

Report

**EAST SIDE CADET ACADEMY
HEALTH REALIZATION PROGRAM
MAY 20 – JUNE 14, 2002**

Prepared by

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East Side Cadet Academy 3 Principles-Based Program

May 20 – June 14, 2002

The Department of Alcohol & Drug Services (DADS), Health Realization Services Division (HRSD), provided a Principles-based training program at the East Side Cadet Academy from May 20, 2002 through June 14, 2002. The program consisted of four 45minute classes offered 5 days per week. The entire student body received training. The Department of Alcohol & Drug Services (DADS) Health Realization Services Division (HRSD) provided three instructors for the classes. Pam Whisnant taught Platoons 3 and 4 four days week. Walter Pedersen taught Platoons 1 and 2 four days per week and Billy King saw each Platoon once a week. , all certified by DADS as 3 Principles-based practitioners.

The staff at the Academy were very helpful and responded very quickly on short notice to rearrange the Academy schedule to accommodate the HRSD program. Given the short notice and the fact that the HRSD program was introduced at the end of the school year, the support of the staff at the Academy was instrumental in allowing the HRSD staff to introduce the curriculum as quickly as they did.

Program Objectives and Curriculum Topics

The objectives of the program as presented to the staff prior to beginning the classes were to direct students toward understanding:

1. The role that thinking plays in their lives.
2. How and why their thinking either creates or disturbs their well-being
3. That their personal thinking is the only thing that can disturb their well-being
4. The role of feelings in their lives.
5. How feelings are created as a product of their thinking and not dependent on circumstances, conditions or past experiences.
6. Why their present and future lives are not dependent on circumstances, conditions or past experiences.
7. What wisdom is and that they have access to wise thinking.
8. How to recognize when their thinking is not wise and to realize that they don't have to act on it.
9. That they can rely on their wisdom.
10. That they can naturally relate better with themselves and with others.

The curriculum topic outline included:

- The three basic principles behind how we function psychologically
- The function of thought in creating our psychological reality
- The naturalness of well-being.
- The role of feelings, emotions and moods.
- "Separate realities" – natural respect and understanding.

Program Evaluations and Outcomes

All students were given three different surveys at the first class meeting. At the last class meeting they were again given the same three surveys to measure how much they learned and any changes in their perceived well-being. The three surveys were "3 Principles Class Pre/Post-Survey," the "Friedman Well-Being Scale," and the "3 Principles Pre/Post Questionnaire." These surveys are scored and the pre and post scores are compared to assess change. In addition, at the last class all students were asked to complete the "3 Principles Class Evaluation." The "Class Evaluation" is most helpful in understanding more specifically what the student found most helpful and how they think they have changes as a result of the class. Copies of the surveys and evaluations are attached for reference.

What follows is a summary of the evaluations and surveys. Based on the results of our analysis it appears that the HRSD program was able to achieve a number of the objectives in a relatively short period of time, thirteen 30 to 40 minute classes.

Walter Pedersen, instructor with Platoons 1 and 2 submitted the following remarks regarding his experience with the program. These remarks also reflect the experience and thinking of the other two instructors.

The total time allotted per class varied from 30 to 45 minutes per day. Attendance varied from 11 to 18. The most attentive class was when the attendance was lowest. Initially students displayed little self-management skills, but they slowly improved over time. Given this population, generally the class size was too large to be as effective as it could be. In order to be able to teach more, I gave my students the choice of participating in a “learning circle” on one side of the room or a “relaxing circle” on the other. The smaller group approach appears to have been beneficial. While participation varied widely from day to day, with some students never venturing into the “learning circle,” often though the entire room quieted significantly. Perceptive questions and comments would flow even from the “relaxing circle.” While not part of the “learning circle” some of them were still paying attention. Although there was a substantial number of students who most likely never absorbed anything of the content of the class, nevertheless, the modeling of calm, secure, loving behavior appears to have somewhat impacted everyone.

With more time, even continuing in the present mode, we might have eventually involved and impacted the rest of the students. However, it would still be a far more effective class if the class size was reduced to 6-10. With this small class, it would be possible to connect with each student. Even with fewer overall hours per student, there would be a much quieter and more receptive environment in which to learn. There would be greater impact on the individual student, and, judging from my experience with this program, even the “uninterested” students would be engaged.

Summaries of Pre/Post Surveys and Class Evaluations

Platoon One -

Instructor Walter Pedersen. There were 15 matched sets of surveys. In response to the question “Would you be interested in follow-up classes? There were 7 yes, 7 no and 1 “no answer.”

For students responding “no,” to “would you be interested in follow-up classes,” the evaluations are as follows:

Student #1:

Class Evaluation Likert Scale Ratings: all 4’s (overall the class helped)

Class Evaluation written responses to questions:

- [helpful personally] “I speak better to people. I also listen and do things better too.”
 - [helpful in relationships] “I speak to them [others] better and listen too.”
 - [helpful in work life] “I pay more attention.”
 - [most meaningful ideas] “All of it was very helpful.”
- Friedman indicated significantly reduced anger, significantly increased calm, less anxiety, more happiness.
Content test scores: 8/20, 7/20 (no change)

Student # 2:

Class Evaluation Likert Scale Ratings: 3,3,3,1

Class Evaluation written responses to questions:

- [helpful personally] “I got to speak without being interrupted.”
- [helpful in relationships] “It was not helpful, but I chose not to take advantage.”
- [work life] “Not helpful.”

- [most meaningful ideas] “To keep calm and avoid confrontation.”
- [other comments] “Walter is an excellent instructor and maintains his temper.”

Friedman showed: slightly increased calm.

Content test scores: : 9/20, 1/7 [not completed]

Student # 3:

Class Evaluation Likert Scale Ratings: 4,3,4,5

Class Evaluation written responses to questions

- [helpful personally] “It showed me where my stress was originating from, within myself.”
- [helpful in relationships] “It showed me to be patient because everyone sees things differently.”
- [most meaningful ideas] “That we have the power in how we can react.”
- [other comments] “I recommend this class to others.”

Friedman indicates significantly increased calm vs. anger, relaxation, stable emotions, reduced guilt, less anti-social feelings.

Content test scores: 9/20, 17/20

Student # 4:

Class Evaluation Likert Scale Ratings: all 1’s

Class Evaluation written responses to questions:

- [helpful personally?] “I don’t know”
- [helpful in work life?] “It wasn’t.”
- [most meaningful ideas] “I don’t know.”
- [comments] “Walter was calm.”

Class Survey indicates slightly decreased anger, slight increase in listening, slight increase in calm.

Friedman indicates slight increase in stable moods, security.

Content test score: 1/7 (not completed) & 10/13

Student # 5:

Class Evaluation Likert Scale Ratings: 3,3,2,3

Class Evaluation written responses to questions:

- [helpful personally] “We talk”
- [helpful in relations to others] “Cool”
- [helpful in work life] “Good”

Class Survey indicates decrease in anger, slight increase in calm.

Friedman indicates slight increase in calm, contentment, self-confidence

Content test score: 11/20, 11/20

Student # 6:

Class Evaluation Likert Scale Ratings: all 1’s

Class Evaluation written responses to questions:

- [helpful you personally] “To understand myself”
- [helpful with others] “To get along better”
- [helpful to work life] “Nothing”

Class Survey indicates decrease in anxiety, slight decrease in anger.

Friedman indicates decreased calm, decreased contentment, dramatic increase in security, increase in emotional stability, decreased anti-social feelings, increased neighborliness.

Content test scores: 7/20, 6/20

Student # 7:

Class Evaluation Likert Scale Ratings: all 4’s

Class Evaluation written responses to questions:

- [helped you personally?] “Yes, it helped me a lot.”
- [helpful in relationships] “I’m more helpful and kinder.”
- [work life] “To be kinder to others.”
- [helpful ideas] “How to behave with others.”

Class Survey indicates slightly increased anger and anxiety, increased listening and empathy for others, Friedman was ignored.
Content test scores: 5/20, 12/20

Platoon 1, of those responding “yes” to “Would you be interested in follow-up classes” the evaluations were as follows:

Student # 8:

Class Evaluation Likert Scale Ratings: all 4's
Class Evaluation written responses to questions (not available)
Class Survey indicates decreased anxiety, increased calm, increased gratitude and hopefulness; Friedman indicates increased positive feeling.
Test of content scores: 5/20, 7/20

Student # 9:

Class Evaluation Likert Scale Ratings: 4,5,4,4
Class Evaluation written responses to questions:

- [helpful personally] “Made all the things I already knew more clear to me.”
- [relations to others] “Well, I feel more sure of myself.”
- [work life] “I like this girl at my work and we are almost together. Usually I am very insecure, but not any more, because Walter has helped me out with that.”
- [helpful ideas] “I don't really know. I didn't pick one thing out. It was Walter's aura or something.”
- [other comments] “I'd like to learn a little more, that way I can help other people out with their problems.”

Class Survey indicates slight decrease in anger, increase in gratitude and hopefulness.
Friedman indicates increase in calm, increase in security and self-confidence and happiness, steadier emotions, more self-assurance and assertiveness, more neighborliness.
Test of content scores: 10/20, 19/20

Student # 10:

Class Evaluation Likert Scale Ratings: 2, 2, 3, 2
Class Evaluation written responses to questions: (not available)
Class Survey indicates increase in understanding of others.
Friedman indicates slight increase in good humor.
Test of content scores: 5/20, 12/20

Student # 11

Class Evaluation Likert Scale Ratings: 4, 4, 5, 4
Class Evaluation written responses to questions:

- [helpful personally] “This class helped me by motivating me.”
- [relations with others] “To understand their reactions with others.”
- [helpful in work life] “To not be scared of doing things.”
- [most meaningful ideas] “The understanding of the brain.”
- [other comments] “The good understanding of others.”

Class Survey indicates slightly increased calm;
Friedman indicates significantly increased calm and security.
Content test scores: 8/20, 13/20

Student # 12:

Class Evaluation Likert Scale Ratings: 3, 3, 3, 4
Class Evaluation written responses to questions:

- [helpful personally] “I learned many things about stress and depression.”
- [relations to others] “I understood how people around me think.”
- [most helpful ideas] “The stories Walter told us.”

Class Survey indicates slightly increased calm, slightly decreased anger, better understanding of others.
Friedman was filled out inconsistently.
Content test scores: 6/20, 16/20

Student # 13:

Class Evaluation Likert Scale Ratings: 3, 1, 1, 1

Class Evaluation written responses to questions:

- [helpful personally] "It showed me what is real and what is not."
- [relations to others] "The class didn't help me very much with relationships."
- [work] "Didn't help me here either."
- [most helpful ideas] "The fact that what we think is reality."
- [other comments] "It was a good class, but I still wish I could learn more."

Class Survey indicates slightly increased relaxation of the mind,
Friedman indicates slight increase in self-assuredness; otherwise little change.
Content test scores: 15/20, 20/20

Student # 14:

Class Evaluation Likert Ratings: 3, 4, 3, 4

Class Evaluation written responses to questions:

- [helpful personally] "Helpful with stress, etc."
- [relations to others] "I learned to listen to others."
- [helpful in work life] "It helped me to learn how to communicate."

Class Survey indicates significant increase in calm,
Friedman indicates increase in self-confidence, stability of emotions.
Content test scores: 6/20, 11/20

Student #8 "no response":

No ratings, no comments

Class Survey indicates significant decrease in anger and anxiety, significant increase in calm.
Friedman indicates significant increase in calm, contentment, security, self-confidence, good humor,
steadiness of mood, assertiveness, self-assuredness.
Content test scores: 5/20, 5/20

Platoon 3

With Platoon 3 we had 12 matched sets (pre/post surveys) In response to the question
"Would you be interested in follow-up classes?" there were 6 yes, and 6 no.

Of Platoon 3's 6 responding "no," the evaluations were as follows:

Student # 1:

Class Evaluation Likert Ratings: all 1's

Class Evaluation written responses to questions:

- [helpful personally] "Because it made me think differently."
- [helpful in relationships] "Because I cared about how other people are feeling beside me."
- [work life] "It wasn't really helpful."
- [helpful ideas] "How it made me feel."

Class Survey indicates decreased anger, increased calm,
Friedman indicates increased contentment, security, emotional stability, social feeling.
Content test scores: 10/20, 7/20

Student # 2:

Class Evaluation Likert Scale Ratings: 4, 3, 2, 4

Class Evaluation written responses to questions

- [helpful personally] "Made me think more of my personality."

- [Other comments] “I liked it.”

Class Survey indicates slightly less anger, slightly less anxiety, slightly better listening, Friedman indicates more calm, less nervousness, more security, more stability.

Content test scores: 4/7 3/13; not completed

Student # 3:

Class Evaluation Likert Scale Ratings: 1, 1, 1, 3

Class Evaluation written responses to questions:

- [helpful personally] “I didn’t have to stress out about class work or anything.”
- [other comments] “I felt bad for the teacher, because the kids were so uninterested.”

Class Survey indicates no significant change with only slight increase in anger, slight increase in anxiety.

Friedman indicates no significant change with only slight increase in calm, slight decrease in stress level, slightly more contentment, slightly less security.

Content test scores: 14/20; 18/20

Student # 4:

Class Evaluation Likert Scale Ratings 2, 2, 3, 2

Class Evaluation written responses to questions:

- [helpful personally] “I would listen more.”
- [meaningful ideas] “Everything.”

Class Survey indicates slightly less anxiety, increased anger, slightly increased listening,

Friedman not filled out properly.

Content test: 8/20, 7/20

Student # 5:

Class Evaluation Likert Scale Ratings: 1, 1, 1, 1

Class Evaluation written responses to questions:

- [helpful personally] “It did not help me any.”
- [relationships] “My relationship is the same with others.”
- [work life] “I still don’t have a job.”
- [meaningful ideas] “How the light goes up and down, but nothing changes.”

Class Survey indicates slight decrease in anger,

Friedman indicates slight increase in calm, contentment, security, happiness, emotional stability.

Content test score: 6/20, 5/20

Student # 6:

Class Evaluation Ratings: 3, 2, 2, 1

Class Evaluation written responses to questions:

- [helpful personally] “I didn’t really pay attention.”
- [helpful in relationships] “Not very.”
- [helpful for work life] “Not sure.”
- [meaningful ideas] “Nothing.”
- [other comments] “It would have been a good class if I had paid attention.”

Class Survey indicates a slight increase in anger, anxiety, increased ability to listen to others.

Friedman indicates slight increase in security, slight increase in neighborliness.

Content test scores: 11/17, 17/20

Platoon 3, of those responding “yes” they would be interested in follow-up classes

Student #7.

Class Evaluation Likert Scale Ratings: 2, 3, 4, 2

Class Evaluation written responses to questions:

- [helpful personally] “Well, it helps me learn.”
- [helpful in relationships] “I do not know.”
- [helpful in work life] “This class was helpful because I realize things better.”

- [most meaningful ideas] “Greatest happiness is to know the source of unhappiness”
- [other comments] “It is a good class.”

Class Survey indicates slightly increased calm and anger, increased listening.

Friedman indicates significantly increased calm, increased steadiness of moods, increased neighborliness.

Content test scores: 6/20, 3/20

Student #8

Class Evaluation Likert Scale Ratings: 5, 5, 4, 4

Class Evaluation written responses to questions:

- [helpful personally] “Showed me what I have inside.”
- [helpful in relationships] “A lot, to understand each other.”
- [helpful in work life] “Shown to be <illegible> and use my power.”
- [comments] “Walter is a great guy for this class.”

Class Survey indicates slight decrease in anger, slight increase in calm.

Friedman indicates significant increase in calm, less relaxed, increase in contentment, decrease in security, increase in emotional stability, significant increase in neighborliness and self-assurance.

Content test scores: 4/7; 2/7, 4/13 (pre/post tests not completed)

Student # 9:

Class Evaluation Likert Scale Ratings: 4, 4, 5, 4

Class Evaluation written responses to questions:

- [helpful personally] “It helped me how to be respectful.”
- [relations to others] “It helped me by being <illegible> with others.”
- [work life] “It helped me by being responsible for my job with it.”
- [other comments] “The class was good.”

Class Survey indicates slight increase in anger

Friedman indicates increase in calm, assertiveness.

Content test: 2/7, 3/13; 8/13 (not completed)

Student # 10:

Class Evaluation Likert Scale Ratings: 4, 4, 4, 5

Class Evaluation written responses to questions:

- [helpful personally] “It helped me realize that I control my moods. I can be happy or I can be depressed. So I learned I can make my “light” go up instead of down.
- [helpful in relationships] “I have always been a fairly good friend to people, so I really didn’t change with my relationships.”
- [work life] “This class taught me how to get out of bed awake and happy.”
- [meaningful ideas] “I have learned not to let things get to me. If I get put down, I just turn the other cheek & keep going. I want to enjoy my day. Not be upset.”

Class Survey indicates slight decrease in anger.

Friedman indicates increased calm, relaxation, decreased guilt and envy, increased neighborliness.

Content test scores: 11/20, 19/20

Student # 11:

Class Evaluation Likert Scale Ratings: 3, 3, 3, 3,

Class Evaluation written responses to questions:

- [helpful personally] “It did a little; I already knew about some of the stuff.”
- [meaningful ideas] “Everything.”

Class Survey indicates insignificant changes.

Friedman not filled out properly.

Content test score: 9/20, 14/20

Student # 12:

Class Evaluation Likert Scale Ratings: 3, 3, 4, 4

Class Evaluation written responses to questions:

- [helpful personally] “It has helped me to not let things get to me, to think things through,”
- [helpful in relations] “It has helped me be able to not get mad so much and react in a bad way.”
- [work life] “Well, I don’t really work, but if I did, I think it would have helped me to not be bored. There is not such thing as being bored.”
- [comments] “I really enjoy this class. I want to study & become a therapist.”

Class Survey indicates slight increase in hopefulness, slight increase in listening, slight increase in calm. Friedman indicates increase in happiness, increase in mood stability, increase in assertiveness, self-assuredness, and social feelings.

Content test scores: 13/20, 18/20

Platoons 2 and 4.

Pam Whisnant taught three or four days per week totaling ten classes and Billy King once per week totaling three classes.

Platoon 2:

There were 16 matched sets. The HR Class Evaluation forms were not kept with post-tests so they could not be matched with a particular student. They are summarized separately at the end of this section.

Student #1:

Class Survey indicates slightly increased calm, increased positive feelings, reduced anger
Friedman indicates increased anxiety, increased security & self-confidence, significant increase in mood stability, significant increase in self-assuredness and neighborliness.

Content test scores: 12/20, 15/20

Student #2:

HR Class Survey indicated no change
Friedman indicated slight increase in calm, security, self-confidence, slight increase in self-assuredness, increase in neighborliness

Friedman not available

Content test scores: 13/20, 16/20

Student #3:

Class Survey indicated increased anxiety, slight increase in relaxation of mind

Friedman not properly filled out

Content test scores: 6/20, 10/20

Student #4:

Class Survey indicated slight decrease in anger

Friedman indicated increase in calm, contentment, dramatic increase in security and self-confidence, increase in stability, self-assuredness

Content test scores: 7/20, 9/20

Student #5:

Class Survey shows no change

Friedman indicated slight increase in security, decrease in self-confidence, significant increase in stability

Content test scores: 8/20, 11/20

Student #6:

Class Survey indicated increase in calm, slight decrease in anger

Friedman indicated increase in emotional stability

Content test scores: 3/20, 13/20

Student #7:

Class Survey indicates slight increase in relaxation.

Friedman indicated increase in calm, increase in security, increase in emotional stability, significant decrease in guilt and envy, decrease in neighborliness.
Content test scores: 12/20, 12/20

Student #8:

Class Survey indicated slight decrease in anger .
Friedman indicated significantly decreased calm, increased self-confidence, decreased guilt .
Content test scores: 8/20, 7/20

Student #9:

Class Survey indicated slight decrease in anger, anxiety.
Friedman indicated increased anger, significantly decreased nervousness, significant rise in contentment, significant drop in security and self-confidence, significant drop in humor, increase in emotional stability, serious drop in neighborliness—overall very erratic results.
Content test scores: 9/20, 10/20

Student #10:

Class Survey indicated decrease in anger, increase in anxiety.
Friedman indicated decreased anger, increased nervousness, increased security.
Content test scores: 4/7 & 5/13, 3/7 & 0/13 unfinished

Student #11:

Class Survey indicated slightly decreased anxiety, slightly increased calm.
Friedman showed increased calm, significantly decreased nervousness.
Content test scores: 7/20, 7/20

Student #12:

Class Survey indicated significant decrease in anxiety
Friedman indicated significant increase in anger, nervousness; decreased self-confidence, decreased neighborliness, decreased self-assuredness.
Content test scores: 10/20, 8/20

Student #13:

Class Survey indicated increased anxiety.
Friedman indicated slightly decreased anger, increased self-confidence
Content test scores: 13/20, 8/20

Student #14:

Class Survey indicated slight decrease in anxiety and anger.
Friedman indicated slight decrease in anger, slight decrease in tension, increased neighborliness.
Content test scores: 9/20, 5/20

Student #15:

Class Survey indicated slight decrease in anxiety and anger.
Friedman was filled out improperly.
Content test scores: 10/20, 5/20

Student #16:

Class Survey indicated slight decrease in anger, slight decrease in anxiety, increased calm.
Friedman indicated slight decrease in anger, slight increase in security, significant decrease in emotionalism, increase in neighborliness.
Content test: 10/20, 8/20

Summary of HR Class Evaluation for Platoon 2:

In Platoon 2, on the HR Class Evaluation forms, of 17 responses for desire for follow-up classes, 9 were no, 4 were yes, and 4 were undecided saying "I don't know (2)", yes & no, and blank. Of the students responding "no" one in the comments section said "It's a good class. Keep it going."

Platoon 2's nine responding "no":

Student #1:

Class Evaluation Likert Scale Ratings: all 3's

Class Evaluation written responses to questions:

- [helpful personally] "It helped me calm down and not snap."
- [helpful in relationships] "It helped me not to snap."
- [work life] "Same as above"
- [meaningful ideas] "Being calm."

Student #2:

Class Evaluation Likert Scale Ratings: 3,4,3,5

Class Evaluation written responses to questions:

- [helpful in relationships] "It helps me to relax and think of things."
- [work life] "People skills"
- [meaningful ideas] "The thought and God where is it from and if it is still alive."
- [other comments] "It is a good class. Keep it going"

Student #3:

Class Evaluation Likert Scale Ratings: 1,1,3,3

Class Evaluation written responses to questions:

- [helpful personally] "I think about what I'm thinking. Unusual."
- [helpful in relationships] "I don't know"
- [work life] "Working out my feelings."
- [meaningful ideas] "Mind & thoughts"
- [other comments] "The teachers were calm and cool."

Student #4:

Class Evaluation Likert Scale Ratings: 1,1,1,2

Class Evaluation written responses to questions:

- [helpful personally] "The class didn't really help me. It helped me to relieve stress by taking a voyage."
- [helpful in relationships] "It wasn't helpful"
- [work life] "It wasn't helpful"
- [meaningful ideas] "voyage, relieves stress"

Student #5:

Class Evaluation Likert Scale Ratings: 1,1,1,2

Class Evaluation written responses to questions:

- [meaningful ideas] "I wasn't really listening."

Student #6:

Class Evaluation Likert Scale Ratings: all 1's

Class Evaluation written responses to questions:

- [helpful personally] "This class was not helpful to my personality. It has had no effect on me."
- [helpful in relationships] "It hasn't. I've always been a patient, social person, so nothing has changed here."
- [work life] "It hasn't helped me."
- [meaningful ideas] "None of them were meaningful to me."
- [other comments] "This class is just not for me."

Student #7:

Class Evaluation Likert Scale Ratings: all 1's

Class Evaluation written responses to questions:

- [helpful personally] "Sleep"
- [helpful in relationships] "It was not"
- [work life] "It was not"
- [meaningful ideas] "Journal"
- [other comments] "It would have been better at the beginning of the year."

Student #8:

Class Evaluation Likert Scale Ratings: all 1's

Class Evaluation written responses to questions:

- [helpful personally] "I didn't do anything"
- [helpful in relationships] "Didn't do anything"
- [work life] "No"
- [meaningful ideas] Nothing""

Student #9:

Class Evaluation Likert Scale Ratings: all 1's

Class Evaluation written responses to questions:

- [helpful personally] "Not helpful"
- [helpful in relationships] "Not helpful"
- [work life] "Not helpful"
- [meaningful ideas] "None"

Of Platoon's 2's four responding ambiguously to question "Would you be interested in follow-up classes?":

Student #10:

Class Evaluation Likert Scale Ratings: all 3's

Class Evaluation written responses to questions:

- [helpful personally] "No"
- [helpful in relationships] "No"
- [work life] "No"
- [meaningful ideas] "No"

Student #11:

Class Evaluation Likert Scale Ratings: all 2's

Class Evaluation written responses to questions:

- [helpful in relationships] "It wasn't"
- [work life] "It wasn't"
- [meaningful ideas] "Positive thoughts"

Student #12:

Class Evaluation Likert Scale Ratings: all 2's

Class Evaluation written responses to questions:

- [helpful personally] "Just probably on relaxing when I'm stressing out."
- [helpful in relationships] "Not being too mad or anything when they get me mad"
- [work life] "I don't work at the moment."
- [meaningful ideas] "The relaxing your mind, because it really relaxed my mind."

Student #13:

Class Evaluation Likert Scale Ratings: 3,3,1,2

Class Evaluation written responses to questions:

- [helpful personally] "I let people talk and I ask them smart questions that gets them stuck."

- [helpful in relationships] “Able to talk to others, why others get the way they do.”
- [meaningful ideas] “The way I take things in and to be open-minded.”
- [other comments] “It was an experience just to get to know yourself and others in a different way.”

Of Platoon 2’s four responding “yes”:

Student #14:

Class Evaluation Likert Scale Ratings: all 5’s

Class Evaluation written responses to questions:

- [helpful personally] “It helped me release stress”
- [helpful in relationships] “To ease my mind”
- [work life] “to think positive”
- [meaningful ideas] “happy land, because you have everything you ever wanted.”

Student #15:

Class Evaluation Likert Scale Ratings: all 3’s

Class Evaluation written responses to questions:

- [helpful in relationships] “I could talk to people clearly”
- [work life] “I could work carefully”
- [meaningful ideas] “the journeys we took”
- [other comments] “This class made me relax and keep quiet.”

Student #16:

Class Evaluation Likert Scale Ratings: 3,3,4,3

Class Evaluation written responses to questions:

- [helpful personally] “Calm my self, sleep”
- [helpful in relationships] “It didn’t help”
- [work life] “to just chill”
- [meaningful ideas] “journeys, stress equals thinking, mind”

Student #17:

Class Evaluation Likert Scale Ratings: 3,3,4,3

Class Evaluation written responses to questions:

- [helpful personally] “Helps me relax”
- [helpful in relationships] “Talk more with people”
- [work life] “talk more”
- [meaningful ideas] “the journey”
- [other comments] “very good class”

Platoon 4

There were 14 matched sets for Platoon 4

Student #1:

HR Class Survey indicated slight decrease in anxiety.

Friedman showed slight decrease in nervousness, increase in happiness, significant increase in emotional stability, increase in assertiveness, increase in neighborliness

Content test scores: 8/20, 11/20

Student #2:

Class Survey indicated slight decrease in anxiety and slight decrease in calm.

Friedman indicated slight decrease in anger, significant decrease in nervousness, significant decrease in insecurity, increase in joviality, decrease in guilt and envy

Content test scores: 15/20, 17/20

Student #3:

Class Survey indicated slight increase in calm, slight decrease in anger.

Friedman indicated significant decrease in anger, significant decrease in nervousness

Content test: 5/20, 8/20

Student #4:

Class Survey indicated slight increase in anxiety.

Friedman indicated decrease in nervousness, slight decrease in anger, slight increase in contentment and security, decreased emotionalism

Content test scores: 10/20, 18/20

Student #5:

Class Survey indicated decrease in anger, slight increase in anxiety.

Friedman indicated decrease in anger, decreased tension and nervousness, increased security, decreased moodiness

Content test scores: 9/20, 13/20

Student #6:

Class Survey indicated slight decrease in anxiety, decrease in anger.

Friedman indicated decrease in tension, decrease in nervousness, increase in contentment, decrease in security, increased self-confidence, increased joviality, decreased envy

Content test scores: 8/20, 17/20

Student #7:

Class Survey indicated slightly less calm

Friedman indicated slightly less anger, extreme tension, extreme nervousness, extreme discontentment, extreme insecurity, extreme shyness, extreme unhappiness, extreme emotionality, slight decrease in guilt, total absence of envy, extreme timidity, extreme distance. Very erratic results.

Content test scores: 12/20, 14/20

Student #8:

Class Survey indicated slight decrease in anger.

Friedman indicated extreme increase in anger, slight improvement in security, significant improvement in enthusiasm, improvement in emotional stability, decrease in guilt, increase in self-assertiveness, increase in neighborliness.

Content test scores: 8/20, 19/20

Student #9:

Class Survey indicated decrease in anger, slight decrease in anxiety.

Friedman indicated decrease in anger, slight decrease in nervousness, slight increase in security and self-confidence, increased enthusiasm, increased steadiness of emotion, slight decrease in guilt and envy, less anti-social feeling, more outgoing

Content test scores: 14/20, 15/20

Student #10:

Class Survey indicated increase in calm

Friedman indicated slight decrease in anger, slight increase in tenseness, slight increase in security and self-confidence, decreased happiness, decreased emotionalism, decreased envy, increased anti-social feelings, decreased feelings of distance

Content test scores: 9/20, 14/20

Student #11:

Class Survey indicated slight increase in anger but significantly reduced expression of anger to others, slightly less calm.

Friedman indicated significantly decreased anger, increased tension, reduced nervousness, increased contentment, increased security, increased moodiness, decreased guilt, more outgoing
Content test scores: 6/20, 5/20

Student #12:

Class Survey indicated decreased anxiety, decreased calm.

Friedman indicated increased anger, increased nervousness, increased discontent, increased security, decreased happiness, increased moodiness, increased neighborliness

Content test scores: 14/20, 13/20

Student #13:

Class Survey indicated slightly increased anger, slightly decreased anxiety, more relaxed mind.

Friedman showed slightly less anger, slightly less nervousness, increased discontent, increased security.

Content test scores: 10/20, 11/20

Student #14:

Class Survey showed no change.

Friedman indicated slight increase in nervousness, increased contentment and security, decreased guilt, increased assertiveness, increased "outgoingness"

Content test scores: 5/17 & 5/13; 5/7 & 0/13 unfinished

On Platoon 4 evaluation forms, of 16 responses to the questions "Would you be interested in follow-up classes?", 9 were no, 1 was ambiguous, and 6 were yes.

Of the 9 responding "no":

Student #1:

Class Evaluation Likert Scale Ratings: all 3's

Class Evaluation written responses to questions:

- [helpful personally] "It helped me control my thinking."
- [helpful in relationships] "Helped me get along with others"
- [work life] "It helped me get [rid of] fear of speaking in front of other people"
- [meaningful ideas] "The meaning of thinking, because some times I stress out."

Student #2:

Class Evaluation Likert Scale Ratings: 1,3,3,2

Class Evaluation written responses to questions:

- [helpful personally] "Think differently"
- [helpful in relationships] "More communication"
- [work life] "Talk more professionally at job interviews"
- [meaningful ideas] "don't know"

Student #3:

Class Evaluation Likert Scale Ratings: 1,1,1,4

Class Evaluation written responses to questions:

- [helpful personally] "I haven't had the chance to use my knowledge from class"
- [helpful in relationships] "I haven't had the chance to use my skills."
- [work life] "Don't have a job"
- [other comments] "Don't give this class at the end of the year."

Student #4:

Class Evaluation Likert Scale Ratings: 3,4,2,2

Class Evaluation written responses to questions:

- [helpful personally] "It helped me clear my mind while I'm alone or with no problems."

- [helpful in relationships] “I got to show some of my personal stuff to the class.”
- [work life] “Didn’t really hit me there.”
- [meaningful ideas] “With a clear mind you can do whatever you want.”
- [other comments] “This is a good class for people that are in a lot of stress.”

Student #5:

Class Evaluation Likert Scale Ratings: 4,4,3,4

Class Evaluation written responses to questions:

- [helpful personally] “It made me realize how much control my own thoughts had over my actions and life.”
- [helpful in relationships] “I don’t let people get to me as much, no matter what they say or do.”
- [work life] “unemployed”
- [meaningful ideas] “the fact that nobody can make me feel a certain way. It’s all in my thoughts.”
- [other comments] “I enjoyed learning about my thoughts!”

Student #6:

Class Evaluation Likert Scale Ratings: 3,4,3,3

Class Evaluation written responses to questions:

- [helpful personally] “It helped me personally because I look at different approaches.”
- [helpful in relationships] “It helped me in my relationships with others, because I can sit down and talk now.”
- [meaningful ideas] “The concept that was most meaningful to me was the insecure & secure idea.”

Student #7:

Class Evaluation Likert Scale Ratings: 1,1,1,3

Comments not available

Student #8:

Class Evaluation Likert Scale Ratings: 1,1,2,1

Class Evaluation written responses to questions:

- [helpful personally] “It gave me a theory on how people’s emotions work. I don’t agree, but I understand where this could help some people.”
- [helpful in relationships] “n/a”
- [work life] “I don’t listen to what people are saying, because I dislike Great America. I’m having easier work days.”
- [meaningful ideas] “Consciousness, because it was the only point I felt had any relevance to the ‘real’ world.”

Student #9:

Class Evaluation Likert Scale Ratings: 2,2,1,1

Class Evaluation written responses to questions:

- [meaningful ideas] “None, because they don’t teach.”
- [other comments] “If they’re getting paid, they should do something.”

Student #10:

Class Evaluation Likert Scale Ratings 4,5,3,4

Class Evaluation written responses to questions:

- [helpful personally] “Helps me control my personal feelings with others.”
- [helpful in relationships] “A lot, a lot.”
- [meaningful ideas] “controlling feelings/have a lot of anger with most people at home.”
- [other comments]: “Good thing!”

Of Platoon 4’s six students responding “yes”:

Student #11:

Class Evaluation Likert Scale Ratings: 3,3,1,2

Class Evaluation written responses to questions:

- [helpful personally] “This class has showed me resourceful ways to deal with aggression”
- [helpful in relationships] “It showed how to talk instead of blowing up.”
- [meaningful ideas] “The idea that feeling comes from thought was the most meaningful, because it made me think.”
- [other comments] “We had a good instructor.”

Student #12:

Class Evaluation Likert Scale Ratings: 4,4,3,5

Class Evaluation written responses to questions:

- [helpful personally] “I learned that feelings are triggered by thought. Now I know how to control myself.”
- [helpful in relationships] “I learned to understand”
- [meaningful ideas] “The secret that Pam taught us.”

Student #13:

Class Evaluation Likert Scale Ratings: 2,2,3,4

Class Evaluation written responses to questions:

- [helpful personally] “Helped me relax when I was stressed.”
- [helpful in relationships] “We never really talked about help with relationships.”
- [work life] “We really never went over work life.”
- [meaningful ideas] “Relaxing and relieving stress.”
- [other comments] “Had fun.”

Student #14:

Class Evaluation Likert Scale Ratings: 3,3,5,2

Class Evaluation written responses to questions:

- [helpful personally] “Just knowing my thoughts create feelings.”
- [helpful in relationships] “It will help me bite my tongue on the job.”
- [work life] “I won’t cuss a customer out.”
- [meaningful ideas] “The quiet times with the imaginative stories.”
- [other comments] “I enjoyed the class and the teachers.”

Student #15:

Class Evaluation Likert Scale Ratings: 3,3,<blank>, 3

Class Evaluation written responses to questions:

- [helpful personally] “It was a calming class for the end of the day.”
- [helpful in relationships] “I don’t see any changes yet, but if I do notice any, I’ll let you know.”
- [meaningful ideas] “The way our thoughts have to do a lot with what we do.”
- [other comments] “It was an okay class.”

Student #16:

Class Evaluation Likert Scale Ratings: 3,4,4,4

Class Evaluation written responses to questions:

- [helpful personally] “It taught me how to think better with a clear mind.”
- [helpful in relationships] “To understand them more with a clear mind.”
- [work life] “Helped me think a lot better and be more confident about my work with a clear mind.”
- [meaningful ideas] “With a clear mind you can do whatever you want to because your are calm.”
- [other comments] “I really liked this class. I think it would be really useful in my life with a clear mind.”

The results reported here for the Friedman and HR Class Survey are preliminary. A more detailed analysis will be available after we have entered them into our data base and completed a computer analysis of the scores. At this time the student comments provide the best feedback on the program, what was learned and how it has impacted them.