



2013 – 2014 Program Evaluation Data

- Pre & Post Program Summary Grades 2 -3
- Pre & Post Program Summary Grades 4 – 12
- Social Skills Improvement System (SSIS) Rating
- “Puppy Pals” Program Evaluation Summary
- Educator Post Program Evaluation Summary
- Adult Training Evaluations



2013 – 2014 RESPECT Pre & Post Program Summary Grades 2 -3

177 students participated in Pre & Post Program Evaluations

What We Learned:

How does being bullied make kids feel?

- 23% of students reported that “bullies make me feel sick.”
- 42% of students reported that “bullies make me feel scared.”
- 61% of students reported that “bullies make me feel left out.”
- 72% of students reported that “bullies make me feel angry.”
- **50% of students reported that “some days I don’t want to go to school because of bullies.”**

TWO IMPORTANT THINGS KIDS LEARNED FROM PARTICIPATING IN A RESPECT PROGRAM:

“Watching bullying and doing nothing to help, helps the bully.”

BEFORE THE PROGRAM

Yes 43%

AFTER THE PROGRAM

Yes 53%

“When a kid is getting bullied it can help to ask them to do something with you.”

BEFORE THE PROGRAM

Yes 41 %

AFTER THE PROGRAM

Yes 76%

RESPECT works with kids to understand the power they have as bystanders and to learn and practice techniques and strategies to use that power to help their peers!

WHAT KIDS TOLD US:

THE RESPECT PLAY TAUGHT ME HOW TO STOP BULLYING	88%
THE RESPECT PLAY TAUGHT ME WHERE TO GET HELP	87%
THE RESPECT PLAY TAUGHT ME HOW TO HELP KIDS WHO GET BULLIED	93%



2013 – 2014 RESPECT Pre & Post Program Summary Grades 4 -12

764 students participated in RESPECT Pre & Post Program Evaluations

This year RESPECT worked with a variety of evaluation questions and measurements to help determine the best way to measure our success and what students need to learn.

What We Learned:

RESPECT found that students learned important information from participating in RESPECT programs. We wanted them to be better able to define bullying and distinguish it from other forms of violence and to understand the impact of unsafe/ threatening on line communication.

Statement of Yes to...	Pre	Post	Difference
“Any single act of violence or conflict is bullying.”	73%	62%	+9%
“Even people you don’t know can see what you post on line.”	84%	91%	+7%
“Information you post on line might not go away even after it’s deleted.”	82%	89%	+7%

We wanted to see if they could apply information they learned to scenarios they were given.

They were capable in:

Distinguishing tattling “snitching” from reporting in a written scenario.	38%	44%	+6%
Distinguishing exclusion and relational aggression as types of bullying in a written scenario.	82%	88%	+6%

We wanted to see what information students could volunteer in an open format without the structure of preformatted responses. Students were given three open ended questions about bullying. The results were incredible. We saw differences in quantity and quality of responses.

PRE PROGRAM

- Only one of three questions received any responses from any students.
- The total number of responses for that question was 16.
- The average response length for that question was 6 words.

POST PROGRAM

- All three questions received responses.
- Questions received 32, 40 and 58 responses from students for a total of 130 responses versus 16 noted in the pretest for the responses to the single question.
- The single question that received 16 responses in the pretest received 32 responses in the post-test.
- The average response length for the 32 responses was 10 words.
- The “quality” of the responses varied in a way that was positive for face/content validity. Pre- program ex. I try to stop bullying by “standing up for myself.” Post program ex. I try to stop bullying by “I go up to the bully and have a talk and if it doesn’t work then I just drop out of it and go get an adult.”

ABOUT THE PROGRAM (we always ask!)

WHAT STUDENTS TOLD US:

“I liked the RESPECT play I saw today.”	84%
“I learned new ways to help myself when I am bullied.”	68%.
“I learned new ways to help others when they are bullied.”	77%.
“I learned about new people or resources to go to if I need help with bullying.”	63%
“I plan on using some of these new ways to stop bullying as soon as I can.”	75%.



2013 – 2014 Relationship to Social Skills Behavior Social Skills Improvement System (SSIS) Pre & Post Program Summary Grades 4 -12

332 students participated in the Social Skills Improvement System (SSIS)

Analysis by University of Nebraska at Omaha Educational Psychology Department

Under the Supervision of Dr. Lisa Kelly-Vance

An additional 332 students in grades 4 – 12 completed the SSIS pre and post their participation in RESPECT programs. The SSIS measures student self-report of positive social skills and problem behaviors. In each case the group means (average) was noted to change after participation in the RESPECT program. Students reported that pro-social behaviors were more desirable after participating in a RESPECT program. (For example, “I let people know when there is a problem” and “I stay calm when dealing with problems.”) Students reported having fewer problem behaviors after participating in a RESPECT program. (For example, “I do not let others join my group of friends” and “I say things to hurt people’s feelings.”)

CONTINUED CONCERNS REPORTED BY STUDENTS:

The top four concerns our students reported about being bullied were:

- Being physically hurt
- Feeling left out
- Feeling sad about being bullied
- Worrying about being bullied

OUR PLAN AS WE GO FORWARD:

- Continue to implement many forms of theatre techniques for facilitating learning related to relationship challenges and behaviors.
- Select information and facts with care and teach these quickly and directly.
- Continue to demonstrate techniques and role-play with students’ strategies to work through challenging social situations.
- Provide a focus point for students to decide what they have learned, what they will remember and a plan to use it after the program.
- Allow students to respond to evaluation tools in a manner similar to our presentation technique: in a fluid, flexible, open manner that helps us learn from them what they know, misconceptions and what they need to learn.

Social Skills Improvement System Report

Measures

The Social Skills Improvement System (SSIS) Rating Scales is a self-report, teacher-report, or parent-report scale that evaluates social skills, problem behaviors, and academic competence. The SSIS can be used with children ages 3 through 18 and can be used with individual children or in a group setting. For the purposes of this study, the self-report measure was used to gather information about social skills and problem behaviors.

Specifically, the social skills scale measures the participants' self-perceptions of their social skills and how important they think these skills are. Social skills are rules and skills that are used in interactions and communication with others. For example, good manners, seeking help, making suggestions and requests nicely, preserving the feelings of others, working with others, and emotion regulation are examples of social skills. The problem behaviors scale measures the participants' self-perceptions of undesirable behaviors. These behaviors often prevent or weaken relationships with peers. Examples of problem behaviors are fear, manipulation of others, inability to control emotions or actions, inattention, feelings of discomfort with peers, and acting out.

Participants ages 8 through 12 completed the social skills scale and the problem behaviors scale, which asked them to indicate on a Likert scale from "not true" to "very true" how accurate a statement was about themselves. See Figure 1 for an example of this form. Participants ages 13 through 18 completed the social skills scale and the problem behaviors scale. The social skills scale asked participants how true of themselves a statement was on a scale from "not true" to "very true" and how important to them the statements on this scale were from "not important" to "critical". The social skills scale consisted of 75 items and the problem behaviors scale contained 46 items.

For the social skills scale, it was anticipated that participants would choose responses on the higher end of the Likert scale, such as "very true" or "critical", after completing the program. The

problem behaviors scale inquired about undesirable behaviors; it was anticipated that participants would respond on the lower end of the Likert scale, such as “not true”, after completing the program.

Method

Participants who enrolled in the RESPECT program were given the SSIS before the program began. They were administered the SSIS again after completing the RESPECT program. There were 181 participants who completed the pretest and 151 who completed the posttest. The data was filtered and any form that contained more than four unscorable responses on the social skills scale or more than three unscorable responses on the problem behaviors scale were eliminated. An unscorable response occurs when a response is not given or more than one response is given. One entry was deleted because the participant chose the same answer for all of the items. After the filter was applied, there were 174 pretests and 143 posttests that were analyzed. Participants were ages 8 through 18 and grades 4 through 12. Many participants did not provide information about their gender or age, so sample percentages could not be calculated.

The answer to each of the items for each of the participants was recorded in an Excel document. Answers of “not true” were assigned a value of 1, “a little true” a value of 2, “a lot true” a value of 3, and “very true” a value of 4. Similarly, “not important” was assigned a value of 1, “important” a value of 2, and “critical” a value of 3. The values for each item for each of the participants were summed and an average was computed for the pretest and the posttest. Item means were computed by averaging the participant’s answers for each item. The pretest item mean was subtracted from the posttest item mean to calculate the difference.

Results

The pretest mean was 233.86 and the posttest mean was 242.82. These data show an increase from pretest to posttest. See Figure 2 for a graphical representation of this data.

Positive item differences are desirable for the social skills scale and negative item differences are desirable for the problem behaviors scale. Positive item differences for the social skills scale indicate

that participants at the time of the posttest believed the statements were more true or more important than at the time of the pretest. Negative item differences for the problem behavior scale were desirable because they indicate that participants believed the problem behaviors were more true of themselves at the time of the pretest than at the time of the posttest. In other words, more problem behaviors were present at the time of the pretest than at posttest. See Table I for item means and differences.

Recommendations

In the future, demographic information (i.e. gender, grade, and age) should be collected from all participants. This would allow percentages of the sample to be calculated and also for data to be compared across gender, grade, and age. Participants may respond differently to the RESPECT program based on gender, grade, age, or any other number of factors.

Utilizing the parent-report form as well as the self-report form of the SSIS would be useful for evaluating actual change. The parents may be more perceptive than the participants in noticing changes throughout the program. If this is true, the parent-report form may yield different results than the self-report form.

It may be useful to code the data collection forms so that the pretest and posttest forms could be compared for each participant. Coding would allow confidentiality to be preserved while allowing individual change to be examined. Individual changes could be examined in conjunction with demographic information. Finally, the long-term effects of the RESPECT program on the social skills and problem behaviors of participants could be examined if the SSIS were to be given after the conclusion of the program.

Appendix

Figure 1

Instructions

This booklet contains a list of things students your age may do and has two parts: Social Skills and Problem Behaviors. Please read each sentence and think about yourself.

Social Skills & Problem Behaviors

Decide **how true** each sentence is for you.

If you think it is **not true** for you, fill in the **(N)**.

If you think it is a **little true** for you, fill in the **(L)**.

If you think it is a **lot true** for you, fill in the **(A)**.

If you think it is **very true** for you, fill in the **(V)**.

Please answer all questions with the best response for you for each sentence, even if it is hard for you to make up your mind. There are no right or wrong answers. Please ask questions if you do not know what to do. Begin working when told to do so.

Before starting, be sure to complete the information in the boxes on page 1 of this form.

Social Skills	How True?
1. I ask for information when I need it	(N) (L) (A) (V)
2. I pay attention when others present their ideas	(N) (L) (A) (V)
3. I try to forgive others when they say "sorry".	(N) (L) (A) (V)
4. I'm careful when I use things that aren't mine	(N) (L) (A) (V)
5. I stand up for others when they are not treated well	(N) (L) (A) (V)
6. I say "please" when I ask for things	(N) (L) (A) (V)
7. I feel bad when others are sad.	(N) (L) (A) (V)
8. I get along with other children/adolescents	(N) (L) (A) (V)
9. I ignore others who act up in class.	(N) (L) (A) (V)
10. I take turns when I talk with others.	(N) (L) (A) (V)
11. I show others how I feel.	(N) (L) (A) (V)
12. I do what the teacher asks me to do	(N) (L) (A) (V)
13. I try to make others feel better	(N) (L) (A) (V)
14. I do my part in a group	(N) (L) (A) (V)
15. I let people know when there's a problem	(N) (L) (A) (V)
16. I look at people when I talk to them	(N) (L) (A) (V)
17. I help my friends when they are having a problem.	(N) (L) (A) (V)
18. I make friends easily	(N) (L) (A) (V)
19. I do my work without bothering others	(N) (L) (A) (V)
20. I am polite when I speak to others	(N) (L) (A) (V)
21. I stay calm when I am teased.	(N) (L) (A) (V)
22. I follow school rules	(N) (L) (A) (V)
23. I ask others to do things with me	(N) (L) (A) (V)
24. I am well-behaved	(N) (L) (A) (V)
25. I say nice things about myself without bragging.	(N) (L) (A) (V)
26. I stay calm when people point out my mistakes.	(N) (L) (A) (V)
27. I try to think about how others feel.	(N) (L) (A) (V)
28. I meet and greet new people on my own	(N) (L) (A) (V)
29. I do the right thing without being told	(N) (L) (A) (V)
30. I smile or wave at people when I see them	(N) (L) (A) (V)

How True?

- 31. I try to find a good way to end a disagreement (N L A V)
- 32. I pay attention when the teacher talks to the class (N L A V)
- 33. I play games with others (N L A V)
- 34. I do my homework on time (N L A V)
- 35. I tell others when I'm not treated well. (N L A V)

- 36. I stay calm when dealing with problems. (N L A V)
- 37. I am nice to others when they are feeling bad (N L A V)
- 38. I ask to join others when they are doing things I like (N L A V)
- 39. I keep my promises (N L A V)
- 40. I say "thank you" when someone helps me (N L A V)

- 41. I stay calm when others bother me (N L A V)
- 42. I work well with my classmates (N L A V)
- 43. I try to make new friends (N L A V)
- 44. I tell people when I have made a mistake (N L A V)
- 45. I ask for help when I need it. (N L A V)
- 46. I stay calm when I disagree with others (N L A V)

Problem Behaviors

How True?

- 47. I'm afraid of a lot of things (N L A V)
- 48. I make people do what I want them to do (N L A V)
- 49. I often do things without thinking (N L A V)
- 50. I often feel sick. (N L A V)

- 51. I swear or use bad words. (N L A V)
- 52. I find it's hard to focus on what I am doing. (N L A V)
- 53. I get embarrassed easily (N L A V)
- 54. I hurt people when I am angry (N L A V)
- 55. I have temper tantrums (N L A V)

- 56. I think bad things will happen to me. (N L A V)
- 57. I lie to others. (N L A V)
- 58. I often get distracted. (N L A V)
- 59. I can't sleep well at night (N L A V)
- 60. I do not let others join my group of friends. (N L A V)

- 61. I find it hard to sit still (N L A V)
- 62. I feel lonely. (N L A V)
- 63. I cheat when playing games. (N L A V)
- 64. I make careless mistakes in schoolwork (N L A V)
- 65. I think no one cares about me (N L A V)

- 66. I try to make others afraid of me (N L A V)
- 67. I break things when I'm angry (N L A V)
- 68. I often get tired. (N L A V)
- 69. I talk back to adults (N L A V)
- 70. I waste a lot of time (N L A V)

- 71. I feel nervous with my classmates (N L A V)
- 72. I say things to hurt people's feelings (N L A V)
- 73. I fight with others (N L A V)
- 74. I feel sad. (N L A V)
- 75. I break the rules (N L A V)

Figure 2

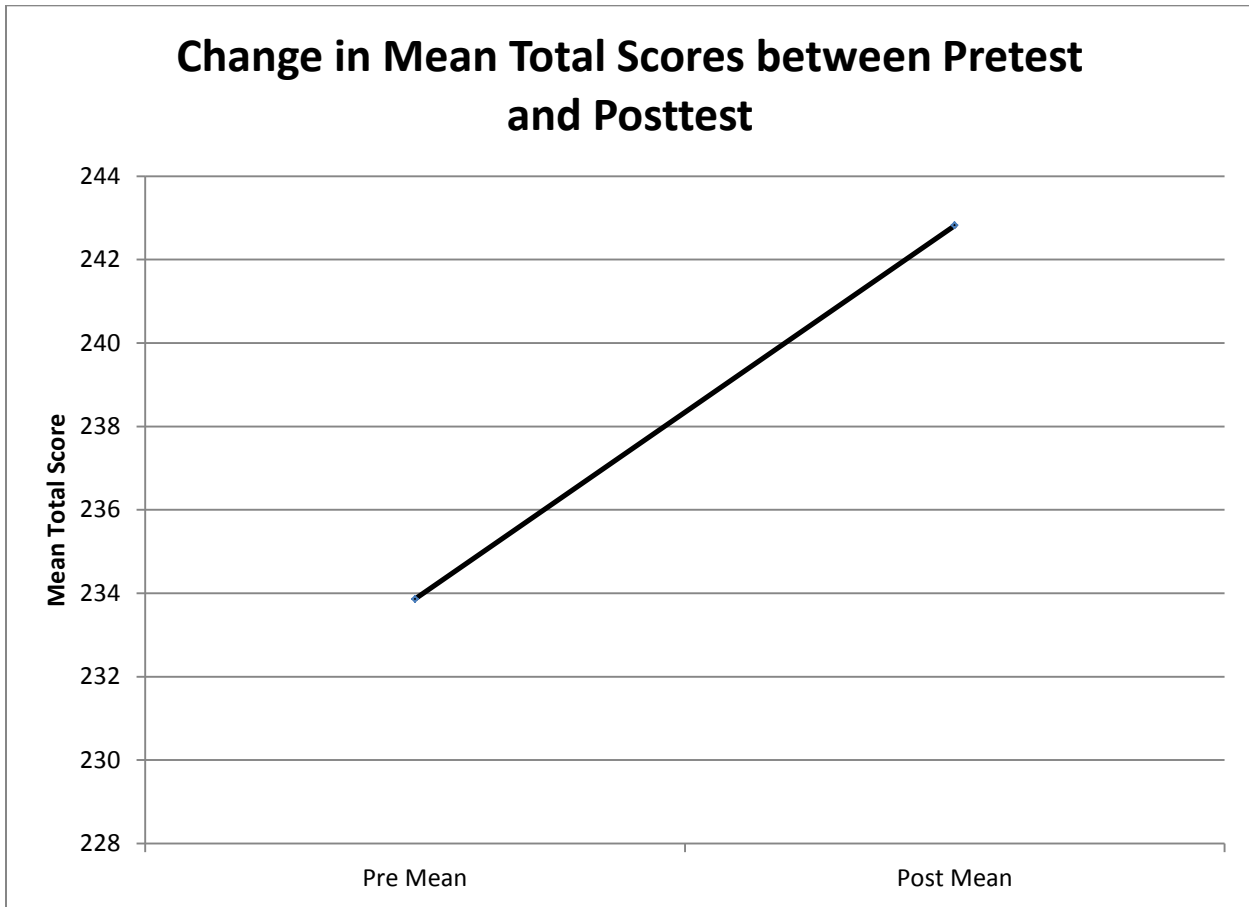


Table I

Item means and differences

Scale	Item	Pre Mean	Post Mean	Difference*
Social Skills: How True	1	2.87	3.04	0.17
	2	3.07	3.18	0.11
	3	3.13	3.17	0.04
	4	3.46	3.41	-0.06
	5	2.95	3.04	0.10
	6	3.15	3.16	0.01
	7	3.02	3.02	0.00
	8	3.18	3.17	-0.01
	9	2.83	2.89	0.06
	10	3.11	3.06	-0.05
	11	2.24	2.41	0.18
	12	3.32	3.35	0.03
	13	3.20	3.18	-0.02
	14	3.30	3.39	0.09
	15	2.80	2.72	-0.08
	16	3.20	3.17	-0.03
	17	3.29	3.36	0.07
	18	2.97	3.03	0.06
	19	3.14	3.11	-0.03
	20	3.27	3.32	0.05
	21	2.69	2.64	-0.05
	22	3.44	3.37	-0.07
	23	2.91	2.80	-0.10
	24	3.25	3.18	-0.08
	25	3.09	3.06	-0.04
	26	2.98	2.94	-0.03
	27	3.09	3.02	-0.07
	28	2.92	2.83	-0.09
	29	3.10	3.15	0.05
	30	3.21	3.06	-0.15
	31	2.94	2.94	-0.01
	32	3.25	3.22	-0.03
	33	3.25	3.22	-0.04
	34	3.20	3.14	-0.06
	35	2.41	2.54	0.13
	36	2.95	2.97	0.02
	37	3.35	3.36	0.01
	38	3.14	3.10	-0.04
	39	3.36	3.38	0.02
	40	3.54	3.37	-0.17

	41	2.83	2.81	-0.02
	42	3.21	3.24	0.04
	43	3.20	3.08	-0.11
	44	2.66	2.87	0.21
	45	3.05	3.00	-0.05
	46	2.94	2.99	0.04
Problem Behaviors	47	2.14	1.99	-0.14
	48	1.60	1.69	0.09
	49	2.28	2.20	-0.08
	50	1.74	1.86	0.12
	51	1.87	2.10	0.22
	52	2.09	2.08	-0.02
	53	2.27	2.17	-0.10
	54	1.54	1.64	0.10
	55	1.40	1.38	-0.03
	56	1.88	1.84	-0.04
	57	1.69	1.68	-0.01
	58	2.39	2.23	-0.15
	59	2.01	1.98	-0.03
	60	1.41	1.38	-0.03
	61	2.13	1.96	-0.17
	62	1.79	1.76	-0.03
	63	1.45	1.48	0.02
	64	1.74	1.78	0.04
	65	1.63	1.71	0.08
	66	1.28	1.32	0.04
	67	1.37	1.33	-0.04
	68	2.16	2.09	-0.06
	69	1.56	1.69	0.13
	70	1.74	1.87	0.12
	71	1.55	1.64	0.09
	72	1.25	1.37	0.12
	73	1.45	1.46	0.02
	74	1.67	1.66	-0.01
	75	1.46	1.43	-0.03
Social Skills: How Important	1	2.22	2.27	0.05
	2	2.16	2.23	0.07
	3	2.20	2.24	0.04
	4	2.46	2.39	-0.07
	5	2.40	2.39	-0.01
	6	2.36	2.27	-0.09
	7	2.14	2.05	-0.08

8	2.26	2.06	-0.21
9	2.08	2.12	0.04
10	2.06	2.00	-0.06
11	1.88	1.92	0.04
12	2.32	2.32	0.00
13	2.34	2.26	-0.08
14	2.43	2.24	-0.19
15	2.03	2.10	0.07
16	2.23	2.16	-0.07
17	2.39	2.26	-0.14
18	2.14	2.14	0.00
19	2.23	2.18	-0.05
20	2.34	2.27	-0.07
21	2.08	2.14	0.06
22	2.39	2.23	-0.16
23	1.92	2.00	0.08
24	2.27	2.23	-0.04
25	1.86	2.06	0.19
26	2.18	2.16	-0.01
27	2.15	2.19	0.04
28	2.11	2.09	-0.02
29	2.27	2.26	-0.01
30	2.05	2.03	-0.03
31	2.27	2.18	-0.09
32	2.28	2.26	-0.03
33	1.91	1.99	0.08
34	2.37	2.18	-0.19
35	1.91	2.03	0.12
36	2.32	2.18	-0.13
37	2.36	2.24	-0.12
38	2.15	2.01	-0.13
39	2.38	2.32	-0.06
40	2.42	2.32	-0.11
41	2.22	2.14	-0.08
42	2.19	2.16	-0.02
43	2.12	2.14	0.02
44	1.92	2.12	0.20
45	2.26	2.15	-0.11
46	2.11	2.19	0.08

*To calculate the item difference, the pre-test item mean was subtracted from the posttest item mean. A positive difference for the social skills scales is desirable because it indicates that social skills were more true of the participants or more important to the participants at the time of the posttest. A negative difference for the problem behaviors scale is desirable because it shows a decrease in problem behaviors at the time of the post-test.



2013 – 2014 Puppy Pals Evaluation Summary

During the 2013 – 2014 year, RESPECT provided more than 30 “Puppy Pals” programs to Pre-K and Kindergarten groups. Among those programs were seven that were provided at Omaha Public Libraries

Participant Evaluations

At four out of the seven programs, RESPECT conducted evaluations with the children to determine if the participants understood the content delivered. During these evaluations, students were given a green paper plate with a “happy face” on it and a red plate with a “sad face” on it. They were then shown three scenarios modeling potential behaviors of children interacting with one another. After each scenario, students were asked to hold up the green happy face if the characters in the scenario used the tools that were demonstrated in the scripted part of Puppy Pals and a red sad face if the characters behaved in ways that weren’t in line with what the program demonstrated. About 95% of students who participated answered the three questions correctly.

Staff Evaluations

In evaluations completed by the staff at the libraries, the following are the percentages of those who “Agreed” or “Strongly Agreed” with these statements:

The program got the attention of the participants	100%
The program maintained the attention of the participants	83%
The program was sufficiently interactive and motivating for the participants’ developmental level	83%
The language was appropriate for the participants’ developmental level	83%
The program provided good information about safe pro-social relationship skills	100%
The program provided opportunities to practice safe pro-social relationships skills.	83%
The program provided good information about impulse control.	100%
The program provided opportunities to practice having impulse control.	83%
The program provided good information about how to make a friend.	100%
The program provided opportunities to practice how to make a friend.	100%
The program provided adults present with tools to help their children or students.	100%

Additionally, 100% of those surveyed stated that they would recommend Puppy Pals to other schools, organizations or teachers. Among some of the comments from adult respondents were: “RESPECT did a good job of transforming into “dogs” so that kids wouldn’t be afraid. They also did a great job of using interactive repetition of key phrases like “Stop...Think...How can I help?” and “The best was having a child remind *me* of the actions/words for handling a difficult situation.”



2013 – 2014 Educator Post Program Evaluation Summary

101 teachers completed rating scales. The following numbers indicate the percentage of teachers who agreed with the statements.

1. The teacher resource guides were helpful.	91%
2. The student and parent take-home materials were a benefit of the program.	88%
3. The RESPECT actor-educators were professional in all aspects of their behavior (physical presentation, timeliness, etc.)	95%
4. The content of the script and artistic presentation was beneficial to our organization.	91%
5. The message of the program was clear and strong.	91%
6. Overall, the performance was a success.	93%
7. I would recommend this program to other teachers or schools.	93%

DURING the RESPECT program:

8. The program got the attention of my students.	93%
9. The program maintained the attention of my students.	89%
10. The program was sufficiently interactive and motivating for my students' developmental level.	89%
11. The language was appropriate for my students' developmental level.	100%
12. The program provided good information about safe pro-social relationship skills.	93%
13. The program provided opportunities to practice safe pro-social relationships skills.	92%
14. The large group or panel discussion was useful in processing the educational components of the play.	90%
15. Staff and panel members were clear, well informed and interacted positively with the audience.	93%
16. The RESPECT actor-educators were knowledgeable about the issues of abusive behavior that were depicted in the production.	93%

Additionally, 85% of teachers stated that they will be able to incorporate some of the program concepts or ideas into other parts of their teaching or lessons.



RESPECT Teacher Training Evaluation

The following is the feedback provided by the 44 teachers who participated in RESPECT's Educator Training Session in the Fall of 2013

On a Scale of 1 – 10, with 10 being the highest:

Teachers rated the overall training:	9.5
Teachers rated the information provided:	9.4
Teachers rated the process of using role playing techniques:	9.6

Comments:

What was the most important thing that you learned today?

- How to re-direct parents to the main issue.
- Not all problems have an optimal solution.
- Going back to using more "I" statements!
- Keep a balance 😊
- Different way to approach situation.
- You need to do your best and students are getting more from us than we sometimes realize.
- Just a great opportunity to brainstorm.
- Step back, get support if needed, listen and repeat.
- I think just seeing how others handle situations is helpful.
- Ways to stay calm/defuse difficult situations.
- It is okay to not know all of the answers and to ask for help.
- It's okay not to react right away. Giving yourself time to think first, also collaborating.
- It's important to be supportive by pointing out the positive impact my colleagues have on their students.
- The reminder to assume the bully doesn't realize the impact of his/her words or actions.
- Compartmentalize more than one issue with parents.
- Learning not to take things personally when confronted.
- When conferencing with a parent-discuss with fellow teachers their concerns and how to best say what I want to say.
- Reminder for myself to use role-playing these situations in my classroom.
- It was all helpful-it reinforced some things I knew but also gave me good options.
- To try to role play (stop and think) before interaction with students/parents/coworkers. Try to remain positive. Documentation is our friend.
- I'm doing ok.
- Many different strategies for communicating and keeping parents focused on the issue at hand.
- Some words to use in several different situations.

What did you like best about the training?

- That it related to our school.
- Realistic scenarios.
- The role playing and team brainstorming was great!
- Interactive.
- The interactions with teachers and provide real true situations.
- Real life situations-apply to us.
- Ideas.
- Allowing teachers to have input using their experiences.
- I liked the opportunity to learn from each other.
- Everyone engaged-thank you.
- Gay & Patricia interjecting their knowledge.
- How interactive it was; how teachers stepped in and acted out situations.
- Entertaining and educational 😊
- Calmness in dealing with situations.
- The casual and relaxed atmosphere.
- Asking for our suggestions so the topics were relevant.
- It was “real”.
- Suggestions that came from within our school. Both student examples and parent/teacher examples.
- Interaction with all of us. Right on target.
- Humor in presentation helps me.
- Loved the “time-out” then we needed to “figure it out”.
- The role-playing was great-especially when followed up with great modeling from Patricia and Gay.
- Everyone was so knowledgeable about the topic.

What could we do better?

- More direction for student to student issues.
- More time.
- More bullying scenarios that makes kids see what a negative influence they are having on themselves and others.
- Fantastic job!
- Refresher classes! Please come back.
- Is there something written we could take with us to remind/reflect on? A list of common strategies?
- Your presenters were very good and very well prepared.
- Thank you for listening to us and role playing for us.
- The only thing I can think of is maybe using some small group role-playing/activities. It's less intimidating than going in front of the large group.
- Not much, learned a lot.



RESPECT Supervisor Training Session

The following is the feedback provided by **Building Bright Futures Childcare Supervisors** who participated in **RESPECT's** training session.

On a Scale of 1 – 10, with 10 being the highest:

Participants rated the overall training:	9.1
Participants rated the information/content of training:	9.0
Participants rated the use role-playing to teach:	9.2

Comments:

What was the most important thing you learned?

- Different perspectives.
- Role playing for training.
- It's okay to have conversations with staff rather than talk at them.
- Correct ways to use power as a supervisor.
- Remember to stay calm.
- About using physical space as power control-sitting/standing, etc.
- Be consistent.
- Different ways to approach your staff when handling an issue.

What did you like best about training?

- The actors.
- Interaction with audience.
- Different strategies provided to resolve our everyday issues.
- Interactive/great acting.
- The relaxed and fun atmosphere.
- Openness to talk with each other.
- Open conversation.
- Opportunity to learn with laughter.
- The situations-it was funny.
- Awesome ideas, very entertaining.
- Getting others involved.