



RESPECT 2019/2020 Summary of Data Collection

Overview:

The data collected by RESPECT for the 2019/2020 school year had several challenges that made reporting positive results challenging this year. The greatest issue was the shutdown of schools due to Covid-19 which prevented data collection for all of T4 and most of T3. In previous years, the pattern of the data often reflected an increase in reported bullying and victimization between T1 and T2 as students became more aware, due to the presentations from RESPECT, or what actually constitutes bullying. In previous years, the really significant changes were visible when comparing the T1 data to the T4 data. This comparison was the true indication of the positive effects of the RESPECT interventions as reflected in the data. Unfortunately, without T3 and T4 data, we are unable to get a complete picture of the improvements that RESPECT's presentations have on issues such as bullying, victimization, etc...

The second issue we faced this year was related to our attempt to transition from paper surveys to online surveys in an attempt to use less paper, and to make survey completion easier and faster for students and teachers. Teachers were provided with a link to an online survey, as well as a pdf if they preferred to print up and distribute the surveys in the traditional way. Unfortunately, for an unknown reason, this caused issues which resulted in far fewer students completing surveys, most likely due to the difficulty of enforcing accountability.

This past school year presented many challenges and was a fantastic learning experience for RESPECT. RESPECT is a data-driven organization which uses its various programs to reduce problem issues such as bullying and anxiety, while helping to improve important social skills, such as cooperation and self-control. RESPECT strives to assess these improvements through statistical analysis as well as feedback from administrators, teachers, and students. We believe that it is important to listen to specific concerns and adapt accordingly. As such, RESPECT listened to feedback that the surveys were too lengthy and reduced the number of questions without significantly reducing the scales' Cronbach's Alpha (α), a measure which reflects the internal reliability of a scale. The 5th to 12th grade T3 surveys (Reynolds and SSIS) were reduced from 197 questions to 73 questions. This was achieved by eliminating extraneous items while leaving enough variables to assess internal reliability.

This year, RESPECT also took on the challenge of developing measures (questions) specifically tailored to each of RESPECT's different programs. This would enable the gathering of student data that more accurately reflects the lessons and messages garnered from each program. These program-specific measures would be able to be included with the SSIS and Reynolds surveys that we paired down this year. As an example, RESPECT's program *Cracked but Not Broken* focuses on teen dating violence. Students are taught how to identify warning signs of abusive relationships and how to use local resources to help themselves or their peers. The Reynolds and SSIS scales don't include measures which would provide data on students' understanding of the warning signs of teen dating violence, or the extent of their understanding of the ways to

seek help or offer support. RESPECT has developed additional measures so that data specific to these programs can be collected and reported.

Despite the school year being cut short due to Covid-19, RESPECT responded to concerns over the length of the surveys by significantly reducing the number of questions, identified issues relating to accountability with online surveys to be corrected in the future, developed program-specific measures to gather more targeted data, and still discovered statistically significant positive improvements from the T1 and T2 data collected.

Explanation of the Scales Used and Their Abbreviations:

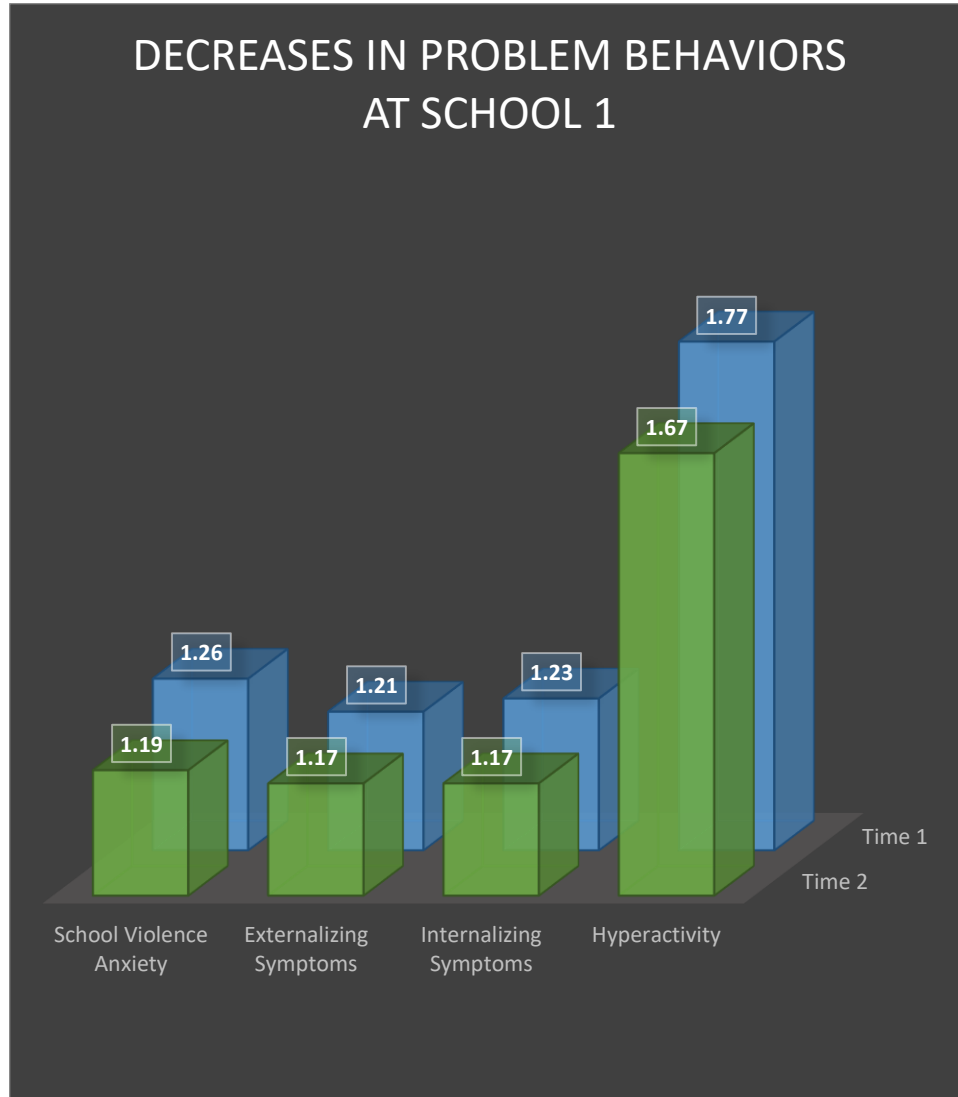
Scale Abbreviation		Full Name	Explanation (Pearson)
Reynolds	SVAS	School Violence Anxiety Scale	The SVAS evaluates anxiety about the school as a safe environment, including anxiety specific to physical harm at school, harassment at school, and the potential for violence occurring at school.
	BVDS	Bully-Victimization Distress Scale	The BVDS evaluates victimization distress in children and adolescents, measuring components of Externalizing Distress (anger/aggression/defiance, etc.) and Internalizing Distress (depression/anxiety/fearfulness, etc.).
	BVS	Bully-Victimization Scale	The BVS assesses bullying behavior and bully victimization experiences in children and adolescents.
SSIS		Social Skills Improvement System	The SSIS rating scales enable targeted assessment to help evaluate Social Skills: Assertiveness, Communication, Cooperation, Respect, Empathy, Engagement, and Self-Control And Problem Behaviors: Externalizing Symptoms (aggression, anger, etc...), Bullying, Hyperactivity, and Internalizing Symptoms (depression, anxiety, etc...)

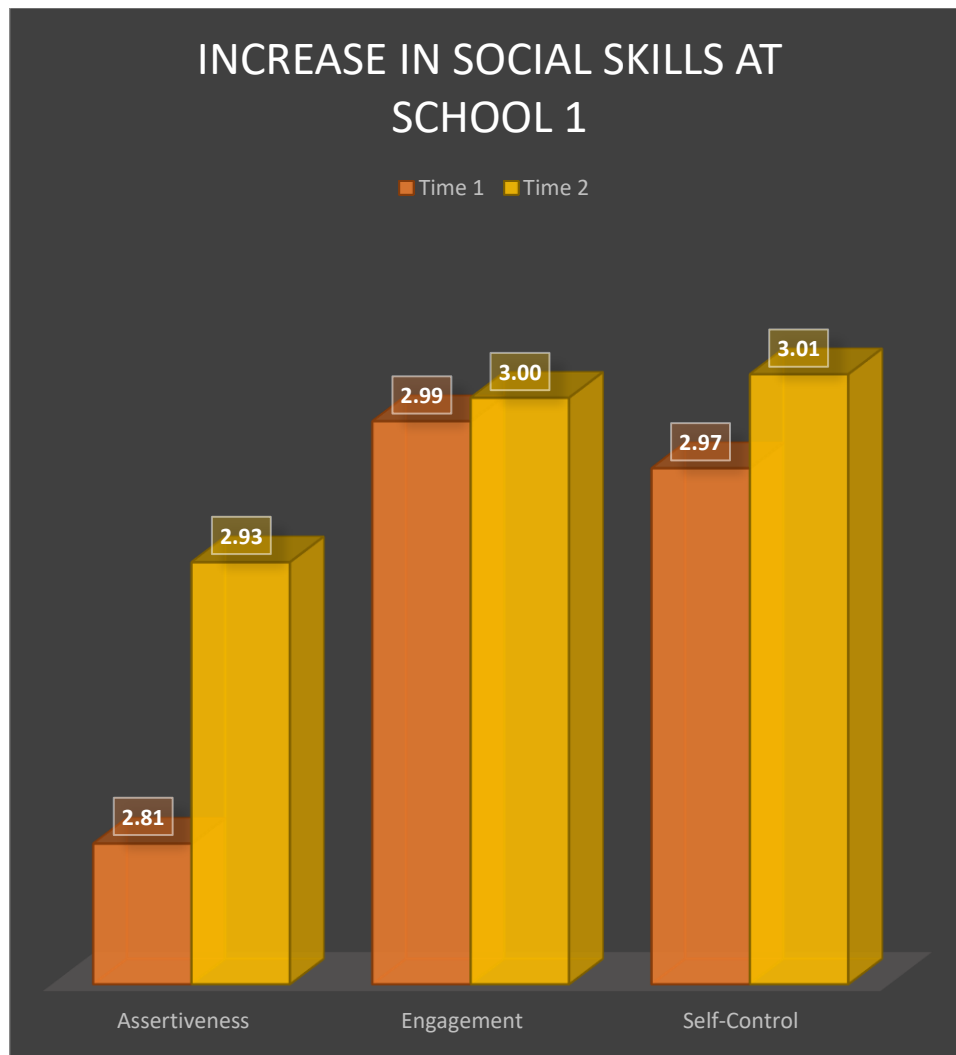
Results:

There were two schools that stood out this year which had enough students fill out the surveys to show positive results.

School I had 197 of their students completed both T1 and T2 surveys. The data analysis of the SVAS data showed a statistically significant decrease in school violence related anxiety from T1 to T2. The SSIS results also showed a statistically significant increase in pro-social assertiveness.

There were also increases in engagement and self-control and decreases in internalizing symptoms (such as anxiety and depression) and externalizing symptoms (such as aggression and defiance), though these results were not statistically significant.

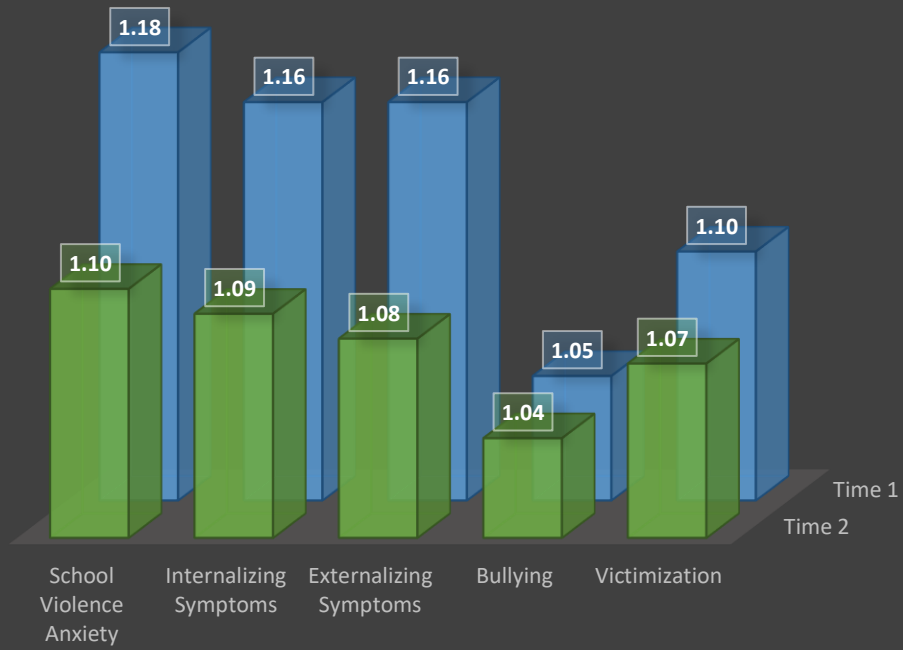




The data from School 2 also showed many positive results. At this school, 46 students completed both T1 and T2. The data showed that there were statistically significant decreases in school violence related anxiety, externalizing symptoms (such as aggression and defiance), and statistically significant increases in cooperation, respect, and self-control.

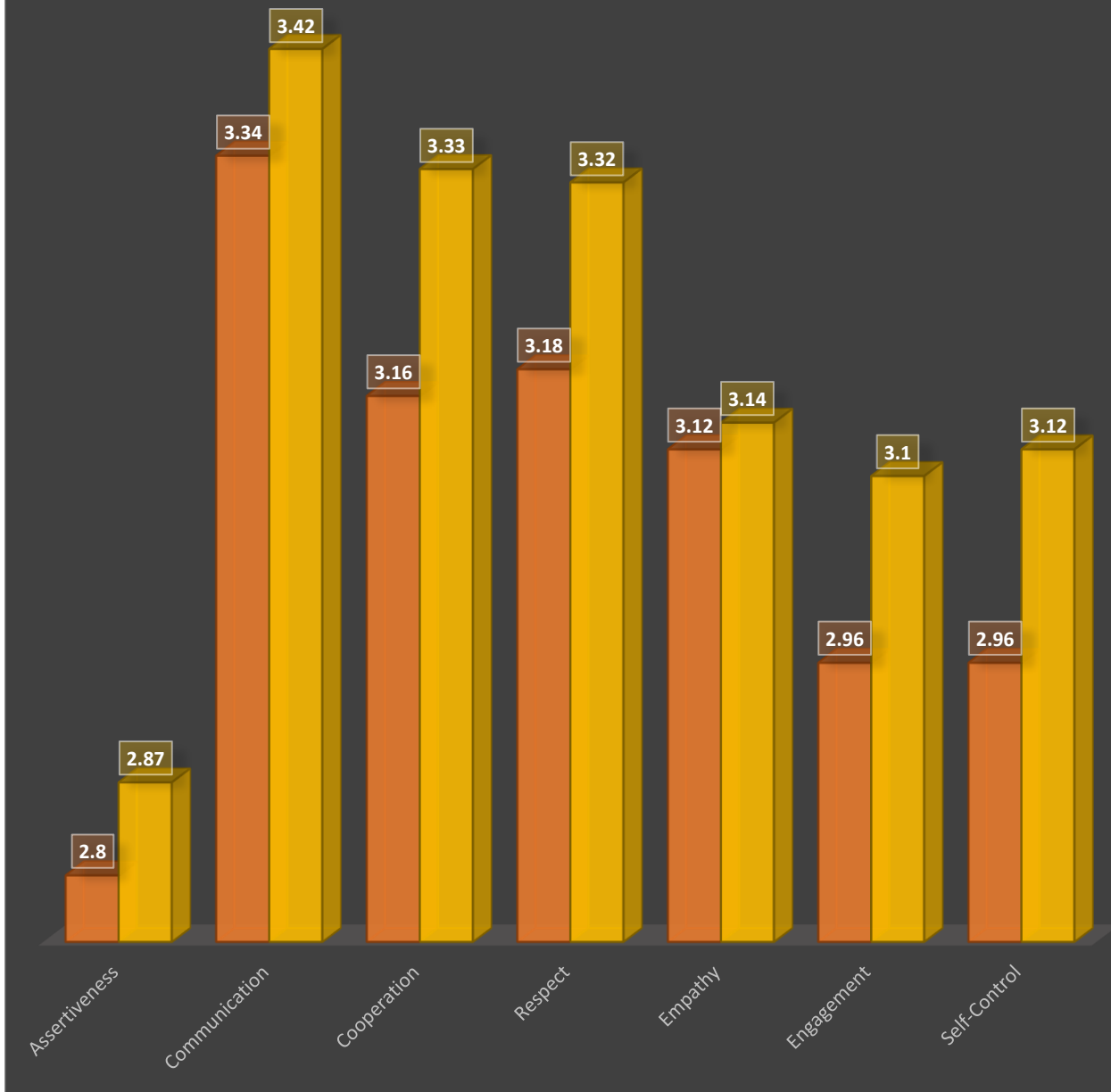
The data also showed decreases in internalizing symptoms (such as depression and anxiety), bullying, and victimization. And increases in assertiveness, communication, empathy, and engagement, though these results were not statistically significant.

DECREASE IN PROBLEM BEHAVIORS AT SCHOOL 2



INCREASE IN SOCIAL SKILLS AT SCHOOL 2

Time 1 Time 2



RESPECT will meet the challenges which Covid-19 presents, to continue providing children, teens, college students and adults throughout Nebraska and Iowa the skills they need to prevent and to stop bullying and other forms of abuse in relationships. RESPECT will continue to diligently prepare and optimize surveys, listen to feedback, respond to concerns, seek areas to improve, and continue its tradition of being a data-driven organization.

What feedback from students and educators tell us

