

**NTG Evaluation Committee Summary Report**  
**2019 NTG Education and Training Outcomes**  
 July 2020

**Executive Summary**

Consistent with the mission of the NTG to enhance the knowledge and support of care providers for older individuals with intellectual and developmental disabilities, the NTG Evaluation Committee examined the impact of 11 education and training workshops provided by NTG Master Trainers and Lead Trainers from January-December 2019. Using ADKS-ID pre-post test data as well as post training evaluation data from 2-day training workshops, the 2019 Summary Report presents analysis of trainee satisfaction, knowledge acquisition, perceived value of content presented, and intent to apply information included in the training delivered. The training locations from which data was collected and analyzed represented 10 states throughout the U.S.

**NTG Evaluation Committee Members (2019)**

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**2019 NTG Training Locations and Dates**

Training Location	Training Date
Camden, NJ	March, 2019
Jacksonville, FL	April, 2019
North Platte, NE	April, 2019
Norfolk, NE	April, 2019
Port Henry, NY	May, 2019
San Jose, CA	June, 2019
Springfield, MO	June, 2019
Norristown, PA	June, 2019
Culver City, CA	July, 2019
Salina, KS	September, 2019
Hartford, CT	October, 2019
Laramie, WY	October, 2019

## NTG Evaluation Process Overview

The NTG Education and Training evaluation process is based upon the Kirkpatrick model of evaluating training effectiveness. Kirkpatrick’s model outlines a 4-level framework for training evaluation: *Level 1 Reaction; Level 2 Learning; Level 3 Behavior and Level 4 Results.*

Evaluation compilation and analysis is managed and conducted by the NTG Evaluation Committee in collaboration with resources of Thomas Jefferson University in Philadelphia, Pa. Three components comprise the training assessment process:

NTG evaluation tool	Description	Relevance	Administration
<p><b>NTG ADKS-ID</b></p> <p>(adapted from original ADKS. [Carpenter e al., 2009, Gerontologist, 49(2), 236-247])</p>	<p>A 30-question pre-post testing tool that measures participants general knowledge of issues related to adults with I/DD and dementia.</p> <p>Questions aligned to training content as well as to general knowledge of aging and dementia.</p>	<p>Level 2 assessment.</p> <p>Measurement of increase in knowledge before and after the training delivery.</p> <p><i>“Did the trainee learn what was intended to be taught?”</i></p>	<p>Hard copy test completed by each participant prior to the training and again immediately after training conclusion.</p>
<p><b>NTG 2-Day Training Evaluation</b></p>	<p>A 19-question training evaluation that gathers Level 1 and Level 2 feedback from training participants.</p>	<p>Level 1,2 assessment.</p> <p>Training satisfaction, initial learning, intent to apply new information, unmet needs, participant view of training value to their job and or caregiver role.</p>	<p>Hard copy and/or online.</p> <p>Completed by training participants at the end of 2-day training.</p>
<p><b>On the job (OTJ) observation, trainee interviews, focus groups, supervisor evaluation</b></p>	<p>Observation, coaching and debrief interviews over time period of 6-12 months.</p> <p>Self-assessment</p>	<p>Level 3 assessment.</p> <p>Application of knowledge acquired through training.</p> <p>Behavior change in care provider and from front line supervisor</p>	<p>On-site observations, focus groups and/or interviews of trainees and frontline supervisors of trainees using questions developed in collaboration with grantee key stakeholders.</p>

**NTG Evaluation Process Logic Model (v.2.0.2018)**

Inputs/ Resources	Activities	Outputs	Outcomes	Impact
<p><b>NTG Training Workshops</b></p> <p><b>NTG Webinars</b></p> <p><b>Regional trainer meetings</b></p> <p><b>Annual Evaluation SC Planning meeting</b></p>	<p><b>Pre-Post Test Evaluation</b></p> <p><b>2-Day Workshop Evaluation</b></p> <p><b>Post Webinar Evaluation</b></p> <p><b>Written Report to NTG Steering Committee</b></p>	<p><b>Outputs</b></p> <p>Level of satisfaction (attendee)</p> <p>Content value and applicability</p> <p>Planned application of information</p> <p>Suggestions for improvement</p> <p>Additional training needs</p> <p>Number and location of trainings conducted</p> <p>Number of people trained</p> <p>Number of regional trainers developed</p> <p>Test Pass Rate</p> <p>#/type of follow-up trainings conducted by trainers</p>	<p><b>Programmatic Outcomes</b></p> <p>Improvements in training workshop design, format, content</p> <p>Development of new webinar topics</p> <p>Capacity building projects with partner organizations</p> <p><b>Education and Training Participants</b></p> <p>Increased knowledge of aging and impact of dementia</p> <p>Improved caregiver skills</p> <p>Improved advocacy</p> <p>Increased interest/initiative in dementia related activities</p>	<p><b>Attendees</b></p> <p>Changes in approach to service design and/or delivery for individuals with I/DD and dementia as well as for caregivers.</p> <p>Improved caregiver competence and skill</p> <p>Improved advocacy by care providers, funders and policy makers at the local, regional and national level.</p> <p><b>Program</b></p> <p>Changes in approach to service design and/or delivery</p> <p>Implementation of dementia sensitive services</p> <p>Increased advocacy on behalf of older adults I/DD and dementia</p> <p>Expanded funding of dementia supports for people with I/DD</p>

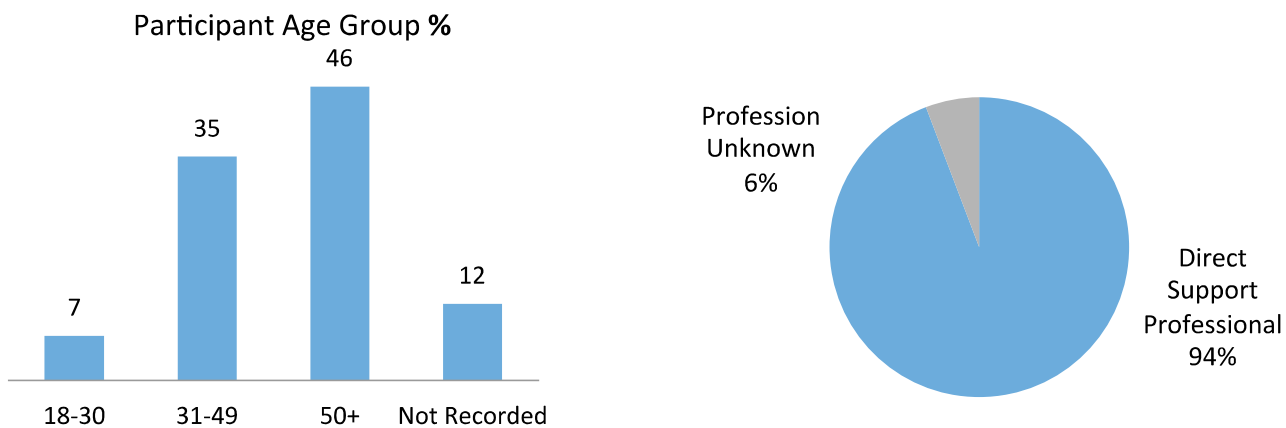
## NTG ADKS-ID

In the original pilot series of the NTG training (2014), the Alzheimer’s Disease Knowledge Scale (ADKS) (Carpenter et al., 2009) was used to measure changes in knowledge as a result of the training. After piloting the draft tool in 3 workshops in 2014, the Evaluation Committee determined that the ADKS was not useful due to a high percentage of correct answers in the pre and post-tests with minimal change among training participants detected. Use of the ADKS was discontinued after the pilot trainings were concluded.

In March 2019 the NTG Evaluation Committee re-examined the use of the ADKS with modification as a measure of change in knowledge acquisition by training participants. The pre-post test design team led by E. Adel Herge, Helen Stepowany and Matt Janicki was supported by a graduate assistant in the Department of Occupational Therapy at Thomas Jefferson University and a statistician from the University of Illinois, Chicago. The team collaborated to modify, implement and evaluate an adapted version of the ADKS as a pre-post measure of change. The adapted version of the ADKS was identified as **ADKS-ID** (NTG 2019).

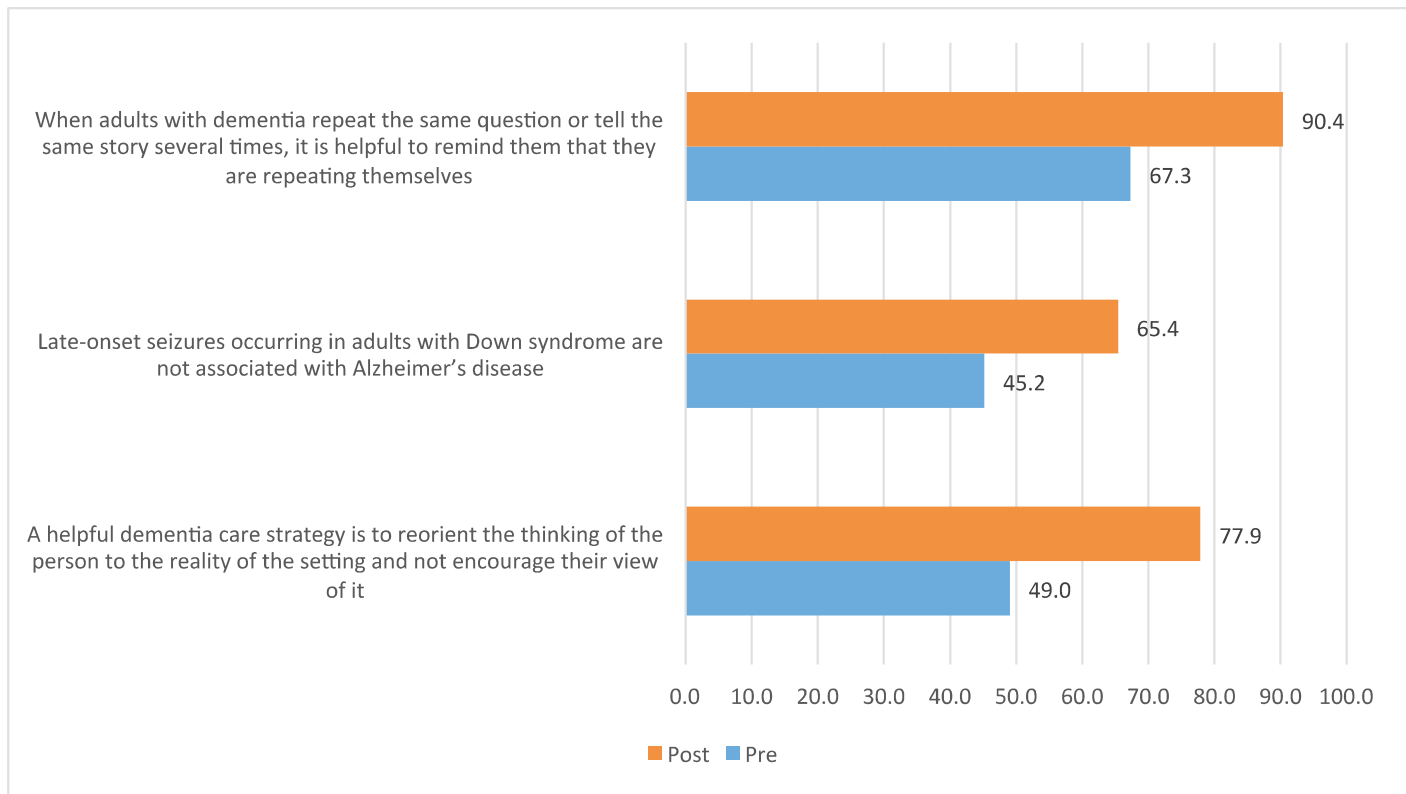
### ADKS-ID Pilot Pre-Post Data Analysis

Data from five NTG Training Workshops conducted in the spring of 2019 was analyzed. A total of 245 ADKS-ID pre-post tests were completed before and after the five training workshops. Of these completed surveys, 208 matched successfully in pre-post data, representing a total of 104 workshop participants.



### Item Analysis ADKS-ID Spring 2019 Pilot:

- Average total score increased 9 points after completing training ( $p < 0.0001$ )
- 3 questions demonstrated average increased score of over 20 points



### Paired T-Test

N	104
Mean pre-post difference N (%)	2.54 (8.75)
Std Dev	4.21
DF	103
T Value	6.15
P Value	<0.0001

### Conclusion

Based upon the above analysis, the NTG Evaluation Committee determined that the **ADKS-ID 2.0** tool met required criteria for further use by the NTG as a pre-post test training measure. Additionally, in February 2020, the authors of the original ADKS granted permission to the NTG to continue to use the adapted tool, the ADKS-ID, for NTG training purposes.

Although the ADKS-ID has been shown to be a valid measure of participant knowledge acquisition of workshop attendees, further psychometric evaluation is required before external distribution or publication of the ADKS-ID by the NTG.

## 2019 NTG 2-Day Training Workshop Evaluations

### 2-day Workshop Evaluation Process

During 2019 data was collected via a 2-Day Training Evaluation created internally by the NTG Evaluation Committee (see Appendix A). Training satisfaction, concepts learned, and how attendees intend to apply new information were assessed. The evaluation also gathered information regarding additional learning needs. In addition to 16 items which participants rate on a Likert scale of 1-4, the post training evaluation tool posed 3 open-ended questions that asked participant's plans to apply content; one thing learned to enhance the participant's ability to meet the needs of older adults with ID and dementia; and suggestions for additional training topics.

2019 training workshops	N=number of workshop participants
Camden, NJ	24
Jacksonville, FL	21
North Platte, NE	34
The Center for Discovery, NY	18
San Jose, CA	57
Springfield, MO	23
Norristown, PA	32
Culver City, CA	55
Salina, KS	34
Hartford, CT	34
Laramie, WY	68

Key data: 11 workshops N=400 responses

### Evaluation Data Results

Results were compiled for 11 trainings conducted by NTG Lead and/or Master Trainers in 2019. No data was available for the training in Norfolk NE. Participant assessment of 1) the content included in the training workshop, 2) new information acquired by participants, and 3) level of applicability to their work or support activities is summarized below:

#### Please rate the following based on your opinion of material presented

(1=strongly disagree-4 strongly agree)

- The training was applicable to real life scenarios 3.60
- I will recommend this training to others 3.60
- I learned about early diagnosis and screening tools for aging individuals with ID and dementia 3.56

#### Please rate your increased knowledge based on information provided in training

(1 = little increase – 4 = high increase)

- impact of dementia and AD on adults with Down Syndrome 3.60
- role as health care advocate for individual with ID and dementia or AD 3.56
- communication strategies for individual with dementia or AD 3.50

#### Please tell us how effectively the training prepared you to

(1= poorly prepared – 4 = well prepared)

- Discuss value of early screening for dementia in a person with ID 3.59
- Modify an environment to better support a person with ID and dementia 3.59
- Develop new strategies to support an individual with dementia who no longer enjoys preferred activities 3.49

## 2-day Workshop Evaluations: General Findings

Of the 400 2-day workshop evaluations completed by attendees, a consistent comment among the evaluations was that the training content was professionally presented and highly regarded. In particular, content modules addressing environmental modifications, differential diagnosis, and early screening were noted. The experience and expertise of the trainers were also positively noted.

*“I was struggling with communicating and supporting the people I work with. With this training I understand more of what they might be going through and how I can better support by how I communicate with them. Also, I understand where to start and what to look for when communicating with them.” Laramie, Wyoming NTG Workshop attendee, 2019*

Evaluation responses affirmed that participant learning outcomes aligned with the stated training objectives. Responses indicated that the objectives of the 2-day training workshop were met. More than 90% of the training attendees would recommend the training to others.

Analysis of 2-day training evaluation responses suggests that many participants seek additional information in the following topic areas: communication; behavior; end of life; and emerging research in the area of aging and dementia. Training evaluation responses also indicated that participants value case study analysis, collegial networking, and use of video illustrations as part of the workshop experience.

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## Appendix A.

*NTG CAREGIVER TRAINING:  
 DEMENTIA CAPABLE CARE OF ADULTS WITH INTELLECTUAL DISABILITIES AND DEMENTIA  
 2-DAY TRAINING EVALUATION*

Your Role or Position: \_\_\_\_\_ # years in disabilities field \_\_\_\_\_  
 Training Location: \_\_\_\_\_ Date of Training: \_\_\_\_\_

Please rate the following statements according to your own opinion of this training.

<b>Please rate the following based on your opinion of the material presented.</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
The training content was clearly communicated				
The main objectives of the training were clearly identified				
The training was applicable to real life scenarios				
I learned about early diagnosis and screening tools for aging individuals with intellectual disabilities				
I learned about environmental modifications that can help the day to day functioning of a person with dementia or AD.				
I will recommend this training to others				

<b>Please rate your increased knowledge level based on the information provided in this training.</b> (1= little increase; 4 = high increase)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The difference between Alzheimer's disease and Dementia				
The stages of dementia/AD disease process				
Communication strategies for an individual with dementia or Alzheimer's disease.				
The impact of dementia and Alzheimer's disease on adults with Down syndrome				
Your role as a health care advocate for an individual with ID and dementia or Alzheimer's disease				

<b>Please tell us how effectively the training prepared you to:</b> (1 = poorly prepared; 4 = well prepared)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Discuss the value of early screening for dementia in a person with an intellectual disability.				
Answer questions from a family member regarding what to expect after their family member with an intellectual disability is diagnosed with dementia or AD.				
Provide appropriate day-to-day care for a person with dementia or Alzheimer's disease.				
Develop new strategies to support an individual with dementia who no longer enjoys preferred activities.				
Modify an environment to better support a person with ID and dementia				



*NTG CAREGIVER TRAINING:  
DEMENTIA CAPABLE CARE OF ADULTS WITH INTELLECTUAL DISABILITIES AND DEMENTIA  
2-DAY TRAINING EVALUATION*

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We are interested in your feedback regarding the value of the training to you.  
(Feel free to provide examples related to your comments.)

1) How do you plan to apply information that you learned at this training?

2) Please list one thing that you learned through the training that has prepared you to meet the needs of older adults with intellectual disability who have dementia or Alzheimer's disease.

3) Please list any additional topics or information that you would like to see added to future training.

Your name/organization (optional) \_\_\_\_\_

Thank you for your feedback and recommendations!