**RESPECT 2017-2018 PROGRAM EVALUATIONS – THE RESULTS ARE IN!**

**Programs evaluated:** STOP & THINK and BETWEEN THE LINES

**Who participated:** 332 2nd – 5th grades in three elementary schools in Council Bluffs Schools

**Psychometric Questionnaires Used to Collect Information from Students:**

* RESPECT Pre and Post Program Surveys about Bullying
* SSIS (Social Skills Improvement System) Inventory – measures social skills and problem behaviors
* Reynold BVS (Bullying and Victimization Scales) - measures how often students bully and are bullied.
* Reynolds BVDS (Bully-Victimization Distress Scale) – measures the internalizing and externalizing impact of bullying on students, (for example, feelings of worry and anger respectively.)
* Reynolds SVAS (School Violence Anxiety Scale) – measures student worry and anxiety about violence occurring at school.

**What we did:** Students completed age appropriate questionnaires a few weeks prior and a few weeks after participating in one of two RESPECT programs. Each student was provided with a unique student number for comparison and analysis purposes. Individual scores were compared.

**Results after participating in a RESPECT program:**

BVS before 48.41 after 45.45\* statistically significant change at the .05 level

BVDS before 48.255 after 44.51\* statistically significant change at the .05 level

SVAS before 33.88 after 31.05\* statistically significant change at the .05 level

SSIS statistically significant changes seen at the .05 level after the program in Social Skills:

* Communication
* Cooperation
* Assertiveness
* Responsibility
* Empathy
* Engagement
* Self Control

SSIS statistically significant changes seen at the .05 level after the program in problem behaviors:

* Externalizing
* Internalizing
* Report of being bullied by peers

\*\*.05 – these findings were found to be significant at the .05 level which means that statistically, these difference are 95% unlikely to have occurred by chance alone.

RESPECT surveys – after\* the program responses for 2nd and 3rd graders:

* Students reported being less bullied
* Students reported being more comfortable in reporting bullying to others
* Students reported using more effective responses to bullying when they saw others being bullied

While we did not see .05 level of significance changes for these students, we did see changes in the direction we intended from student reports.

* 91% of these 2nd and 3rd grade students said they had regular access to online enabled devices
* 87% of these same students said the presentation taught them ways to help themselves and others who are being bullied

**Open Ended Questionnaires**

**Programs evaluated:** BETWEEN THE LINES

**Who participated:** 130 4th – 5th grade students in Council Bluffs

* Indirect Responses to combat bullying increased significantly from 50% to 57%, which suggests that students took away one of the main points from the presentation to get adults involved when they feel that they are being bullied.
* Inappropriate responses (in which students said they would respond by using violence or retaliating against those that are trying to hurt them) decreased from 8% to 3%.
* 61% said they learned new ways to help themselves combat bullying, 68% they learned ways to help their friends combat bullying, and 64% said they are planning on using the skills they learned in school if they encounter bullying.