and the court system are hurt by auto crime was rated by 94% of the students as a topic that was either "Very Important" or "Important" (Table 3), while all Elementary and nearly all Alternative school teachers believed that knowledge about auto crime's effects was a program objective that had been achieved by either "most" or "all" of their students (Table 7).

## 3. Knowledge about the Consequences of Committing Auto Crime

Nature of Item (Students can correctly identify)	Elementary	Alt. Classes	
	Right Ans.	1/2	3
a. Persons who can be charged with committing an auto crime	94%	62%	100%
b. Persons who can be considered criminally responsible	98%	85%	100%
c. Consequences of owing money to ICBC	86%	77%	92%
d. What people can do to help victims of auto crime get over it	85%	54%	100%
e. Age at which youths can be sent to Youth Detention Centre	83%	54%	67%
f. ICBC's ability to make youths pay for auto crime damages	65%	54%	75%
g. Those who can be charged with "theft over \$5,000" and why	86%	62%	83%



h. Charges under Criminal Law and charges under Civil Law	78%	62%	67%
i. If indictable offenses when under 18 are permanently on record	88%	62%	83%

By the completion of CACPP, a considerable number of students seem to well understand the consequences of committing an auto crime, though the specific legal details are not as well grasped, with, for example, only about two-thirds knowing that teenagers can be made to pay for damages to vehicles resulting from theft or vandalism.

The consequences of stealing or damaging a car was rated by 93% of Phase III students as a program topic that was from “Very Important” to “Important”, while all their teachers deemed that that learning had been achieved by from “Most” to “All” of their students.

#### 4. Knowledge about Preventing Auto Crime

Nature of Item (Students can correctly identify)	Elementary	Alt. Classes	
	Right Ans.	1/2	3
a. The possibility of doing things to prevent auto crime	92%	54%	100%
b. Need for careful observation if witnessing an auto crime	94%	62%	100%
c. Ways to prevent auto crime (join school / other groups)	79%	38%	83%
d. Reasons why young people commit auto crimes	64%	62%	92%
e. Group committing greatest number of thefts, and why	89%	46%	50%
f. Ways to deal with friends asking you to help commit auto crime	70%	31%	75%
g. Important characteristic in youths who don't commit auto crime	73%	31%	92%

A very high percentage of Elementary and Class 3 Alternative school students know, at program completion, that there are actions they can take to try to discourage auto crime, though fewer (but still a large majority) are willing to join groups to help prevent it. Why youth commit auto crimes, important characteristics of these youth, and how to deal with friends who ask your help in committing auto crime are items known by a clear majority of students.

In Phase III, although 90% of the students rated helping to prevent auto crime as a topic that was either “Very Important” or “Important”, only 37% agreed that most students, having “taken the program will want to help stop auto crime,” while 47% said they were “not sure” (p.14). As well, teachers overall believed that this learning had been achieved for “many” of their students but not for “most.”



## B. Attitude

A number of the itemized statements below are based on responses to items in Part VI of the posttest, the *Should Do / Most Likely Would Do Situations*, and these are described in detail in Chapter 4 (pp. 79-90). The percentage for each of these statements is an aggregate of the percentages for all those item choices that we considered indicated a willingness on the part of the respondent to take an appropriate action in the situation described in the item. These percentages include, but are not limited to, the percentages of *preferred* responses to the specific item.

### 1. Attitude toward Auto Crime

Nature of Item (Students selecting an acceptable, proactive response)	Elementary Right Ans.	Alt. Classes 1/2	3
a. It's not smart to steal cars; will pay for it later on	94%	85%	92%
b. Even if stolen car returned undamaged, thief should be charged	92%	54%	75%
c. If just having fun but damage car, should be held responsible	88%	62%	100%
d. A car set on fire to collect insurance is "everybody's business"	48%	38%	83%
e. There's no good reason for taking a car without permission	83%	38%	92%
f. Even if bold enough to steal a car, still have no right to boast	76%	31%	100%

As revealed above, on completion of CACPP, a considerable number of Elementary and Alternative Class 3 students strong and positive attitudes toward not committing auto crime, the one element of uncertainty related to whether or not it's "everybody's business" when a car is set on fire in order to collect insurance, an item whose wording may have led to misinterpretation.

In Phase III, 90% of the students said that they now had a better idea about the seriousness of auto crime (Table 1), a belief that could imply the positive modification of an attitude. Their teachers believed that the objective of teaching positive attitudes and behaviours to help prevent auto crime involvement had been achieved for between "many" and "most" of their students.

## 2. Attitude toward Victims of Auto Crime

Nature of Item (Students selecting an acceptable, proactive response)	Elementary	Alt. Classes	
	Right Ans.	1/2	3
a. Need concern about cars stolen or damaged even if have no car	70%	69%	83%
b. If owner's unlocked car stolen, it still doesn't "serve him right"	68%	46%	67%
c. No one deserves to have items stolen from car, even if unlocked	77%	23%	75%
d. Even if stolen car covered by insurance, there's always a victim	86%	46%	92%
e. What to say to friend whose unlocked car had items stolen	86%	23%	92%

As can be seen above, there was strong support displayed in the answers to these items relative to the victims of auto crime, although this support dropped to just a clear majority for Elementary and Class 3 students for the owner whose unlocked car was stolen. There was general agreement among students that all of us need to be concerned about auto theft and vandalism.

In Phase III, 84% of the students said the topic about how an auto crime victim feels, which may infer an attitude, was nearly midway between "Important" and "Very Important."

## 3. Attitude toward the Court System

Nature of Item (Students selecting an acceptable, proactive response)	Elementary	Alt. Classes	
	Right Ans.	1/2	3
a. Even if only stealing car for fun, should be punished by the law	85%	38%	83%
b. Most who commit auto crimes are treated fairly in the courts	64%	62%	83%

As may be noted, there was considerable support for the contention that even people who steal cars for fun should be held accountable by the law. Only a majority of students, however, believed that most people who commit auto crimes are fairly treated by the courts.

In Phase III, students' attitude toward the court system can only be inferred from their highly positive reactions to their court visit, reactions acquired through their responses to a number of open-ended questions about that visit. Nonetheless, the Phase IV students experienced the same visit, so it might be that the implication of what is meant by "fairly" is either not clear to the students (auto criminals perhaps getting off too easily?) or else the concept is not exactly covered either in the classroom or during the Court Visit, which would put into doubt the inference of a score from Phase III students that might be any higher than the one above.

#### 4. *Attitude toward Committing an Auto Crime*

Nature of Item (Students selecting an acceptable, proactive response)	Elementary	Alt. Classes	
	Right Ans.	1/2	3
a. What to do or say when friends ask you to join them in car theft	59%	31%	83%

As the single item above shows, if asked to join friends in an auto theft, only a simple majority of Elementary students would try to talk their friends out of doing it. Note that in Alternative Class 3, 10 of the 12 students chose an acceptable, proactive response.

In Phase III, 91% of the students rated the topic of how to say “No” to friends wanting you to commit an auto crime with them as midway between “Very Important” and “Important”.

It would, however, only be speculative conjecture to infer that this perceived high level of importance given to the topic might translate into a disposition to make appropriate reactions to the importunities of friends.

#### 5. *Willingness to Prevent Auto Crime*

Nature of Item (Students selecting an acceptable, proactive response)	Elementary	Alt. Classes	
	Right Ans.	1/2	3
a. Things to do to stop someone from committing an auto crime	92%	54%	100%
b. Responsibility to remind neighbour of unlocked garage door	69%	23%	42%
c. Reporting car-stealing friend to police or “Crime Stoppers”	93%	8%	58%
d. What to do on hearing glass break / neighbor’s car alarm sound	95%	8%	75%
e. What to do when parents leave steering wheel “club” at home	84%	46%	75%
f. What to do if friends scratch teacher’s parked car on purpose	84%	15%	58%
g. What to do / say to police when having witnessed an auto crime	87%	15%	83%
h. What to do if teacher asks people to join auto-crime campaign	67%	15%	42%
i. What to do if father always parks car in driveway unlocked	90%	46%	92%
j. What to do if friend is boasting he can steal a car -- unpunished	86%	23%	83%
k. What to do for the police if you think you know who stole a car	69%	38%	50%

A considerably high percentage of Elementary students believed that there were some actions they could take to help prevent auto crimes, and an equally large number stated that they would report to the police or “Crime Stoppers” a friend who had stolen a car. Strong support was also evident among students for proactive behaviour in situations in which auto crime is taking place. Support was less strong for joining an auto-crime campaign if asked by the teacher, or for reminding a neighbor to lock her garage door at night.

Phase III students perhaps echoed some of these attitudes when 90% of them rated the

topic of helping to prevent auto crime as about midway between “Very Important” and “Important”, although 79% felt that the topic of identifying positive and negative attitudes relative to committing auto crimes was only at about the “Important” level. Meanwhile, their teachers considered that the objective of teaching positive attitudes and behaviours that could tend to inhibit auto crime involvement had been achieved for between “many” and “most” of their students, with 19 of the 20 teachers estimating that they had spent about half an hour in class discussing “attitudes toward auto crime” (Table 8).

### **Recommendations**

The following recommendations proceed from the summary and discussion of the Phase III and IV results of this evaluation of the *Courtlink Auto Crime Prevention Program*.

1. **Continue to offer the *Courtlink Auto Crime Prevention Program* yearly to all school districts and schools that have already accepted and used it, and make the program available to other school districts experiencing high or increasing rates of auto crime — this offering being contingent upon the availability of Courtrooms, LCES facilitators, and adequate funding.**

The findings of Phase III suggested that teachers and facilitators strongly supported the program, and that they held the opinion that the objectives of the program were realized for many students. Student responses to questions concerning the program and the achievement of program objectives during the Phase III survey assessment implied their agreement with these findings. Moreover, during the Phase IV assessment, overall pretest-posttest *knowledge* and *attitude* gains that fell between “small” and “medium” provided evidence of the program’s effectiveness.

2. **Encourage Teachers to deliver the 13-hour curriculum as fully and completely as the *Guide for Teachers* recommends and to include as many of the “Optional Activities” as is reasonably possible.**

This evaluation revealed a strong consensus among both Elementary and Alternative School teachers that the course content and materials are age-appropriate for their students, and are suitable for achieving the objectives of the program. Nevertheless, despite this finding, Phase III data disclosed that few teachers, if any, utilized all the prescribed activities — in particular the “after court activities” — and that no teacher made use of all the optional activities or materials. However, because it was not possible to verify or monitor the program in the classes involved in Phase IV, we were unable to determine whether the variations in effect sizes for *knowledge* and *attitude* among classes might possibly have been the result of curriculum differences, and had such been the case, whether outcomes were correlated either with the amount of CACPP covered or with specific topics in the program.

**3. Engage students in activities that promote actual involvement in proactive strategies for preventing auto crime.**

Phase III data indicated that teachers believed that CACPP was more effective for teaching about auto crime and its consequences than for teaching students about how they might play a part in preventing auto crime. This inference seems to be supported by a number of student responses to both *knowledge* and *attitude* items in the pre- and posttest instruments. We noted, however, that in very few classes were students introduced to any of the “Optional Activities”, nearly all of them designed to involve students in proactive behaviour, such as, for example, conducting a school poster campaign against auto crime, or presenting discussions of auto crime to other school classes. Accordingly, it seems reasonable to suggest that, if the program is purposed to encourage auto-crime-prevention behaviour, students must be provided with opportunities to practice such behaviour. Perhaps ICBC could award certificates, or other visible evidences of success, to classes that conduct or take part in school or community campaigns to reduce auto crime.

**4. Continue to include the one-day Court Visit as an integral part of CACPP.**

Whereas both the manner in which the program was taught as well as the course content differed with each class, the one component that was consistent among classes was the visit to local court house. Furthermore, the court visit was deemed to be essential by teachers and facilitators, and almost all students rated it as either “very good” or “excellent.” Many students, however, seemed to be unsure of how persons who commit auto crimes are treated by the courts. It would seem, therefore, that the court visit with its trial watching should be more closely tied to auto crime. Accordingly, we suggest that, to the extent possible, court visits provide classes with a greater opportunity to watch some portion of an actual trial in which the defendant stands accused of an auto crime, and that court officials specifically address auto crime in their discussions with students.

While the Court Visit is clearly crucial to the success of CACPP, we propose that its emphasis in the program literature be somewhat reduced. For example, a comment in a letter to parents (*Guide for Teachers*, p. A7) states that the program “centers around a one-day visit to a local courthouse,” and while this in fact may be true, it may well imply to teachers, students, and parents that the topics, suggested activities, and materials in the *Guide* are simply supplementary to this visit. Certainly, we inferred from comments teachers made to us during test administrations that they and their students perceived the court visit to be the focal point of the program. Furthermore, the central role of this visit in CACPP may explain why some teachers seemed to disregard important aspects of the “prescribed” activities (in particular, those listed for “After the court” visit), and the proactively oriented “optional” activities.

**5. Annually review and update those materials in the *Guide for Teachers* that are more time sensitive, and recommend to teachers and students that they either locate or develop their own materials.**

There was some comment from teachers and students that several materials were dated

and in need of revision. Videos and diagrams, the materials most preferred by both teachers and students, should be reviewed and, if necessary, modified each year. Articles from newspapers, which tend to date rapidly and were the least preferred resource, however, might best be selected locally by teachers and students.

**6. The LCES should strongly endorse the in-class use of guest speakers to speak to topics covered in CACPP.**

The influence that relevant speakers may have on students' beliefs and opinions is well documented in the attitude-change literature. Howbeit, during the Phase III assessment very few teachers reported using speakers as a classroom resource. Police officers, victims of auto crime, and Victim Services Officers were suggested in the *Guide for Teachers*, yet guests were invited into fewer than one-third of the classrooms, while in those classrooms that did utilize them, teachers judged their contribution to the program as "useful" and almost all their students agreed.

**7. Provide a clearer curriculum emphasis on several of CACPP's key topics.**

This evaluation revealed several topics germane to an auto crime prevention program that may require a clearer, stronger emphasis in CACPP. In the Phase IV assessment, a number of students were unable to distinguish between criminal and civil law, a distinction that is basic to an understanding of the "consequences" of committing an auto crime. In a somewhat similar vein, a number of students displayed little knowledge about the *Young Offenders Act* or of Youth Court, being unaware that this is where teenagers charged with an auto crime would appear. Additionally, a number of students either failed to recognize or to accept the relationship between drug use and auto crime, in particular, theft of an automobile or from it. Finally, ICBC regulations that pertain to persons convicted of auto crime, factors that contribute to insurance rates, and how auto crime impacts upon the court system are topics that seem to require additional emphasis in CACPP.



8. **Continue to provide all students, teachers and facilitators with “feedback” forms for completion.**

“Feedback” forms or questionnaires permit LCES coordinators to track ongoing reactions to CACPP and they provide students, teachers and facilitators with a way to express their opinions of the strengths and weaknesses of the program.

9. **Contingent upon funding, LCES might provide workshops to instruct teachers in the use of the *Courtlink Auto Crime Prevention Program*.**

Providing teachers with workshops in which they are introduced to CACPP and where they receive instruction in ways to incorporate the program within the regular curricula (e.g., as an introduction to community issues as part of the social studies program) might encourage teachers to better utilize the lessons and materials in the *Guide for Teachers*, and perhaps result in a more uniform treatment of CACPP by both Elementary and Alternative school teachers. Apropos of this, our conversations with teachers and students indicated to us that an expository approach was the primary method used to teach the program in both Elementary and Alternative classrooms. Workshops could present teachers with examples of ways to use a variety of teaching strategies (e.g., inquiry, cooperative learning) that are more effective for involving students directly in the lessons, a process which could perhaps result in better learning.

### ***Final Comments***

On balance, the results reported throughout this evaluation of the *Courtlink Auto Crime Prevention Program* are supportive of the program and, in terms of the survey information, highly supportive. Even to the meticulous reader, a strong endorsement of the 13-hour curriculum is clearly manifest, based on the “feedback” from all three participant constituencies. And based on the evidence from the pretest-posttest assessment, it can be reasonably deduced that the program is, at least to some degree, achieving its objectives, in terms both of realizing gains in knowledge and of positively influencing student attitudes. Indeed, it is perhaps here, in



the affective domain of learning, that CACPP has its greatest impact on students relative to their awareness and understanding of auto crime.

### Footnotes

<sup>1</sup>The following are the percentages of correct posttest responses for the control classes for the items listed in the section entitled "Discussion: Comparative Findings in Phase III and Phase IV" (pp. 101-108). They are recorded here for the interest of those readers who would care to compare the percentages of correct posttest responses of the Elementary and Alternative Classes with those of an untreated class.

#### A. Knowledge

1. *Knowledge about Auto Crime and What it is (p. 102)*  
(a) 60%, (b) 40%, (c) "Judge" 96%, "Crown Counsel" 58%, "Defence Counsel" 78%, "Accused Person" 73%, "Sheriff" 87%, "Jury" 84%, "Witnesses" 84%, "Victim" 76%, (d) 73%, (e) 76%, (f) 69%, (g) 82%, (h) 42%, (i) 89%, (j) 51%, (k) 11%
2. *Knowledge about the Effects and Costs of Auto Crime (p. 103)*  
(a) 93% (b) 71%, (c) 38% (d) 89%
3. *Knowledge about the Consequences of Committing Auto Crime (pp. 103-104)*  
(a) 89% (b) 89%, (c) 67%, (d) 87%, (e) 53% (f) 47% (g) 76%,(h) 73%, (i) 88%
4. *Knowledge about Preventing Auto Crime (p. 104)*  
(a) 87%, (b) 93%, (c) 73%, (d) 64%, (e) 89%, (f) 62%, (g) 62%

#### B. Attitude

1. *Attitude toward Auto Crime (p.105)*  
(a) 91%, (b) 91%, (c) 78%, (d) 44%, (e) 78%, (f) 80%
2. *Attitude toward Victims of Auto Crime (p.106)*  
(a) 73%, (b) 64%, (c) 67%, (d) 80%, (e) 67%
3. *Attitude toward the Court System (p. 106)*  
(a) 91%, (b) 56%
4. *Attitude toward Committing an Auto Crime (p. 107)*  
(a) 56%
5. *Willingness to Prevent Auto Crime (p. 107)*  
(a) 87%, (b) 64%, (c) 87%, (d) 67%, (e) 73%, (f) 74%, (g) 50%, (h) 65%, (i) 84%, (j) 74%, (k) 55%

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## APPENDIX A

### PHASE III RESEARCH QUESTIONS

#### STUDENT FEEDBACK (For both Elementary and Alternative Classes)

##### 1. The Lessons and Materials

- Do students think that there is a need for the *Courtlink Auto Crime Prevention Program* in their school?
- Do students think that the information they are given in the *Courtlink* program is relevant, up-to-date, and factual?
- Do students think that the content and materials used in the *Courtlink* program are suitable for achieving its objectives?
- Do students think that the 13-hour length of the *Courtlink* program provides sufficient time to achieve its objectives?
- Do students think that the *Courtlink* program will really help to reduce auto crimes in their community?
- Do students think that the *Courtlink* program will positively change attitudes toward auto crime in general?
- Do students think that the *Courtlink* program should continue in their school?
- What “Lessons” in the *Courtlink* program do students think are the most effective ones for achieving the curriculum’s objectives?
- What “Materials” in the program’s *Guide for Teachers* do students enjoy the most?
- What changes, if any, would students like to make in this program?

##### 2. The Court Visit

- To what degree do students consider the Court Visit to be a necessary part of the *Courtlink* program?
- What do students like best, and like least, about the Court Visit?
- What changes, if any, would students want to make with the Court Visit?

#### TEACHER FEEDBACK (for both Elementary and Alternative Classes)

##### 1. The Lessons and Materials

- Do teachers see a need for the *Courtlink* program in their schools?
- Do teachers agree with the “Objectives” of the *Courtlink* program?
- Do teachers complete the “Activities prior to court visit” lessons?
- Do teachers complete the “After the court visit” lessons?
- How closely do teachers follow the recommended length of time for each lesson?
- Do teachers use the “Materials” provided in the *Guide for Teachers*?
- Do teachers use the “Optional Activities” suggested in the *Guide for Teachers*?
- Do teachers think that the program content is age-appropriate for their students?

- What *Courtlink* lessons, or parts of lessons, do teachers think are the most effective?
- Which lessons, or parts of lessons, do teachers feel are weak or in need of improvement?
- To what degree do teachers think that the *Courtlink* content and materials are suitable for achieving the program's knowledge objectives?
- To what degree do teachers think that the *Courtlink* content and materials are suitable for achieving the program's attitude and behavioral objectives?
- Do teachers think that *Courtlink* is of adequate length to be effective as an auto crime prevention program?
- Do teachers think that the *Courtlink* program is a suitable use of their classroom's time?
- Do teachers think that the knowledge objectives are achieved with their students?
- Do teachers think that the attitude objectives are achieved with their students?
- How well received by students do teachers think that the *Courtlink* program is?
- To what degree do teachers think that the program was "successful" with their students?
- How important do teachers think the Court Visit is in achieving *Courtlink* objectives?
- What changes would teachers suggest be made in order to improve the program?

## 2. The Court Visit

- Do teachers think that the court visit is a necessary part of the *Courtlink* program?
- To what degree do teachers think that the court visit was a satisfactory learning experience for their students?
- What do teachers think that their students learn from the court visit?

## LCES FACILITATOR FEEDBACK (for both Elementary and Alternative Classes)

### 1. The Court Visit

- Are facilitators able to complete all the recommended activities during the court visit?
- How much time is given to each of the activities during the court visit?
- What ratings do facilitators give to the various activities conducted during each of their particular courthouse visits?
- What do facilitators think is the most important part of the court visit for the students?
- How attentive are students during the court visit?
- How important do facilitators think that the courthouse visit is in terms of achieving the objectives of the *Courtlink* program?
- How adequately prepared for the court visit do facilitators believe that students were that they guided? Is any additional preparation necessary?
- What changes, if any, would facilitators make in order to improve the court visit?

**APPENDIX B****PHASE IV RESEARCH QUESTIONS*****KNOWLEDGE*****1. Knowledge About *Auto Crime* and What It Is**

- Can the student identify the terminology related to law, to auto crime, to the court system, to young offenders?
- Can the student distinguish between the four types of auto crime?
- Can the student give reasons why young people commit auto crime?
- Can the student identify who the key people are in a courtroom?
- Is the student able to describe the connection between drugs and crime?
- Can the student explain the role of the police in enforcing the law?
- Is the student able to recognize significant information about auto crime?

**2. Knowledge About the Effects and Costs of Auto Crime**

- Can the student list some of the effects that auto crime has on
  - a. the victim?
  - b. the court system?
  - c. our society?
- Can the student identify some of the costs that auto crime places upon the individual and upon society?

**3. Knowledge About the Consequences of Committing Auto Crime**

- Can the student identify some of the legal consequences that young offenders have to face if they have been found guilty of committing an auto crime?
- Can the student recognize the difference between *Criminal* and *Civil* law?
- Is the student able to describe how an auto-crime victim might feel?
- Can the student suggest some ways of helping an auto-crime victim?
- Can the student list some personal consequences that might result if someone commits an auto crime?
- Can the student suggest reasons why youth should not commit auto crimes?

**4. Knowledge About Preventing Auto Crime**

- Is the student able to describe
  - a. characteristics in young people which might tend to promote auto crime?
  - b. behaviours in young people which could help to prevent auto crime?
- Is the student able to identify some of the pressures that influence young people in their decision-making?
- Is the student able to describe some ways of handling “peer pressure”?

- Can the student suggest how to be a better auto-crime witness?
- Is the student able to identify things that he or she could do at home, at school, and in the community to help prevent auto crime?

### ***ATTITUDE***

#### **1. Attitude Toward Auto Crime**

- Does the student believe that all auto crimes are wrong?
- Does the student believe that, regardless of the type of auto crime, the perpetrator deserves to be punished?
- Does the student believe that there are any circumstances that would justify stealing, or stealing from, an automobile?
- Is the student's attitude toward auto crime related to the type of crime or to the type of person who commits it?

#### **2. Attitude Toward Victims of Auto Crime**

- Does the student believe that the people who commit auto crimes should be made to reimburse the victims?
- What is the student's attitude toward a person who commits an auto crime?
- What attitude does the student hold toward, or about, the victim(s) of auto crime?
- Does the student believe that he or she could ever become a victim of an auto crime?

#### **3. Attitude Toward the Court System**

- Does the student think that the people who commit auto crime are fairly treated by the Court System?
- Do either the Elementary or Alternative school students believe that they would actually be punished if convicted in Court of an auto crime?

#### **4. Attitude Toward Committing an Auto Crime**

- Do students think that they would be able to resist "peer pressure" on them to commit an auto crime?
- Does the student think that friends who commit an auto crime should be reported?

#### **5. Willingness to Prevent Auto Crime**

- Would the student be willing to work on a school campaign to prevent auto crime?
- Would the student be willing to appear in court as a witness of an auto crime?
- Would the student report an auto crime if committed by a friend? A stranger?
- Would the student initiate discussions among peers or family members about auto crime?
- Is the student willing to practice auto crime prevention strategies?
- Would the student be willing to report an auto crime, regardless of who committed it?



6. **Degree to which Attitude is Affected by the *Courtlink* Program**

- Is the student's attitude toward auto crime influenced or modified by the program? If so, what part(s) of the program had the greatest effect on the student's attitude?
- Is the student's attitude toward judges, sheriffs, lawyers, and the Court System modified by the *Courtlink* program?

**APPENDIX C*****Instruments***

	<b><i>Page</i></b>
<i>Courtlink Auto Crime Prevention Program Assessment: Student Feedback</i>	123
<i>Courtlink Auto Crime Prevention Program Assessment: Teacher Feedback</i>	129
<i>Courtlink Auto Crime Prevention Program Assessment: Facilitator Feedback</i>	136
<i>Courtlink Auto Crime Prevention Program Assessment: Facilitator Summation for Students' Court Visits</i>	138
<i>Test B for The Courtlink Auto Crime Prevention Program</i>	139



## **COURTLINK AUTO CRIME PREVENTION PROGRAM ASSESSMENT**

### **STUDENT FEEDBACK**

*Over the past few weeks, you have been a participant in the Courtlink Auto Crime Prevention Program at your school. Because all new programs such as this need to be evaluated, we want to find out what a student such as yourself thinks about it. It is therefore very important that you complete this Feedback form, answering the questions as carefully and thoughtfully as you can. Now, because we want your responses to remain anonymous, meaning that we don't want anyone to know how you personally answered each question, we are asking you NOT to sign your name anywhere on this questionnaire.*

**STUDENT FEEDBACK FORM**  
(Elementary School)

**Part A.** Please answer the following questions by checking either **Yes** or **No**.

- |  | Yes   | No    |
|--|-------|-------|
| 1. Do you think that an auto crime prevention program is needed in your school?  | _____ | _____ |
| 2. Do you think that the <i>Courtlink Program</i> should be taught in your school again next year?                                 | _____ | _____ |
| 3. Do you think that having completed the <i>Courtlink Program</i> , you now have a better idea about how serious auto crimes are? | _____ | _____ |
| 4. Do you think that the information you learn in the <i>Courtlink Program</i> is truthful and up-to-date?                         | _____ | _____ |
| 5. Do you think that the number of lessons (including the Court Visit) were enough for an auto crime prevention program?           | _____ | _____ |
| 6. Have you spoken to your friends about the <i>Courtlink Program</i> ?  | _____ | _____ |
| 7. Have you spoken to any family members about the <i>Courtlink Program</i> ?  | _____ | _____ |

**Part B.** Please check whether you **agree** or **disagree** with the following statements. If you are not sure of your answer, check **I'm Not Sure**.

- |   |       |              |          |
|---|-------|--------------|----------|
| 1. Most students who have taken the <i>Courtlink Program</i> know more about auto crimes than students who have not taken the program.                | Agree | I'm Not Sure | Disagree |
|   | _____ | _____        | _____    |
| 2. The <i>Courtlink Program</i> teaches students about how auto crime hurts victims and others in the community, and how it affects the court system. | Agree | I'm Not Sure | Disagree |
|   | _____ | _____        | _____    |
| 3. The <i>Courtlink Program</i> teaches students about what can happen to someone who is arrested for committing an auto crime.                       | Agree | I'm Not Sure | Disagree |
|   | _____ | _____        | _____    |

4. Most students who have taken the *Courtlink Program* will want to help stop auto crimes.

Agree      I'm Not Sure      Disagree

\_\_\_\_\_

5. What students learn in the *Courtlink Program* will help them to say *No* to friends who want them to commit auto crimes.

Agree      I'm Not Sure      Disagree

\_\_\_\_\_

6. Students who have taken the *Courtlink Program* are less likely to commit auto crimes than students who have not taken the program.

Agree      I'm Not Sure      Disagree

\_\_\_\_\_

7. Most students who have taken the *Courtlink Program* talk to others about what they have learned about auto crimes.

Agree      I'm Not Sure      Disagree

\_\_\_\_\_

8. Students who have taken the *Courtlink Program* are more likely to know the difference between criminal and civil law than students who have not taken the program.

Agree      I'm Not Sure      Disagree

\_\_\_\_\_

9. Students who have done the Court Visit are more likely to understand the seriousness of committing an auto crime than students who have not done the Court Visit.

Agree      I'm Not Sure      Disagree

\_\_\_\_\_

**Part C.** Each of the following questions require you to answer in a different way.

1. Here are some of the **topics** that you studied in the *Courtlink Program*. Please check the words that best describe how **important** you think each **topic** is to an auto crime prevention program.

Topic	Very Important	Important	Not Very Important	Not At All Important
The different kinds of auto crime	_____	_____	_____	_____
Why young people commit auto crimes	_____	_____	_____	_____
How auto crime hurts people and the community	_____	_____	_____	_____
How auto crime is related to drug use	_____	_____	_____	_____
The difference between criminal and civil law	_____	_____	_____	_____
What it feels like to be a victim of an auto crime	_____	_____	_____	_____
How much money auto crimes cost the community	_____	_____	_____	_____
What can happen to a young person who steals or damages a car	_____	_____	_____	_____
How to say <i>No</i> to friends who want you to commit an auto crime	_____	_____	_____	_____
The names and duties of people who work in the courts	_____	_____	_____	_____
Negative attitudes that encourage auto crimes and positive attitudes that discourage auto crimes	_____	_____	_____	_____
How you can help prevent auto crimes	_____	_____	_____	_____

2. Here are some of the **activities** you might have done in the *Courtlink Program*. Please say whether you think they are **useful** or **not useful** for teaching the program. For any activities that were not done, please check **Not Done**.

Activity	Useful	Not Useful	Not Done
Listened to a police officer in your classroom	_____	_____	_____
Collected newspaper articles on auto crimes	_____	_____	_____
Surveyed other students' opinions on auto crime	_____	_____	_____
Conducted a school campaign against auto crime	_____	_____	_____
Pretended to hold a trial using the witness game	_____	_____	_____
Conducted a justice circle	_____	_____	_____
Listened to a victim services officer in the classroom	_____	_____	_____
Interviewed a victim of an auto crime	_____	_____	_____
Discussed the case of Christopher Findlay	_____	_____	_____
Wrote thank-you letters	_____	_____	_____
Organized a crime prevention week	_____	_____	_____

3. Here are some of the **materials** you might have used at school in your study of auto crime prevention. Place **check** marks by the **three materials** that you liked the best.

- \_\_\_\_\_ the videos
- \_\_\_\_\_ the auto crime and punishment definitions-matching game
- \_\_\_\_\_ the diagrams (*People in a Criminal Trial, Criminal vs. Civil Law*, etc.)
- \_\_\_\_\_ the newspaper articles
- \_\_\_\_\_ the victim impact statement
- \_\_\_\_\_ the quizzes

**Part D.** Please answer the following questions about the **Court Visit**.

1. What did you like **best** about the Court Visit?

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2. What are the **two most important** things that you learned from the Court Visit?

i. \_\_\_\_\_

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ii. \_\_\_\_\_

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3. What **changes**, if any, would you make to the Court Visit?

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4. How would you **rate** the Court Visit?

- \_\_\_\_\_ It was excellent. I liked every part of it.
- \_\_\_\_\_ It was very good. I liked most parts of it.
- \_\_\_\_\_ It was good, though it could probably be improved.
- \_\_\_\_\_ It was all right, but it needs to have some changes.
- \_\_\_\_\_ I didn't like it.

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Please check one of the following, and then identify your grade.

\_\_\_\_\_ I am a boy.                      \_\_\_\_\_ I am a girl.

I am a student in Grade \_\_\_\_\_.



**COURTLINK AUTO CRIME PREVENTION PROGRAM ASSESSMENT  
TEACHER FEEDBACK**

School \_\_\_\_\_ Teacher \_\_\_\_\_

**Part A:** Please Indicate your **agreement** or **disagreement** with each of the objectives of the Courtlink Auto Crime Prevention Program.

<b>Objective</b>	<b>Agree</b>	<b>Disagree</b>
1. To increase students' knowledge of auto crime and its effect on the individual, our courts and society	_____	_____
2. To provide students with a realistic view of both the legal and personal consequences of committing auto crime	_____	_____
3. To help students understand what part they can play in helping to preventing auto crimes	_____	_____
4. To help students understand the costs of auto crime for individuals and for society	_____	_____
5. To develop in students positive attitudes and behaviors that could tend to inhibit involvement in auto crime	_____	_____

*If you think that additional objectives should be part of the Courtlink Auto Crime Prevention Program, please state them briefly in the spaces below:*

Knowledge objectives

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Attitudinal/Behavioral objectives:

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**Part B:** *To what extent do you think each one of the following objectives was achieved in your classroom? If you think that you do not have enough evidence for a proper response, please check **Uncertain**.*

1. Increased knowledge about auto crime and its effect on individuals, the courts, and society.

Not at all	For a few students	For more than a few students	For many students	For most students	For all students	Uncertain
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\_\_\_\_\_

2. A more realistic view of both the legal and personal consequences of committing auto crime.

Not at all	For a few students	For more than a few students	For many students	For most students	For all students	Uncertain
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\_\_\_\_\_

3. An understanding of the part students can play in helping to prevent auto crimes.

Not at all	For a few students	For more than a few students	For many students	For most students	For all students	Uncertain
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\_\_\_\_\_

4. An understanding of the costs of auto crime for individuals and for society.

Not at all	For a few students	For more than a few students	For many students	For most students	For all students	Uncertain
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5. Positive attitudes and behaviors that could tend to inhibit involvement in auto crime.

Not at all	For a few students	For more than a few students	For many students	For most students	For all students	Uncertain
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**Part C:** Please check each one of the following **prescribed activities** that was completed in the classroom, and then check the category that describes the approximate amount of time spent on that particular activity.

Prescribed Activity	Time (in minutes)					
	10	20	30	40	50	60 or more
<b>Before Court Visit</b>						
<input type="checkbox"/> Introduce terminology and concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Introduce the main types of auto crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Survey why youth commit auto crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Discuss the relationship between drugs and crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Brainstorm the general effects of auto crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Discuss and identify criminal and civil law consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Use victim's quiz and talk about victimization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Present and explain real costs for society and individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Discuss attitudes toward auto crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Talk about pressures that influence youth decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Work on observation and reporting skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>After Court Visit</b>						
<input type="checkbox"/> Encourage students to discuss the <i>Courtlink Auto Crime Prevention Program</i> with friends and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Discuss what other consequences follow auto crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Present opportunities for youth to contribute to crime prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In addition to the preceding activities, a number of **optional activities** are described in the Guide for Teachers. Please check those that were utilized in your classroom and indicate whether they were useful

Optional Activities	Useful	Somewhat Useful	Not Useful
<input type="checkbox"/> Introduce the main charges of auto crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Invite a police officer as a guest speaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Collect newspaper articles on auto crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Conduct school campaign against auto crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Hold a mock trial for persons charged with auto crimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Conduct a "justice circle"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Invite a local Victim Services Officer as guest speaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Interview a victim of auto crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Discuss the case of Christopher Findlay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional Activities	Useful	Somewhat Useful	Not Useful
_____ Learn and dramatize skills to reduce peer pressure	_____	_____	_____
_____ Write thank-you letters	_____	_____	_____
_____ Survey others about auto crime	_____	_____	_____
_____ Make a presentation to other classes	_____	_____	_____
_____ Organize an auto crime prevention week	_____	_____	_____

**Part D:** *Using student interest, affect on student knowledge and attitude, and suitability for your students as criteria, suggest how valuable you consider each of the materials listed below to be.*

Materials	Essential	Useful	Adequate	Not Necessary
the auto crime and punishment definitions-matching game	_____	_____	_____	_____
<i>Auto Theft</i> (video)	_____	_____	_____	_____
<i>Consequences</i> (video)	_____	_____	_____	_____
<i>Decisions</i> (video)	_____	_____	_____	_____
the diagrams	_____	_____	_____	_____
the newspaper articles	_____	_____	_____	_____
the victim impact statement	_____	_____	_____	_____
the quizzes	_____	_____	_____	_____

**Part E:** *Please check whether you **Strongly Agree, Agree, Disagree, or Strongly Disagree** with each of the following statements. If you are undecided, check **Uncertain**.*

1. The objectives of the *Courtlink Auto Crime Prevention Program* were clear to my students.

Strongly Agree    Agree    Uncertain    Disagree    Strongly Disagree

\_\_\_\_\_

2. The **information** in the *Courtlink Auto Crime Prevention Program* is age-appropriate for my students.

Strongly Agree    Agree    Uncertain    Disagree    Strongly Disagree

\_\_\_\_\_

3. The **information** described in the *Guide for Teachers* is suitable for achieving the knowledge objectives of the program.

Strongly Agree    Agree    Uncertain    Disagree    Strongly Disagree

\_\_\_\_\_

4. The **information** described in the *Guide for Teachers* is suitable for achieving the attitudinal and behavioral objectives of the program.

Strongly Agree    Agree    Uncertain    Disagree    Strongly Disagree

\_\_\_\_\_

5. The **materials** used in the *Courtlink Auto Crime Prevention Program* are age-appropriate for my students.

Strongly Agree    Agree    Uncertain    Disagree    Strongly Disagree

\_\_\_\_\_

6. The **materials** provided or suggested in the *Guide for Teachers* are suitable for achieving the knowledge objectives of the program.

Strongly Agree    Agree    Uncertain    Disagree    Strongly Disagree

\_\_\_\_\_

7. The **materials** provided or suggested in the *Guide for Teachers* are suitable for achieving the attitudinal and behavioral objectives of the program.

Strongly Agree    Agree    Uncertain    Disagree    Strongly Disagree

\_\_\_\_\_

8. Most of my students found the *Courtlink Auto Crime Prevention Program* interesting.

Strongly Agree    Agree    Uncertain    Disagree    Strongly Disagree

\_\_\_\_\_

9. The *Courtlink Auto Crime Prevention Program* helped most of my students to distinguish between criminal and civil law.

Strongly Agree    Agree    Uncertain    Disagree    Strongly Disagree

\_\_\_\_\_

10. The *Courtlink Auto Crime Prevention Program* helped most of my students to recognize the seriousness of committing or being involved in an auto crime.

Strongly Agree    Agree    Uncertain    Disagree    Strongly Disagree

\_\_\_\_\_

**Part F:** The following questions require only a **Yes** or **No** response. A question left unanswered will be coded as **uncertain**.

	<b>Yes</b>	<b>No</b>
1. Do you think that an auto crime prevention program is necessary in your school?	_____	_____
2. Do you think that the <i>Courtlink Auto Crime Prevention Program</i> , including the Court Visit, is an acceptable use of class time?	_____	_____
3. Do you think that the objectives of the <i>Courtlink Auto Crime Prevention Program (Guide for Teachers, p. A3)</i> are realistic for your students?	_____	_____
4. Did you find the list of activities (both prescribed and optional) suggested in the <i>Guide for Teachers</i> useful?	_____	_____
5. Do you think that the "Student Learning Outcomes" ( <i>Guide for Teachers, P. B1, P. C1, and P. D1</i> ) were achieved with most of your students?	_____	_____

**Part G:** Please answer the following questions in the spaces below. If additional space is required, you may attach your comments to this form.

1. Which do you consider to be the most effective lessons or parts of lessons in the *Courtlink Auto Crime Prevention Program*?

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2. How important is the Court Visit to the achievement of the program's objectives?

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Can you suggest how the Court Visit might be improved?

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3. Please identify any part of the program that you consider to be weak and in need of improvement.

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4. Can you suggest ways in which the *Guide for Teachers* might be improved?

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5. What changes, if any, would you make to the program?

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**COURTLINK AUTO CRIME PREVENTION PROGRAM ASSESSMENT  
FACILITATOR FEEDBACK**

School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

**Part A**

1. Of the following activities, please check those that were completed during **this Court Visit**, and then check the category that describes the approximate amount of time spent on the particular activity.

Activity	Time (in minutes)			
	15	30	45	60
_____ Introduction, auto crime review	_____	_____	_____	_____
_____ Presentation of ex-offender video	_____	_____	_____	_____
_____ Presentation by sheriff	_____	_____	_____	_____
_____ Presentation by crown/defence counsel	_____	_____	_____	_____
_____ Discussion of courtroom protocol and court-watching	_____	_____	_____	_____
_____ Auto Crime Prevention Card Game and brochures	_____	_____	_____	_____
_____ Mini mock trial—"witness game"	_____	_____	_____	_____

2. Please check the column that best describes how you would rate the effectiveness of each of the following activities for **this Court Visit**.

Activity	Excellent	Very Good	Good	Satisfactory	Poor
Introduction, auto crime review	_____	_____	_____	_____	_____
Presentation of ex-offender video	_____	_____	_____	_____	_____
Presentation by sheriff	_____	_____	_____	_____	_____
Presentation by crown/defence counsel	_____	_____	_____	_____	_____
Discussion of courtroom protocol and courtwatching	_____	_____	_____	_____	_____
Auto Crime Prevention Card Game and brochures	_____	_____	_____	_____	_____
Mini mock trial—"witness game"	_____	_____	_____	_____	_____

- Part B:** To what extent do you think that each the following statements is true for the students during this particular court visit? If you think that you do not have enough evidence for a proper response, please check **Uncertain**.

1. During the Court Visit, the students were attentive and well behaved.

For only a few students	For more than a few students	For many students	For most students	For all students	Uncertain
_____	_____	_____	_____	_____	_____

2. The students appeared to be interested during most of the Court Visit.

For only a few students	For more than a few students	For many students	For most students	For all students	Uncertain
_____	_____	_____	_____	_____	_____



3. The students were adequately prepared for the Court Visit.

For only a few students	For more than a few students	For many students	For most students	For all students	Uncertain
_____	_____	_____	_____	_____	_____

4. The Court Visit was a worthwhile experience.

For only a few students	For more than a few students	For many students	For most students	For all students	Uncertain
_____	_____	_____	_____	_____	_____

**Part C:** *If you have any comments you want to make about any aspect of this Court Visit, please write them in the space below.*

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How would you rate the success of *this particular* Court Visit?  
Excellent \_\_\_\_\_ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Satisfactory \_\_\_\_\_ Poor \_\_\_\_\_

**COURTLINK AUTO CRIME PREVENTION PROGRAM ASSESSMENT  
FACILITATOR SUMMATION FOR  
ELEMENTARY STUDENTS' COURT VISITS**

*Please complete the following questions based on your impressions resulting from a number of Court Visits*

1. How important do you think the Court Visit is for achieving the "knowledge" and "attitude" objectives of the *Courtlink Auto Crime Prevention Program*?

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2. What do you think is the most important outcome of the Court Visit?

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3. What changes, if any, would you make to improve the Court Visit?

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4. At what level would you rate the overall success of the Court Visits?

Excellent \_\_\_\_\_ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Satisfactory \_\_\_\_\_ Poor \_\_\_\_\_

## TEST B: for *The Courtlink Auto Crime Prevention Program*

Male \_\_\_\_ or Female \_\_\_\_

Student #. \_\_\_\_ \_

**I. TRUE-FALSE QUESTIONS:** Please check (✓) whether you think each of the following statements is either **True** or **False**.

- |  | <i>True</i> | <i>False</i> |
|--|-------------|--------------|
| 1. Not only the person who commits an auto crime but also the person who helps to commit it can be charged with the crime.                                 | _____       | _____        |
| 2. If you are only a passenger in a vehicle, but you knew that it was stolen, you could be considered criminally responsible.                              | _____       | _____        |
| 3. Teenagers who steal cars for fun don't need to worry too much about being punished by the law if they get caught.                                       | _____       | _____        |
| 4. A "Youth Court" is only for kids under 12 who are being tried for having committed a crime.   | _____       | _____        |
| 5. People who have had their cars stolen often feel that they have been emotionally harmed, and that their privacy has been invaded.                       | _____       | _____        |
| 6. There are some things I can do at my age to try to stop someone from committing an auto crime.  | _____       | _____        |
| 7. If I see that my next-door neighbor forgets to lock her garage door at night, it is my responsibility to remind her to do so.                           | _____       | _____        |
| 8. Auto Crime affects the Court System by increasing its costs and by creating delays and backlogs in courtrooms.  | _____       | _____        |
| 9. If you owe money to ICBC (BC's auto insurance agency) they will still let you have a driver's license even if you haven't paid them all you owe.        | _____       | _____        |
| 10. Teenage males are <u>more</u> likely to be victims of violent crimes than teenage females are.   | _____       | _____        |
| 11. Some young people may think that it's smart to steal a car, but they'll pay for it later on.   | _____       | _____        |
| 12. If I knew that a friend of mine had stolen a car, I would report this to either the police or to "Crime Stoppers."                                     | _____       | _____        |
| 13. Once people have become victims of an auto crime, there isn't very much that anyone can do to help them get over it.                                   | _____       | _____        |
| 14. If you witness an auto crime, it is very important to carefully observe what the thief, or "vandal", looks like and to note what he or she is wearing. | _____       | _____        |

**II. MATCHING EXERCISE #1:** *In the left-hand column are people you will find in a courtroom. Match them with their right-hand column definition.*

- |                          |  |
|--------------------------|--|
| _____ 1. Judge           | A. The person who has been charged with having broken the law  |
| _____ 2. Crown Counsel   | B. The people who come to court to tell about the crime that they saw being committed                  |
| _____ 3. Defence Counsel | C. The group of people who decide whether the accused is guilty or not                                 |
| _____ 4. Accused Person  | D. The person who controls the court and sentences the accused if found guilty                         |
| _____ 5. Sheriff         | E. The person that the auto crime happened to  |
| _____ 6. Jury            | F. The lawyer who tries to show that the Crown has not proven its case against the accused person      |
| _____ 7. Witnesses       | G. The person who "swears" in the witnesses, then takes notes about what's being said during the trial |
| _____ 8. Victim          | H. The person who is in the courtroom to make sure that everyone there is going to be safe             |
|                          | I. The lawyer who works for the government and presents the evidence against the accused person        |
|                          | J. The Latin that means "Queen"  |

**III. AGREE/DISAGREE:** Please check (✓) whether you agree, don't know, or disagree with each of the following statements.

	AGREE	DON'T KNOW	DISAGREE
1. If you're not harming anyone, it's not really a criminal offense just to borrow someone's car for a few hours without getting his or her permission.	_____	_____	_____
2. If you're only 13 or 14 years old, they wouldn't be able to put you in a Youth Detention Centre just for stealing a car.	_____	_____	_____
3. ICBC (BC's auto insurance agency) can't make youths who steal cars pay for any damage resulting from an auto theft, no matter what the cost is in dollars.	_____	_____	_____
4. There isn't really any connection between taking drugs and committing an auto crime, no matter what people or ICBC says.	_____	_____	_____
5. A policeman's main job is to maintain safety, protect citizens, support our country's laws, as well as arrest people who break them.	_____	_____	_____
16. If it's only a teenager who steals your parents' expensive new car, then he or she could <u>not</u> be charged with "theft over \$5,000."	_____	_____	_____
7. Teenagers who steal a car can <u>not</u> be charged under <i>Criminal Law</i> , and even if they do damage to that car, they can <u>not</u> be sued under <i>Civil Law</i> .	_____	_____	_____
8. Victims of an auto crime often end up feeling "guilty" or blaming themselves instead of the criminal.	_____	_____	_____
9. If you commit an indictable (serious) offense when you are under 18, it is possible that your youth record could be with you for the rest of your life.	_____	_____	_____
10. Joining a group like the "Student Crime Stoppers" or a school or neighborhood "Crime Watch" patrol will <u>not</u> help to prevent auto crime.	_____	_____	_____

**IV. MULTIPLE-CHOICE ITEMS:** On the line to the left of each choice, please put a check (✓) beside the one answer that you think is the best.

1. Laws in Canada are like the rules in a sports game. They are intended to  
 (a) help you when you become an adult.  
 (b) influence your friends and classmates.  
 (c) regulate and guide how you behave in society.  
 (d) put you in jail.
2. If one of your parents or relatives had their car stolen, it is most likely that they would feel  
 (a) a bit surprised and hurt.  
 (b) shocked, and then perhaps angry.  
 (c) puzzled and annoyed for a little while.  
 (d) too old to really care all that much.
3. Which one of the following statements is probably not a good reason to explain why young people commit auto crimes?  
 (a) Some of their friends "dare" them to.  
 (b) They only want to go for a "joy" ride.  
 (c) They are trying to impress their parents.  
 (d) They need a car to get somewhere.
4. Which of the following age-groups is least likely to report a crime?  
 (a) Elderly people (65 years old and over)  
 (b) Middle-aged people (35 to 64)  
 (c) Young adults (20 to 34)  
 (d) Teenagers (12 to 19)
5. According to the police, the greatest number of auto thefts in B.C. are committed by  
 (a) young people who think it's "cool" to steal a car.  
 (b) professional thieves who "strip" cars for their parts.  
 (c) people who steal a car to use it for committing another crime.  
 (d) adults who are just testing the car to see how well it performs.
6. According to the police, cars that are stolen are found again  
 (a) over 90% of the time.  
 (b) about 70% of the time  
 (c) less than 50% of the time.  
 (d) almost never.
7. One of the choices below is probably NOT a good way to deal with a classmate who wants you to help him to commit an auto crime:  
 (a) Say "no" in a friendly way, and then explain why.  
 (b) Suggest some other things, or different things to do.  
 (c) Agree to join him, but only this once.  
 (d) Try to change the subject, then look for other friends to talk to.

8. One important characteristic in young people who do NOT steal or break into cars is that they
- \_\_\_\_\_ (a) have no concern about the consequences of committing auto crime.
- \_\_\_\_\_ (b) have respect for authority and want to be responsible citizens.
- \_\_\_\_\_ (c) don't care about victims of an auto crime.
- \_\_\_\_\_ (d) show no interest in wanting to prevent auto crime.
- 

**V. STRONGLY AGREE to STRONGLY DISAGREE:** Please check (✓) how much you agree or disagree with the following statements. If you are not sure of your answer, check (✓) **Uncertain**.

1. You only have to worry about people damaging or stealing cars when you get your own car.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
_____	_____	_____	_____	_____

2. A teenager who steals a car for a joyride should not be charged if the car is returned to the owner undamaged.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
_____	_____	_____	_____	_____

3. If a person forgets to lock his car and the car is stolen, it "serves him right."

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
_____	_____	_____	_____	_____

4. If you are just having fun and you accidentally damage a car, you should not be held responsible.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
_____	_____	_____	_____	_____

5. A person deserves to have something stolen from a car if he or she forgets to lock the car door.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
_____	_____	_____	_____	_____

6. It's not my business, or anybody's business, if a person sets his own car on fire just to collect the insurance.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
_____	_____	_____	_____	_____

7. There is no real victim if the insurance company covers the cost of a stolen car.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
_____	_____	_____	_____	_____

8. The courts don't treat most people who commit auto crimes very fairly.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
_____	_____	_____	_____	_____

9. If you have a really good reason for needing a car, it's all right to take it without getting the owner's permission.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
_____	_____	_____	_____	_____

10. If you're bold enough to steal a car, then you're got the right to boast about it to your friends.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
_____	_____	_____	_____	_____



**VI. MATCHING EXERCISE #2:** For each item in the left-hand column, pick the own choice in the right-hand column that best explains what that item means.

- |  |  |
|--|--|
| _____ 1. Evidence                          | A. Taking another person's car without getting his or her permission                   |
| _____ 2. The "Young Offenders Act"         | B. Damaging or destroying another person's car on purpose                              |
| _____ 3. Theft <u>of</u> a Motor Vehicle   | C. Refusing to give in to "peer pressure" from one's friends or classmates.            |
| _____ 4. Theft <u>from</u> a Motor Vehicle | D. Getting money from an insurance company by lying about the auto crime               |
| _____ 5. Vandalism of a Motor Vehicle      | E. Taking items such as clothing or cameras from someone's car without permission      |
| _____ 6. Auto Insurance Fraud              | F. The laws that apply to people from 12 to 17 years of age who have committed a crime |
|  | G. Committing a crime but not getting caught   |
|  | H. Proof that the accused did, or did not, commit a crime                              |
- 

**VII. SHOULD DO / MOST LIKELY WOULD DO SITUATIONS:**

Imagine that you are in each of the following situations. For each situation, check (✓) **only once**, in the left-hand column, what you **should** do, then check (✓) **only once**, in the right-hand column, what you **most likely would** do.

1. It's the middle of the night when I hear glass breaking and the alarm in my neighbor's car, parked on the street, goes off.

**I should**

- |       |   |       |
|-------|---|-------|
| _____ | turn over and go back to sleep  | _____ |
| _____ | call 911 immediately before the car is stolen                         | _____ |
| _____ | phone my neighbor and let him handle it; it's his car, not mine       | _____ |
| _____ | turn on the living room lights to try to frighten whoever's out there | _____ |

**I most likely would**

2. My parents and I are in our brand-new car driving away from our house to a restaurant downtown when I notice that the "club for the steering wheel has been left at home.

**I should**

- |       |  |       |
|-------|--|-------|
| _____ | try my best to get my parents to turn around and go home to get it | _____ |
| _____ | forget it and mention it   | _____ |
| _____ | tell my parents and let them worry about it                        | _____ |
| _____ | next time, try myself to remember to check before we leave home    | _____ |

**I most likely would**

3. I see a couple of my friends scratch a teacher's car on purpose in the school parking lot.

**I should**

- \_\_\_\_\_ forget that I saw anything at all  
 \_\_\_\_\_ warn my friends not to do it again  
 \_\_\_\_\_ mention it to my parents and let them decide what to do  
 \_\_\_\_\_ tell the teacher that I saw who did it

**I most likely would**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. Coming home from school I see a person I don't know break a car's window and then drive away in that car just as its owner comes out of a store. He calls the police who soon arrive and start looking for witnesses. One officer approaches me to ask about what I saw.

**I should**

- \_\_\_\_\_ tell the officer I didn't see anything because it's none of my business  
 \_\_\_\_\_ tell the officer everything I saw even though it means that I might have to go to court to be a witness  
 \_\_\_\_\_ tell the officer just enough so that I won't have to go to court to be a witness  
 \_\_\_\_\_ walk away quickly before he gets to me

**I most likely would**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. A couple of my classmates tell me that they plan to steal a car tonight and go for a joyride. They ask me to join them.

**I should**

- \_\_\_\_\_ join them because I shouldn't let my classmates down  
 \_\_\_\_\_ tell them that I've got too much homework to go out tonight  
 \_\_\_\_\_ try my best to talk them out of it  
 \_\_\_\_\_ tell them that if they do, I'll have to tell my parents who will likely phone the police

**I most likely would**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. My teacher asks for volunteers to join an *Anti Car Crimes* campaign in my school.

**I should**

- \_\_\_\_\_ say that I've got too much school work to join such a campaign  
 \_\_\_\_\_ say that car crimes aren't my problem, because I don't have a car  
 \_\_\_\_\_ say that I'll give the campaign as much time as I'm able to  
 \_\_\_\_\_ say that I'll only volunteer if my friends also volunteer

**I most likely would**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. My father always parks his car in the driveway without locking it. I'm very worried that, one day, someone will steal it.

**I should**

- \_\_\_\_\_ ignore this, because if my dad doesn't care, then why should I  
 \_\_\_\_\_ take the keys and lock the car up myself  
 \_\_\_\_\_ keep talking to him about the need to lock the car  
 \_\_\_\_\_ ask some of my friends what they think I should do

**I most likely would**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. One of my friends keeps boasting that he can steal a car, take it for a joyride, and get away without being punished, even if he's caught by the police.

**I should**

- |       |  |       |
|-------|--|-------|
| _____ | walk away from him and not listen when he starts boasting                | _____ |
| _____ | tell him it's not right and it's not cool to talk about breaking the law | _____ |
| _____ | agree with him that kids can get away with just about anything           | _____ |
| _____ | make a bet with him that he would not be able to do it                   | _____ |

**I most likely would**

9. A friend of mine is very upset because she forgot to lock the door of her parents' car when they were out shopping, and someone opened it and stole the new video games she had left on the back seat.

**I should**

- |       |   |       |
|-------|---|-------|
| _____ | tell my friend that it's her own fault for not locking the door   | _____ |
| _____ | tell her that I don't really care because I don't like video games anyway   | _____ |
| _____ | tell her that I'm very sorry that this happened to her  | _____ |
| _____ | tell her it's too bad that she lost her video games, then remind her that she should always lock her car door when she's out shopping | _____ |

**I most likely would**

10. Some cars were damaged on my street last night while I was at a basketball game. The police have been going door to door looking for the teenagers who did the damage. I think that I might know who could have done it.

**I should**

- |       |  |       |
|-------|--|-------|
| _____ | not answer the door, after all, I wasn't even home last night          | _____ |
| _____ | open the door and try to answer their questions the best that I can    | _____ |
| _____ | ask my mom to open the door, but tell them that I'm not home           | _____ |
| _____ | get the door myself, but tell them that I don't know anything about it | _____ |

**I most likely would**

*Researchers*

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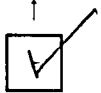
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