

## RESPECT 2018/2019 School Year Summary

### Reynolds

During the 2018/2019 school year, RESPECT made two visits to four Nebraska schools. Before and after each visit, students filled out the Reynolds surveys. All together, 350 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students completed the Reynolds surveys. The Reynolds surveys consist of the “School Violence Anxiety Scale” (SVAS), the “Bullying and Victimization Distress Scale” (BVDS), which is separated into internalizing symptoms and externalizing symptoms, and the “Bullying and Victimization Scale” (BVS).

T1 = Before the first intervention surveys (Fall 2018)

T2 = After the first intervention surveys (Fall 2018)

T3 = Before the second intervention surveys (Spring 2019)

T4 = After the second intervention (Spring 2019)

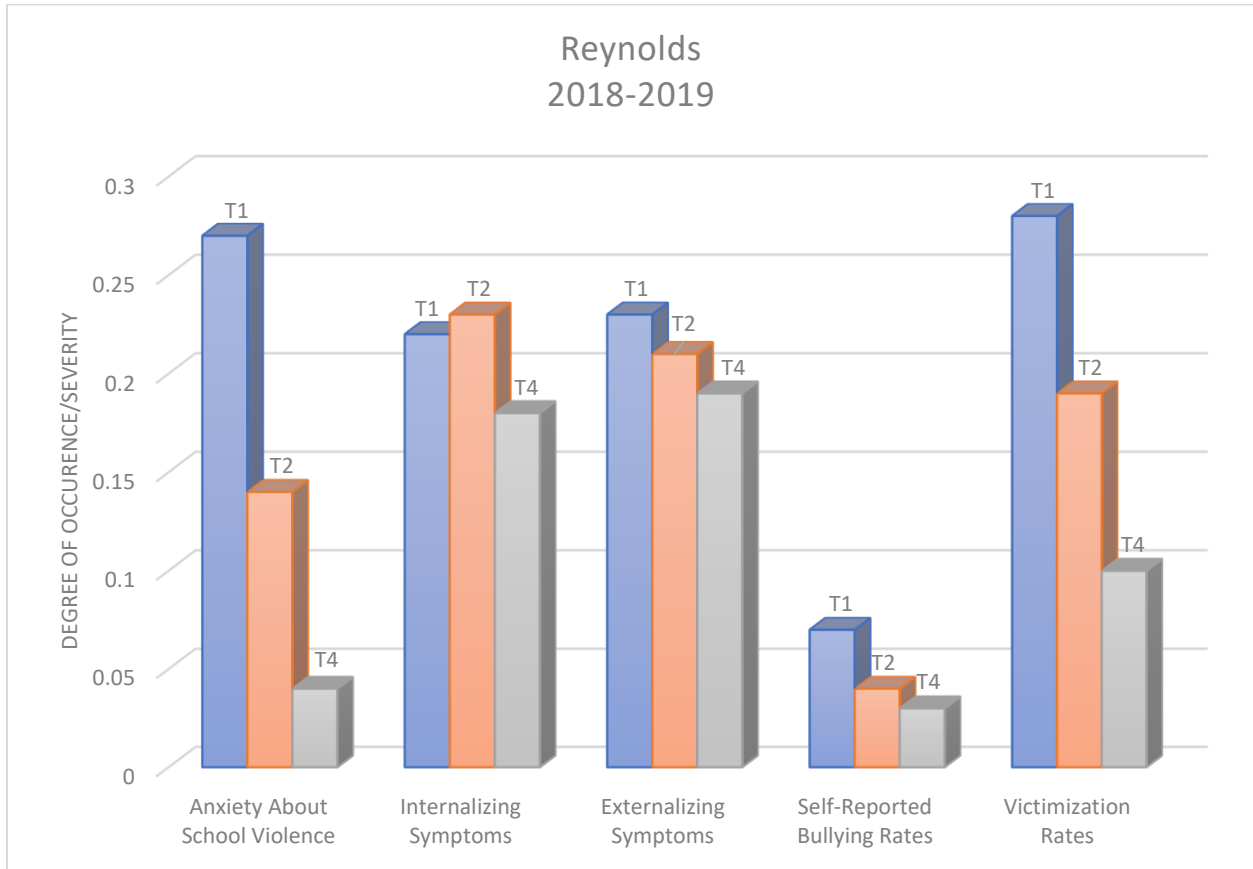
Due to these interventions, overall, (T1 to T4), we found (using the Reynolds SVAS, BVDS, and BVS forms) there to be a:

- 85.19% decrease in anxiety about violence at school (**statistically significant decrease** ( $p < .05$ )).
- 18.18% decrease in internalizing symptoms (like depression) from bullying experiences.
- 17.39% decrease in externalizing symptoms (like aggression) from bullying experiences.
- 64.29% decrease in reports of victimization (**statistically significant decrease** ( $p < .05$ )).
- 57.14% decrease in self-reported bullying (**statistically significant decrease** ( $p < .05$ )).

Unlike previous years, RESPECT visited these schools twice, instead of just once. Because of the second visit we saw a further decrease than would have been seen after a single intervention (Comparison of T2 to T4). The differences seen after the second visit were a:

- 71.43% further decrease in anxiety about violence at school than there was after the first visit.
- 21.74% further decrease in internalizing symptoms (like depression) from bullying experiences than there was after the first visit.
- 9.52% further decrease in externalizing symptoms (like aggression) from bullying experiences than there was after the first visit.
- 47.37% further decrease in reports of victimization than there was after the first visit.

- 25.00% further decrease in self-reported bullying than there was after the first visit.



Y-Axis: For the various items on the questionnaire, they could select whether this almost never happened (coded as “0”), sometimes happened (coded as “1”), happened a lot of the time (coded as “2”) or almost all of the time (coded as “3”).

### **Social Skills Improvement System (SSiS)**

During the 2018/2019 school year, RESPECT visited three Nebraska schools, once in Fall 2018, and again in Spring 2019. Before and after each visit, students filled out the SSiS forms. All together, 240 8<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students completed the SSiS survey.

T1 = Before the first intervention surveys (Fall 2018)

T2 = After the first intervention surveys (Fall 2018)

T3 = Before the second intervention surveys (Spring 2019)

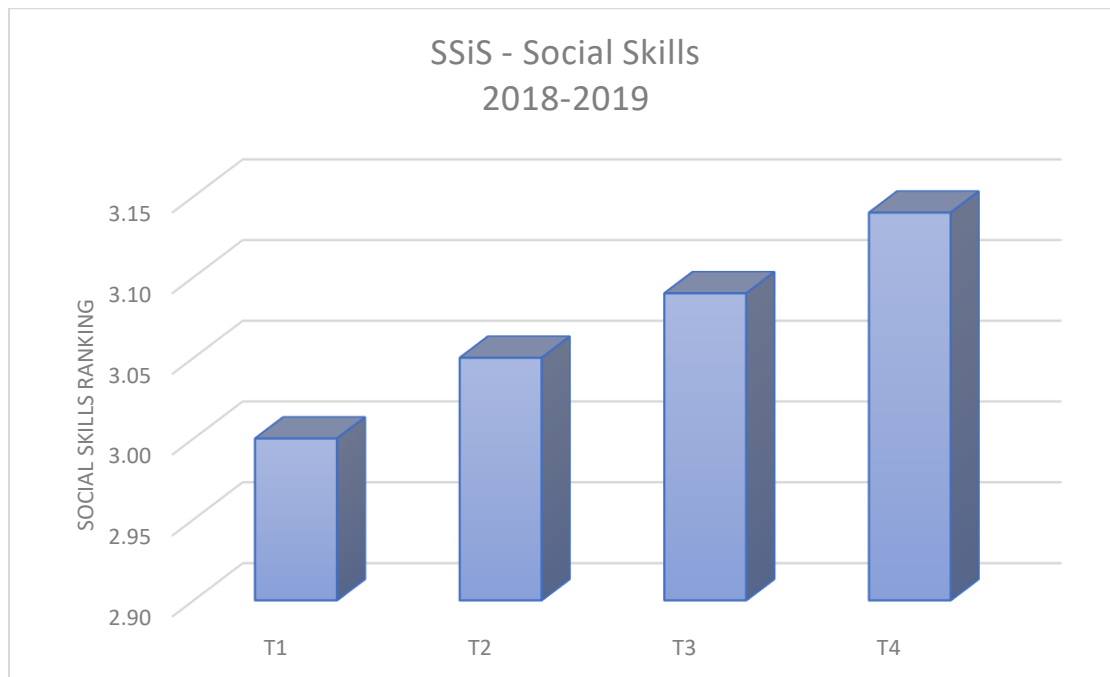
T4 = After the second intervention (Spring 2019)

Analysis (using the SSiS forms) shows that, overall (from T1 to T4), there was a:

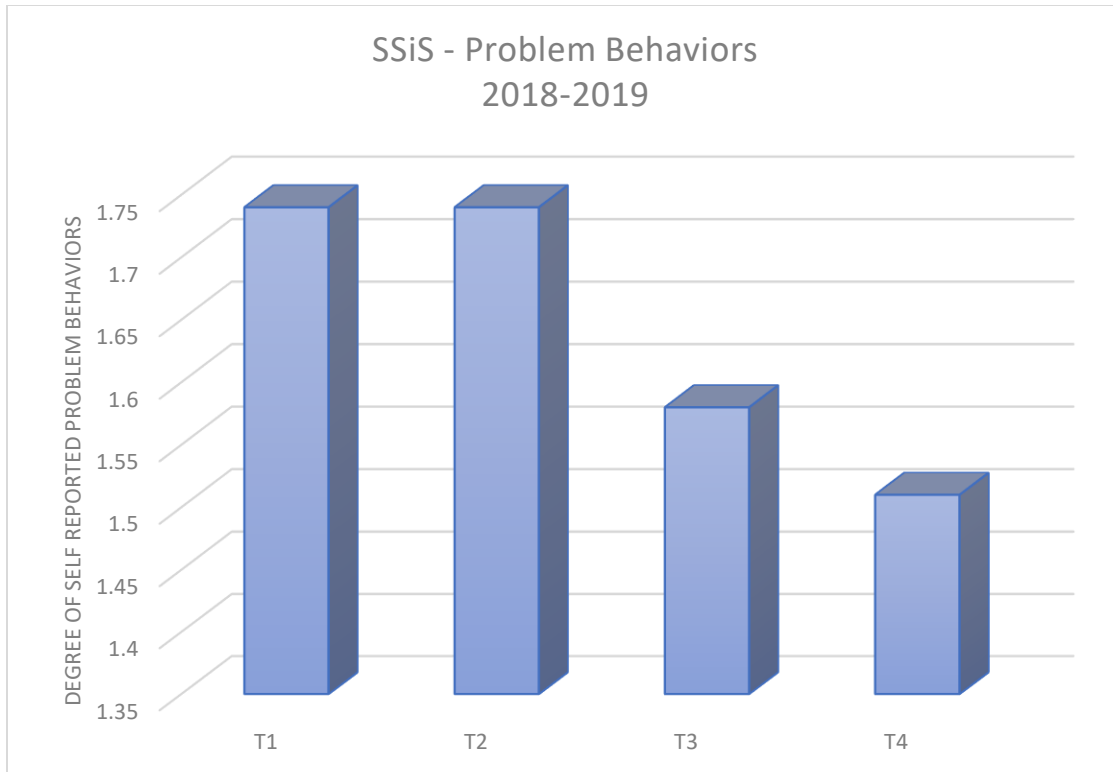
- 4.67% increase in social skills (**statistically significant increase** ( $p < .05$ ))
- 12.22% decrease in reported problem behaviors.

Unlike previous years, RESPECT visited these schools twice, instead of just once. Because of the second visit, we saw further improvements to social skills and problem behaviors than there would have been with only a single intervention (Comparison of T2 to T4). The differences seen after the second visit were a:

- 2.95% further increase in social skills than there was after the first visit.
- 13.22% further decrease in reported problem behaviors than there was after the first visit.



Y-axis: For the various items on the questionnaire, they could select whether this was not true (coded as "1"), a little true (coded as "2"), a lot true (coded as "3") or very true (coded as "4").



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### Client Surveys

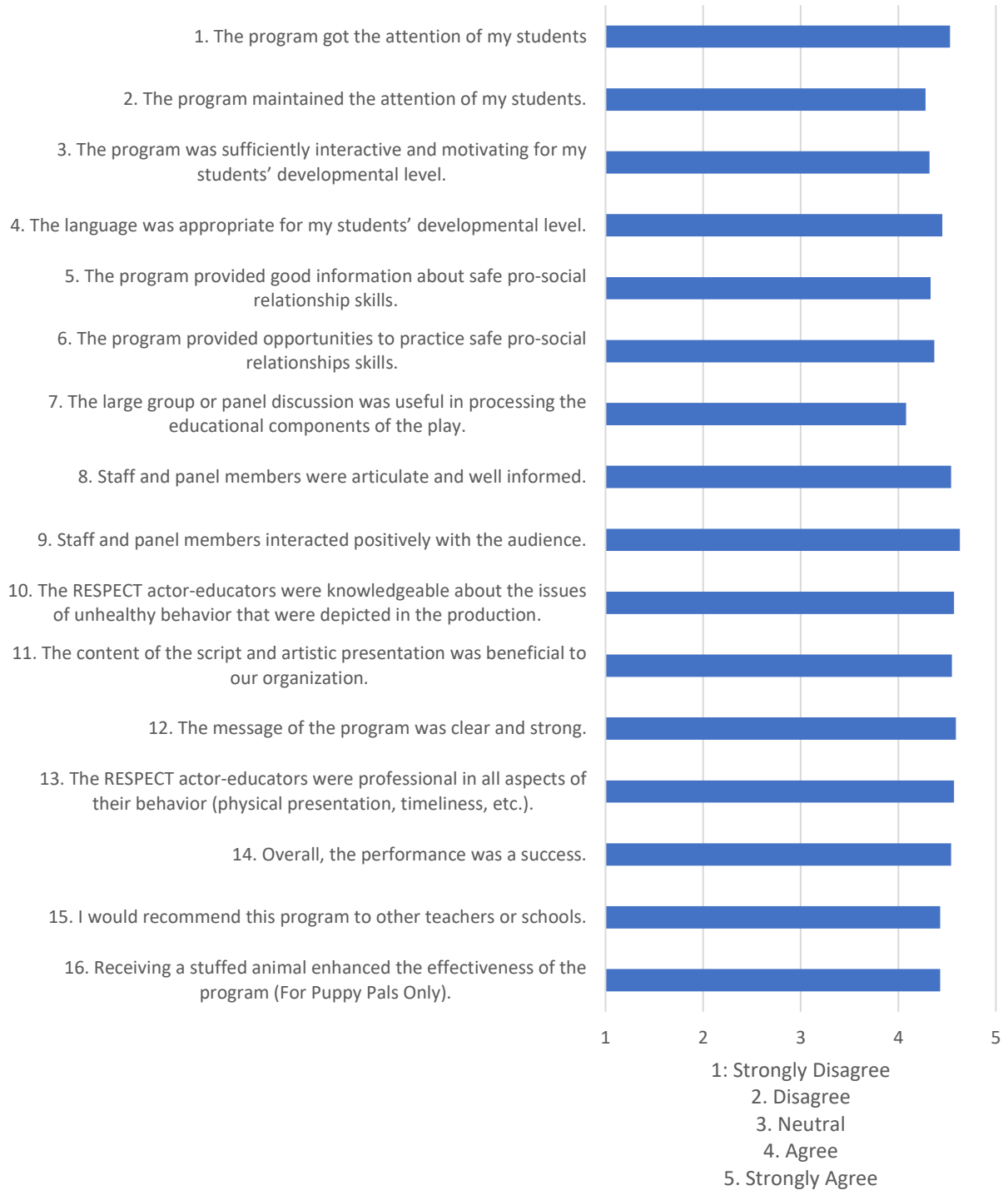
During the 2018/2019 school year, educators and administrators at the schools visited by RESPECT were given short feedback surveys to complete.

For every question asked, the average score among educators was midway between “Agree” and “Strongly Agree”. This average can be considered **statistically significantly** higher than a neutral (3) response ( $p < .05$ ).

The most positive responses were to the following questions:

- 98.6% agreed or strongly agreed: “I would recommend this program to other teachers or schools.”
- 97.3% agreed or strongly agreed: “The message of the program was clear and strong.”

## Educator Feedback Averages 2018-2019



Furthermore, educators were provided space to write feedback. The following are examples of replies:

- How can we do better?
  - The program was outstanding, having a program like this more often would be beneficial to reinforce the skills.
  - More time for student interactions!! They love being able to come up and show how the situation could have been handled differently!
  - Could have been a bit louder at times. I was on the edge of the presentation area and when an actor was turned away it was difficult to hear.
  
- What did you like best?
  - The actors were great, very clear with their teaching and message. They interacted well with the kids...I was very impressed. I loved that they had kids practice and verbally repeat the skills. I'm also glad they added the movement break in the middle...very appropriate for this age group!
  - I liked that it was acting instead of just a speech. My students' attention was held the entire time.
  - They had awesome behavior management skills and kept the students engaged and listening to the directions given.
  
- Please feel free to add or attach additional comments to this form.
  - Our presenters were FANTASTIC!! My students and I had a great discussion afterwards about bullying.
  - I find "respect" a great help in providing positive messages to children in today's world. Our community needs more of this.
  - We look forward to having you in our school again next year!

School administrators were asked, “How likely is your school/organization to host RESPECT in the future?”

Response	Percent (%)
Our school/organization will schedule RESPECT again regardless of funding available from RESPECT.	38.8
Our school/organization <u>will only</u> schedule more programming if there is more funding from RESPECT.	61.5

- How can we do better?
  - I loved it. I only selected that we are unsure about hosting in the future, because I am not sure if/when it would occur or if funding is an issue.
  - Try to expand more on the scenario about placing photos on social media.
  
- What did you like best?
  - I think the participation by students - role playing their own ways of handling situations was very impactful.
  - The professionalism, timeliness and the messages which the actors-educators brought to our summer program.
  - The willingness to talk with students and follow up after the show when they still had questions. Creating a safe, respectful environment.
  
- Please feel free to add or attach additional comments to this form.
  - Thank you for including Golden Hills to your busy schedule. It is so appreciated that you all connected so well with our students! That was a recurring comment received from staff.
  - Thank you for continuing to secure funding for Fremont Public School!
  - Unfortunately, we would not be able to schedule a show without your support of funds.

### **Analysis notes:**

These analyses were conducted by Cara Neufeld.

The Reynolds data were analyzed using pairwise t-tests comparing pre and post scores from the first intervention, second intervention and across years for SVAS scores, victimization, bullying, internalizing and externalizing symptoms.

The SSiS data were analyzed using multi-level modeling to best capture change over time in the groups as a whole, in contrast to individual change over time. The intraclass correlations revealed that a sizable proportion of the differences over time, in social skills (70.00%,  $z = 8.84$ ,  $p < .05$ ) and problem behaviors (80.00%,  $z = 8.64$ ,  $p < .05$ ), were at the individual level, justifying a multilevel modeling approach.

The educator data were analyzed using a single-samples t-test, to compare whether the average scores on each question were significantly different from a neutral response (i.e.: a “3” on the scale).

For these analyses, the results were considered statistically significant at  $p < .05$ . In other words, were chance the only explanation for the effects, we would obtain similar results less than 5% of the time.