



# No More Bullying!®

## Program Evaluation Report 2021-2022 & 2022-2023

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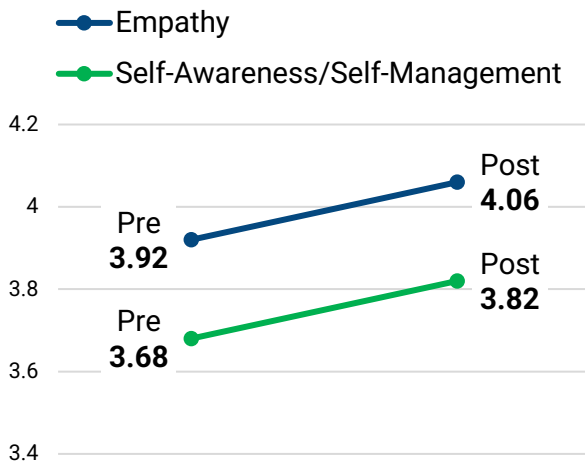
No More Bullying!®

## Key Evaluation Findings

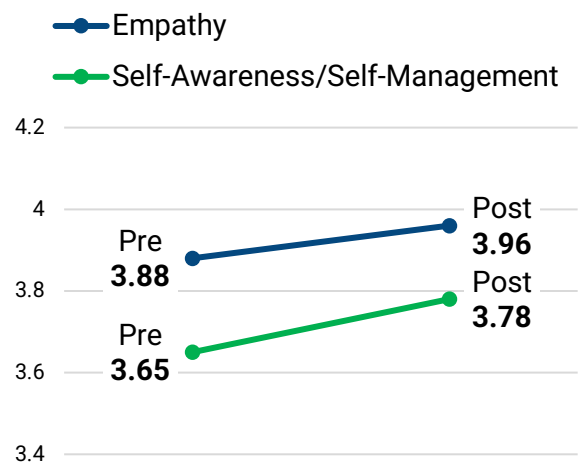
The NMB program has a positive effect on students' sense of empathy and self-awareness.

In 2021-2022 and 2022-2023, students participating in the NMB program experienced statistically significant ( $p < .05$ ) gains in both Empathy and Self-Awareness/Self-Management.

### 2021-2022 Student Growth



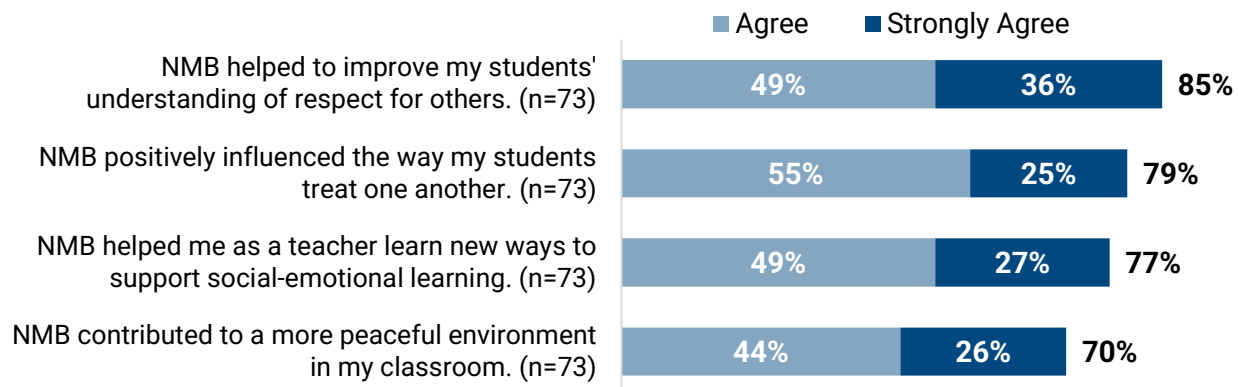
### 2022-2023 Student Growth



Each concept was measured using a set of six survey items rated on a 5-point scale (not at all like me → completely like me).

According to teachers, the NMB program supports social emotional learning and positively impacts classroom climate.

Teachers reported that NMB helped improve students' understanding of respect and treatment of one another, enhanced their own learning about ways to support social emotional growth for students, and helped make their classrooms more peaceful.



Based on 2022-2023 survey data

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## About the Urban Education Research Center at UMKC

The UERC is a research arm of the University of Missouri-Kansas City School of Education, Social Work, and Psychological Sciences. The mission of the UERC is to create reliable, usable knowledge with the goal of promoting excellent educational experiences and improving the lives, opportunities, and communities of urban residents. The UERC accomplishes this mission through collaborative, data rich approaches including technical assistance and consultation and rigorous research using a range of methodological tools.

## Evaluation Overview

In 2021, Wayside Waifs partnered with the Urban Education Research Center (UERC) at the University of Missouri-Kansas City to conduct an evaluation examining the impact of the No More Bullying!® (NMB) program. The results of the evaluation are intended to help Wayside Waifs examine the effectiveness of the NMB program model and provide information that helps both internal and external stakeholders further understand the program's benefits for students, teachers, and schools.

Evaluation methods were consistent across both years and are described in the following section. However, results are reported in two separate sections. Following the results, discussion and recommendations are provided based on both years of findings.

## Evaluation Methods

### Evaluation Design

The NMB evaluation utilized a mixed-methods approach, including both quantitative and qualitative measures. The assessment of student outcomes was based on responses to closed-ended survey items asked at both the start and end of the NMB program. To assess teacher satisfaction and perceptions of program impact, evaluators administered a post-test survey to participating teachers with both closed-ended survey items and open-ended comment prompts. Program implementation successes and challenges were assessed through a focus group with Wayside Waifs NMB Educators.

### Measures

#### *Student Survey*

The student survey contained 14 items, which students rated on a 5-point scale based on how much they personally identified with each item (1=*not at all like me*, 2=*a little like me*, 3=*somewhat like me*, 4=*a lot like me*, 5=*completely like me*). These items were grouped into two subscales, measuring the constructs of Empathy and Self-Awareness/Self-Management. The post-survey included three additional *yes/no* questions assessing students' personal experience with bullying and animal harm, as well as two open-ended questions asking students what they learned and what they intend to do differently as a result of the NMB program. See Appendix A for a description of survey construction and validation and Appendix B for full versions of the student surveys.

#### *Teacher Survey*

Evaluators developed an online teacher survey including four closed-ended questions that asked teachers to rate the extent to which the NMB program helped students develop deeper understanding of social-emotional concepts, led to changes in student classroom behavior, and helped teachers learn new ways to support their students. The survey also included open-ended questions about program impact and implementation. Additionally, the survey asked about other curricula, programs,

or policies used in the school or classroom to teach and reinforce social-emotional skills or bullying prevention. See Appendix C for the full list of questions included in the teacher survey

#### *NMB Educator Focus Group*

Evaluators developed a focus group protocol with open-ended questions about any implementation successes or challenges NMB educators faced. See Appendix D for the full list of focus group questions.

## **Data Collection & Analysis**

### *Student Survey*

Students were asked to complete (on paper) the pre-survey during the first day of the program and the post-survey during the final session. In order to account for differences in reading ability and comprehension, the NMB Educator read the survey instructions and questions aloud and asked students to follow along and circle their responses on their own paper surveys.

Surveys were matched (pre to post) at the student level, and survey data were entered into a Google Form by Wayside Waifs staff and/or volunteers. After data entry was complete, evaluators extracted the data and uploaded to SPSS for analysis. Mean scores were calculated across the items on each of the two subscales (Empathy and Self-Awareness/Self-Management), and Wilcoxon Signed Ranks tests were used to assess if the changes from pre- to post-test were statistically significant. Survey items that were not part of subscales were analyzed individually.

### *Teacher Survey*

Teachers from classrooms participating in the NMB program during the 2021-2022 and 2022-2023 years were invited to participate in the teacher survey. An email invitation with a link to the online survey was sent at the end of each semester to all teachers whose classrooms had participated in the program that semester. After the end of each school year, teacher survey data were extracted from Qualtrics, the online survey system, and uploaded to SPSS for analysis. Frequency distributions were used to summarize teacher responses to each survey item.

### *NMB Educator Focus Group*

In June of 2023, evaluators facilitated a 90-minute focus group at the Wayside Waifs facility with NMB Educators who had implemented the program during the 2022-2023 school year. An audio recording of the focus group was reviewed and analyzed to identify key themes.

## 2021-2022 Results

### Sample

#### Student Survey

Forty-eight classrooms across 12 different schools participated in the student survey in 2021-2022; a total of 891 complete student survey sets (matched pre and post) were identified. Number of responses varied by grade level, with 358 responses from third grade students, 380 from fourth grade students, and 153 from fifth grade students.

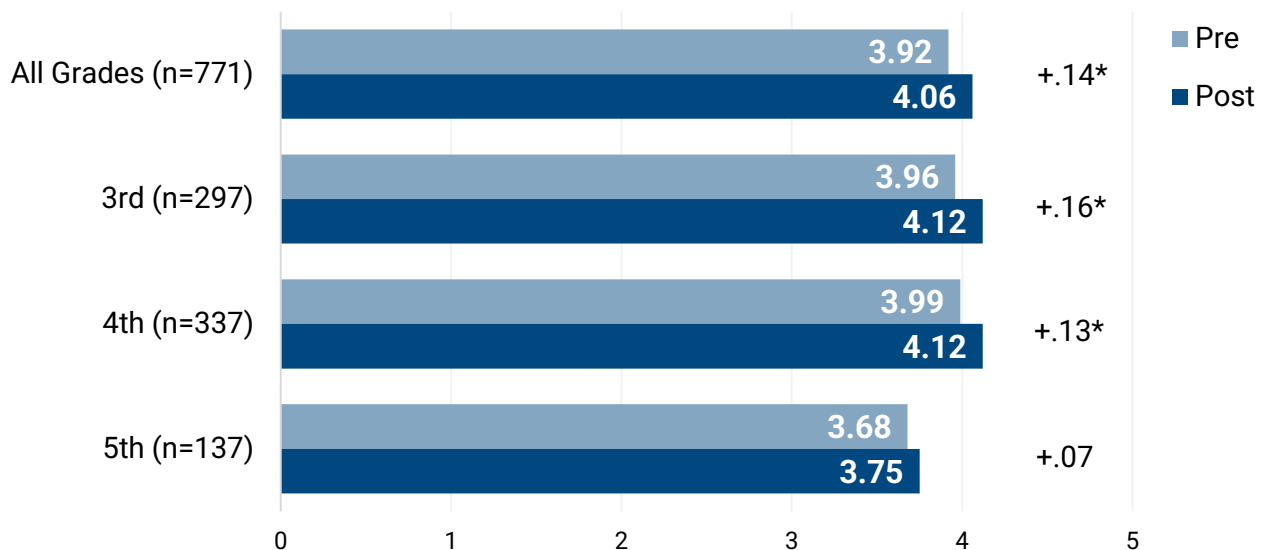
#### Teacher Survey

A total of 13 teacher survey responses were received in Spring 2022. Responses were distributed across 6 schools, with three 3rd grade teachers, five 4th grade teachers, and five 5th grade teachers.

### Student Outcomes

Among students in the NMB program, mean scores on the Empathy scale increased from pre-test to post-test; this finding was consistent across all grade levels; with the exception of 5<sup>th</sup> grade, the changes were statistically significant (\*p<.05) (Figure 1).

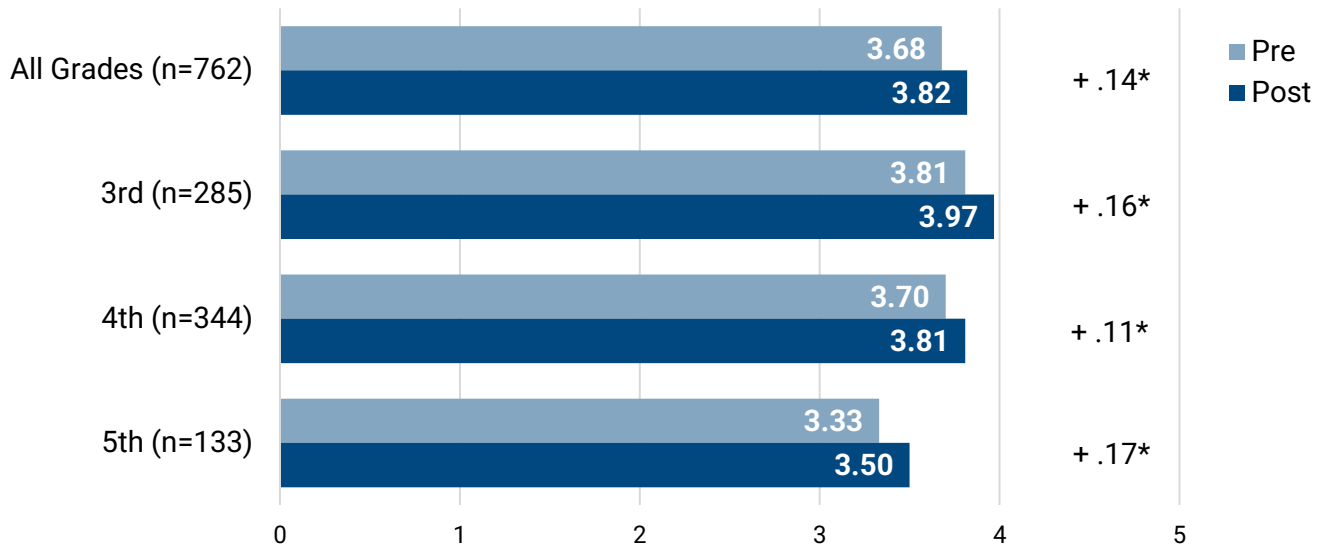
**Figure 1. Empathy Mean and Change Scores, 2021-2022**



*Empathy was measured using a set of six survey items rated on a 5-point scale (not at all like me → completely like me).*

Mean scores on the Self-Awareness & Self-Management scale also increased from pre-test to post-test, and this was statistically significant across grade levels (Figure 2).

**Figure 2. Self-Awareness & Self-Management Means, Pre and Post (2021-2022)**



Self-Awareness/Self-Management was measured using a set of six survey items rated on a 5-point scale (not at all like me → completely like me).

Three additional survey items were included on the post-survey to gather information about the degree to which students had experience with bullying or animal abuse. The vast majority of students (79%) reported having known someone who had been bullied, 14% of students reported having bullied someone, and 42% of students reported having known someone personally who has hurt animals. There were slight differences in these percentages by grade level (Table 1).

**Table 1. Student Bullying Experience, Post Only (2021-2022)**

Survey Item	All grades (n=891)	3rd Grade (n=358)	4th (n=380)	5th (n=153)
I know someone personally who has been bullied.	79%	74%	81%	85%
I have bullied someone.	14%	14%	12%	21%
I know someone personally who has hurt animals.	42%	38%	46%	39%

Full results for all student survey items can be found in Appendix E.

In addition to scaled survey items, students were prompted with two open-ended questions at post-test asking what they learned and what they thought they might do differently as a result of the NMB program.

### *What is one thing you learned this week from the No More Bullying Program?*

The main themes were around fostering positive behavior, preventing bullying, showing compassion, taking responsibility, and advocating for the well-being of both humans and animals.

- **Bullying prevention:** Students learned about the importance of stopping or preventing bullying behavior, whether directed towards people or animals. Students shared that they learned "that bullying is bad and disruptive," "bullying is not cool," and "I don't have to bully someone and I will know what to do if I see someone bullying."
- **Compassion and kindness:** Many students learned about the importance of compassion and kindness towards people and animals. Comments like "Be kind and caring," "Compassion and kindness," and "Treat everyone equally" reflected a focus on positive and empathetic behavior.
- **Responsibility:** Several students learned "to be more responsible," indicating an understanding of their responsibility to care for others, including animals. One student commented that they learned that "being responsible is doing something even if you don't want to."
- **Self-control:** The importance of self-control was highlighted by several students through comments such as learning "how to control your temper," and "I learned about self-control and how to keep my cool." One student shared that, "that it's okay if you are mad, just breathe."
- **Understanding animals:** Many responses expressed an interest in understanding and caring for animals. Phrases like "Animals have feelings" and learning about "understanding animals" reflected a theme of empathy and consideration for the well-being of animals.
- **Equality and fair treatment:** The theme of treating everyone equally and with respect was evident in phrases like, "Treat everyone how you want to be treated" and "Equality and fair treatment."
- **Reporting and intervention:** The theme of taking action was present in phrases like "Report stray or hurt animals" and "You have to stand up for people." This emphasized the importance of reporting incidents and intervening when witnessing bullying or harm.

### *What is one thing you will do differently after going through the No More Bullying program?*

Students responded that they would promote kindness, empathy, and responsible behavior, particularly in the context of preventing bullying and treating animals with care.

- **Be kind and show respect:** Students expressed a commitment to be kinder and more respectful in their interactions with both people and animals. Comments students shared included, "Be kind and not bully anyone," "Be nice even when people are annoying me," "Be nicer to my brother and cousins," and "Be kind to others, including me."
- **Stand up against bullying:** One theme was a dedication to stand up against any form of bullying. A comment that exemplifies this was, "I will stand up for myself, friends, animals, and anyone being bullied." Other students said that they would, "Try to stop someone when an animal is getting bullied," and would "know what to do if an animal is hurt or being bullied."

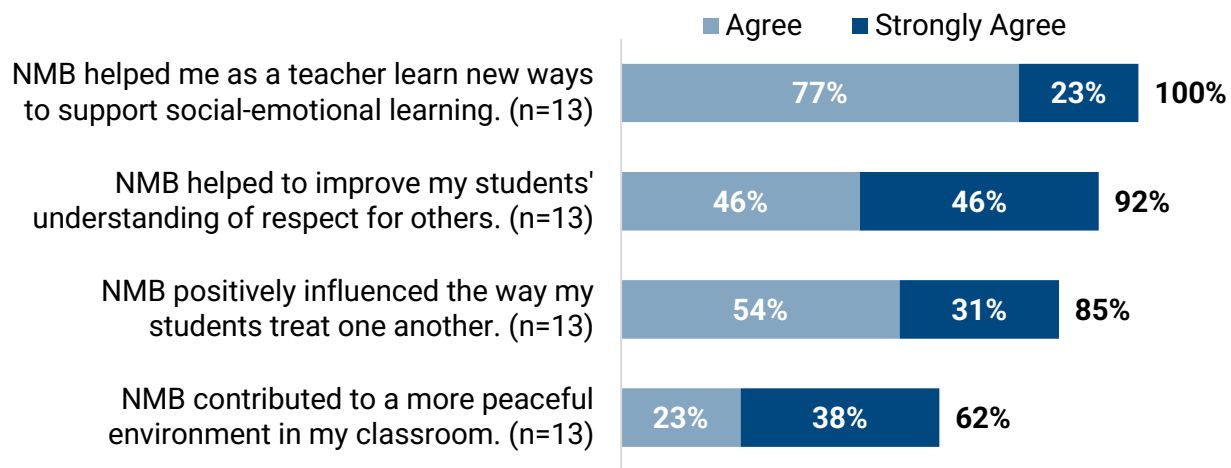


- **Show compassion and empathy:** The students recognized the significance of demonstrating compassion and empathy in their relationships with others, highlighting the need to understand and address the feelings of both people and animals. Common phrases included, "Try to show more compassion to everybody," and "Have more compassion for people."
- **Take care of animals:** Students expressed a responsibility to take care of animals, treat them ethically, and ensure their well-being. Students noted that they would, "Check if animals are hurt," and "Help dogs, cats, and other animals, including people."
- **Show self-control and manage anger:** Students expressed a desire to avoid harmful actions by controlling their emotions and responding thoughtfully. Examples included that students will, "Try not to get mad as much as I do now," "Try to control myself before lashing out at people," and "Not yell at my pet when they do something bad that I don't like."
- **Help others:** Students articulated a willingness to extend a helping hand to those who were bullied, emphasizing creating a more compassionate community. They planned to "Help people more often (including animals)", "Help out my family, friends, teachers, and students," and "Help people when they are bullied, even if they aren't my best friend."
- **Be responsible:** Students expressed a desire to take responsibility for their actions and to be more responsible in their interactions with others. Comments included plans to "keep practicing responsibility," and "try and be more responsible."

## Teacher Perspectives

Teachers reported positive benefits for themselves, their students, and their classroom environment. All teachers agreed that NMB helped them support social-emotional learning, 92% agreed that students learned respect, 85% agreed that NMB influenced how students treated each other, and 65% agreed that NMB helped their classroom environment be more peaceful (Figure 4). Full teacher survey response (broken down by grade level) can be found in Appendix F.

**Figure 4. Teachers' Perceptions of NMB Benefits, 2021-2022**



In addition to the four closed-ended questions, teachers provided additional comments about the impact of NMB. Responses centered around a few key themes:

- **High engagement.** The program created a positive learning environment that helped students be engaged in the material. Students looked forward to and enjoyed the program.

*“My students were excited for the program and stayed engaged which helped them think about their actions and how to interact with each other better.”*

- **High quality facilitation.** Several teachers noted that the Wayside Waifs NMB educators were effective at connected with students, conveying the material, and managing a classroom.

*“(NMB Educator) was amazing! So great talking to my students, excellent classroom management skills, and very knowledgeable in what she was discussing! We loved her!”*

- **Student learning about core values.** Teachers commented that having the “core values” and displaying them on physical cards as part of the NMB curriculum motivated students to utilize concepts, inside and outside the classroom.

*“In addition to helping students create a more positive learning environment, they also expanded their vocabulary with character traits. This program made learning about difficult topics such as bullying fun and engaging, and the presenters were amazing!”*

A full list of teacher comments can be found in Appendix G.

Teachers also provided information about other social-emotional and bullying prevention efforts in their classrooms and school communities. Among survey respondents, 54% said their classrooms used additional methods to teach social-emotional skills (e.g. Leader in Me, Conscious Discipline, PBIS, Second Step). While the use of other bullying prevention curricula or programs was somewhat low (31%), policies at the school level to address bullying behaviors were common (77%) (Table 2).

**Table 2. Teacher Report on Curricula, Programs, and Policies, 2021-2022**

	n	Yes
In your classroom, do you currently use curricula or programs (in addition to No More Bullying!®) to <b>teach positive social-emotional skills</b> ?	13	54%
In your classroom, do you currently use specific curricula or programs (in addition to No More Bullying!®) for <b>bullying prevention</b> ?	13	31%
Does your school currently have formal policies in place to specifically address bullying behaviors?	13	77%

## 2022-2023 Results

### Sample

#### Student Survey

From 2022-2023, forty-five classrooms across 16 different schools participated in the student survey; a total of 715 complete student survey sets (matched pre and post) were identified. Number of responses varied by grade level, with 167 responses from third grade students, 299 from fourth grade students, and 249 for fifth grade students.

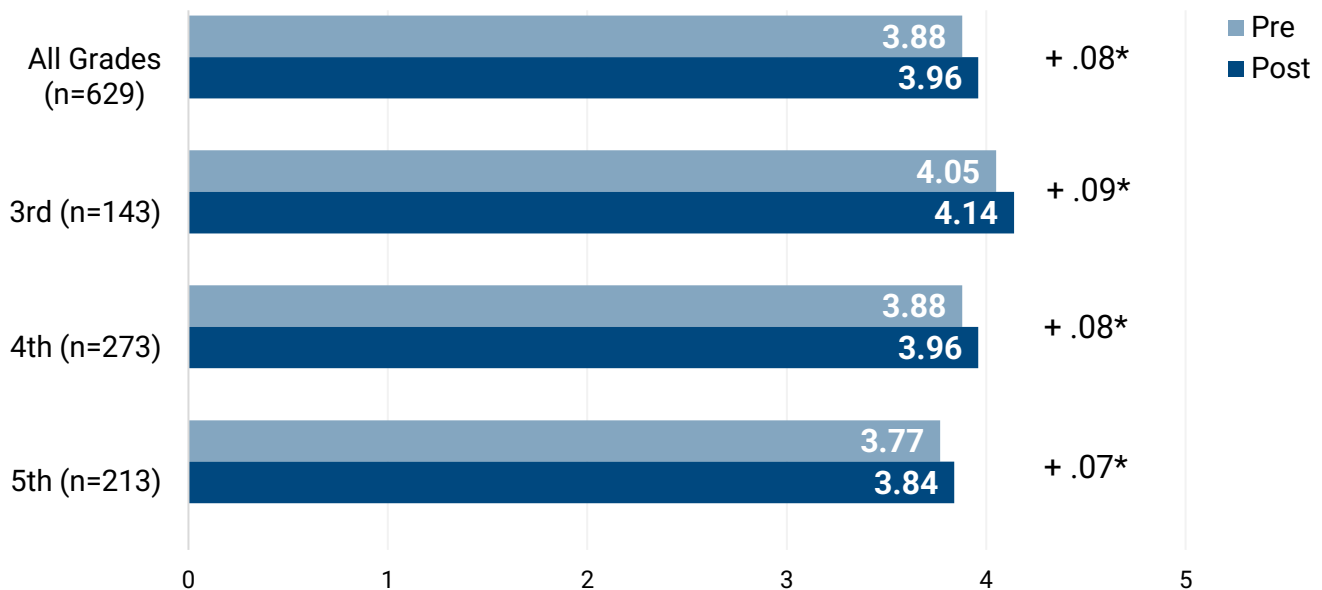
#### Teacher Survey

A total of 73 valid responses were received. Responses were distributed across 21 schools, with 26 third grade, 25 fourth grade, and 24 fifth grade teachers.

### Student Outcomes

Mean scores on the Empathy scale increased from pre-test to post-test; this finding was statistically significant across all groups ( $*p < .05$ ) (Figure 5).

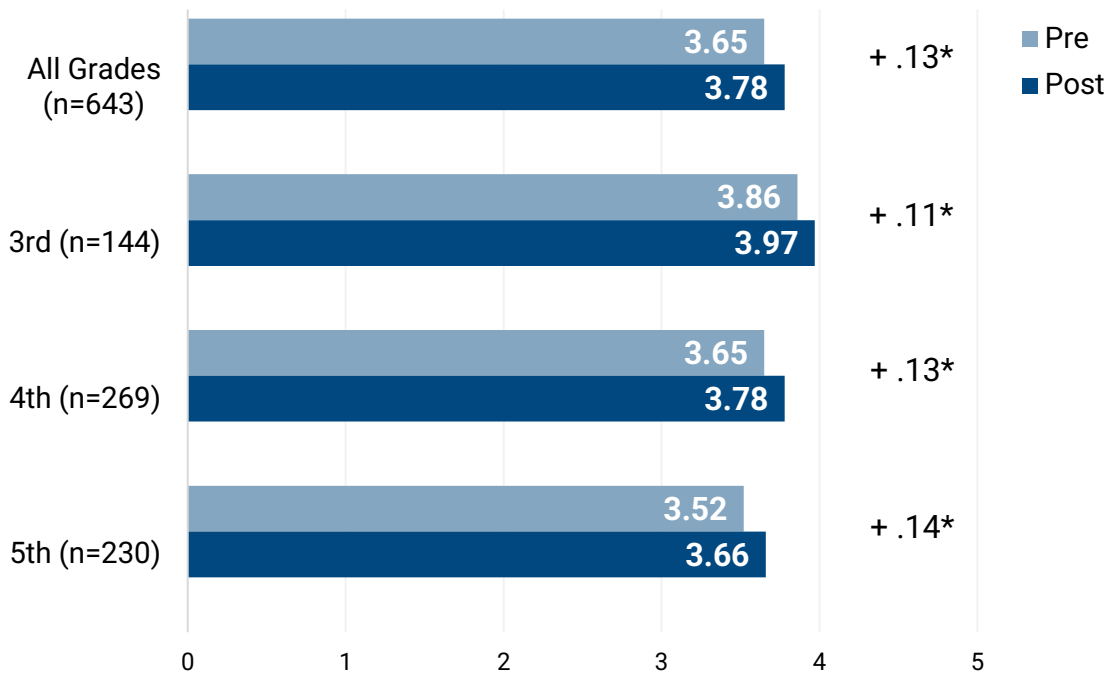
**Figure 5. Empathy Mean and Change Scores, 2022-2023**



*Empathy was measured using a set of six survey items rated on a 5-point scale (not at all like me → completely like me).*

Mean scores on the Self-Awareness & Self-Management scale also increased from pre-test to post-test across all grade groups, and changes were statistically significant ( $*p < .05$ ) (Figure 6).

**Figure 6. Self-Awareness & Self-Management Mean and Change Scores, 2022-2023**



*Self-Awareness/Self-Management was measured using a set of six survey items rated on a 5-point scale (not at all like me → completely like me).*

Three additional survey items were only included on the post-survey (Table 3). The purpose of these items was to gather information about the degree to which students had experience with bullying or animal abuse. The majority of students (80%) reported having known someone who had been bullied, 17% of students reported having bullied someone, and 41% knew someone who had hurt animals. Table 3 shows the breakdown of these responses by grade level.

**Table 3. Post-Survey Items about Bullying Experience, 2022-2023**

Survey Item	All grades (n=700)	3rd Grade (n=165)	4th (n=295)	5th (n=240)
I know someone personally who has been bullied.	80%	81%	80%	78%
I have bullied someone.	17%	12%	18%	19%
I know someone personally who has hurt animals.	41%	46%	41%	38%

Item-level mean scores at the pre-test and post-test for all student survey items can be found in Appendix E.

In addition to scaled survey items, students were prompted at post-test with two open-ended questions asking what they learned and what they thought they might do differently as a result of the NMB program.

### *What is one thing you learned this week from the No More Bullying Program?*

Responses from students centered around empathy, responsibility, and bullying awareness and prevention. Students learned about emotional needs of animals and the importance of humane treatment, compassion, and responsible care. They expressed a strong anti-bullying sentiment, noting that mistreating animals or people is not acceptable. Self-control was often mentioned, as students expressed the importance of managing their emotions, particularly anger, and maintaining calm.

- **Bullying awareness and prevention:** Students recognized the negative impact of bullying and commented about the importance of stopping bullying and standing up against it. Many students commented things like, "Bullying is bad and hurtful," or "No one should bully ever."
- **Animal bullying:** Students gained awareness about animal bullying, realizing that animals can be mistreated or bullied just like humans. They expressed concern about animal abuse and stressed the importance of being kind to animals. Students shared comments such as, "Animals can be bullied to," and "A bully can hurt animals and sometimes get away with it."
- **Compassion and humane treatment:** Students learned the value of compassion and humane treatment. They emphasize the need to treat animals with kindness, understanding, and respect, saying things like, "Always treat animals right," and "Be kind to animals."
- **Responsibility and self-control:** Students learned about the importance of responsibility and self-control. They commented on being responsible pet owners ("I learned how to take care of my pet") and controlling their actions when interacting with animals and people. Several students commented about things they learned about staying calm, such as, "how to practice my calm and my cool when I get angry," and "I learned to be calm with animals and people."
- **Empathy and Understanding:** The students learned about having empathy towards both animals and people by understanding their feelings and needs. Students shared things like, "animals can have more emotions than I thought" and "dogs have ways of showing their feelings." Comments about empathy toward people included, "understanding how someone feels and doing something about it," and "hurting someone makes you feel bad as well."

### *What is one thing you will do differently after going through the No More Bullying program?*

Students conveyed a strong desire to cultivate kindness, prevent bullying, demonstrate responsibility and self-control, extend help to others and animals, understand feelings, and contribute to a safer and more compassionate environment.

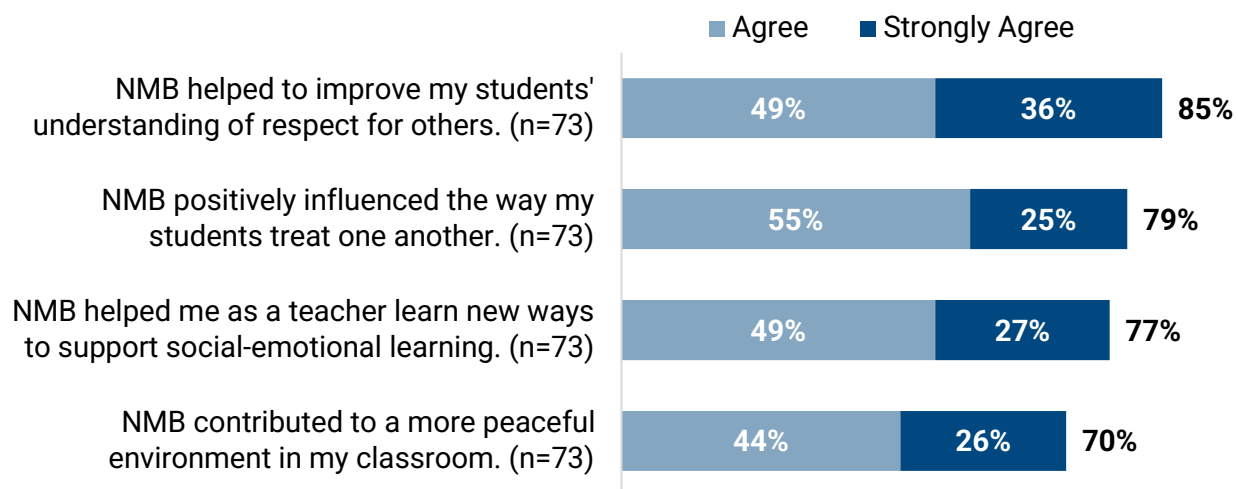
- **Promote kindness and compassion:** Many students expressed a commitment to being kinder, more compassionate, and more understanding. They planned to "treat dogs like friends and not harm them," "make sure no one will bully other animals," and "do my best to try to understand how other people feel without putting others down and being mean."

- **Stop bullying:** Many responses focused on taking a stand against bullying, whether it's directed at animals or people. Students said they would, “try to stop bullying when I see it,” and “stand up for animals being bullied.”
- **Practice responsibility and self-control:** Students emphasized the importance of being responsible, having self-control, and understanding the consequences of their actions. Students planned to “have self-control when I am mad or sad and make sure I do not hurt anyone” and “try to have self-control with my dog.”
- **Help others and animals:** Students expressed a willingness to help animals and people, especially those who are bullied or in need. Examples included intent to “help someone if they’re feeling down today, and I will think about other people’s feelings before I do something,” and “if I see an animal in need, I will immediately help it.”
- **Understand animal feelings:** Some students mentioned a deeper understanding of animals' feelings and a commitment to treating them with respect, such as “try to understand animals' feelings,” “give animals more love,” and “be kind to all animals no matter what breed they are.”
- **Promote safety and be responsible pet owners:** Students indicated a commitment to ensuring the safety of animals, reporting abuse, and being responsible pet owners. They shared comments such as, “be more careful playing with my dog,” and “I will call 311 if I see an animal being abused.”

## Teacher Perspectives

Teachers reported positive benefits for themselves, their students, and their classroom environment. Eighty-five percent of teachers agreed that NMB helped improve students’ understanding of respect, 79% agreed that NMB influenced how students treated each other, 77% agreed that NMB helped them support social-emotional learning, and 70% agreed that NMB helped their classroom environment be more peaceful. Full teacher survey response (by grade level) can be found in Appendix F.

**Figure 7. Teachers’ Perceptions of NMB Benefits, 2022-2023**



In addition to the four closed-ended questions, teachers provided additional comments about the impact of NMB. Responses centered around a few key themes:

- **Teachers and students apply NMB concepts in a variety of settings.** Teachers use NMB themes beyond the week of the program, and they observe students applying the things they learn in other settings.

*"We refer to (NMB) often when conflict and problems arise within the classroom. It has really helped with student empathy."*

*"They were very engaged and reference it from time to time showing that the message has stuck with them!"*

*"We still use the core values when we discuss behaviors in the classroom."*

*"This program helps students interact with others in a more positive way in all settings of their life. I have witnessed students using the skills taught with younger siblings and friends."*

- **Students make the connection between animal and humans:** The lessons taught in NMB are relatable for students, because they can see the connection between how animals should be treated and how other humans should be treated, understanding that both deserve kindness and respect.

*"It is so positive for kids to have these lessons from people other than those who teach them all the time. It helps them connect to the greater world outside of school. Connecting the kindness we want to show to others to the kindness we should show to animals really helps students understand the concepts."*

*"It was a great way for kids to view respecting others with a dog. They related differently than if they just had to talk to their peers. I loved the connections that were built with animals and humans."*

*"Having the four-legged friends coming in to support the program helps my students understand respect and compassion for both humans and our animal friends."*

- **Students are better able to identifying bullying behaviors.** Because of the program, students are able to call out bullying behaviors both inside and outside of school.

*"(NMB) has helped with the way the students inform us of things that are going on at school and at home that are "not right". They will sometimes refer back to how an animal is poorly treated and say, "that is what my neighbor does to my friend" or something along those lines so we can try to get help to that person. Same at recess. It is a good descriptor tool!"*

*"I think the program helps them identify the difference between mean behavior and actual bullying. Then it goes on to give them strategies for how to handle both."*

A full list of teacher comments can be found in Appendix D.

Teachers also provided information about other social-emotional and bullying prevention efforts in their classrooms and school communities. Among survey respondents, 64% said their classrooms used additional methods to teach social-emotional skills (e.g. Leader in Me, Conscious Discipline, PBIS, Second Step). While the use of other bullying prevention curricula or programs was somewhat low (22%), policies at the school level to address bullying behaviors very common (87%) (Table 4).

**Table 4. Teacher Report on Curricula, Programs, and Policies, 2022-2023**

	n	Yes
In your classroom, do you currently use curricula or programs (in addition to No More Bullying!®) to teach positive social-emotional skills?	70	64%
In your classroom, do you currently use specific curricula or programs (in addition to No More Bullying!®) for bullying prevention?	68	22%
Does your school currently have formal policies in place to specifically address bullying behaviors?	70	87%

## Teacher & NMB Educator Future Recommendations

Teachers were asked on the survey about improvements they thought would strengthen the NMB program. The following were the most commonly noted:

- **Consider ways to build more time into the NMB program.** Many teachers mentioned program duration when asked how NMB could be improved. They noted that they wish there had been more time for the program, and more time between sessions. A common suggestion was to change the format from five days in one week to one day per week for five weeks.
- **Incorporate role playing into NMB lessons.** Multiple teachers suggested role playing be used when presenting NMB content as a way to provide students opportunities to “act out” examples when going through the curriculum. Teachers believe this would help students better understanding what bullying looks like in real life.
- **Provide more supplemental materials and demonstrations for students.** Teachers commented that students might benefit from having more resources from NMB beyond the booklet. Examples given included videos that students and teachers could reference later in the semester, using a slideshow when displaying concepts, and having the NMB Educator demonstrate journal writing for students.

During the NMB Educator focus group in Summer 2023, staff shared a few key things they believed could strengthen the program and its potential impact:

- **The length of the program may need to be updated.** NMB Educators noted that tight timing often hindered their ability to implement the NMB curriculum as intended. Students were usually very engaged in the lessons and would often ask many questions and share personal



stories. NMB Educators struggled at times to complete the lessons within the one-hour time block. Students also took more time than anticipated to complete surveys, which cut into time that would have been spent teaching content.

- **Expectations about student maturity level in the post-pandemic era need to be adjusted.** Educators shared that an additional hindrance to program implementation was the maturity and academic level of students. In both 2021-2022 and 2022-2023, students seemed to have been significantly impacted by the COVID-19 pandemic and the disruptions it caused to their academic learning and social emotional development. For example, third grade students prior to the pandemic were typically further along in learning to read, but post-pandemic, NMB Educators found that many third graders struggled to read and write, which made it hard for them to use the NMB journals. Also, all grade levels of students struggled with social interaction and emotional regulation in ways that often disrupted lessons.
- **The NMB curriculum needs to be updated to address technology-based bullying behavior.** NMB Educators noted limitations in the program related to modern technology and social media. The NMB curriculum being used as of 2023 did not include references to the internet, social media or cyberbullying. NMB Educators acknowledged that because cyberbullying occurs at all grade levels, and kids in the NMB age range are often using some form of social media, it was necessary to make updates to stay current.

## Appendix A

### Student Survey Design and Validation

In 2018, members of the NMB team worked with evaluators to design and test versions of the survey. Evaluators conducted factor analysis and utilized reliability measures to test the validity and reliability of the instrument. Items that demonstrated weak factor loadings and/or poor internal consistency were removed. The final set of survey items were reviewed and approved in August 2018.

Results of the scale validation process helped evaluators identify two distinct scales within the survey that aligned with key social-emotional learning constructs.

The six items on the first scale are closely related to empathy, respect, and compassionate action; this scale appears to speak to one's caring for others, both through thoughts and actions.

#### **Scale 1: Empathy** ( $\alpha=.76$ )

- I try to understand how other people feel.
- I listen carefully to other people's points of view.
- I stand up for others who are treated unfairly.
- I care about other people's feelings.
- I get along with students who are different from me.
- If a student was getting picked on or pushed around, I would try to stop it.

The six items on the second scale align with the constructs of positive self-concept, self-control, and positive conflict resolution. Responses to these items may indicate a view of oneself as a person who can be kind and peaceful, even in circumstances that might make it challenging.

#### **Scale 2: Self-Awareness and Self-Management** ( $\alpha=.71$ )

- I feel positively about myself.
- I would do the right thing even if nobody was watching.
- I am able to stand up for myself without putting others down.
- I am able to disagree without starting a fit or argument.
- I keep my cool when I am feeling angry.
- I can create a peaceful and calm environment in my classroom.

## Appendix B

### Student Survey Tools

#### Pre-Survey

*How much is each of these statements LIKE YOU?*

\*I enjoy spending time with friends.

1. I try to understand how other people feel.
2. I listen carefully to other people's points of view.
3. I stand up for others who are treated unfairly.
4. I care about other people's feelings.
5. I get along with students who are different from me.
6. If a student was getting picked on or pushed around, I would try to stop it.
7. I would do the right thing even if nobody was watching.
8. I am able to stand up for myself without putting others down.
9. I feel positively about myself.
10. I am able to disagree without starting a fight or argument.
11. I keep my cool when I am feeling angry.
12. I can create a peaceful and calm environment in my classroom.
13. I try to understand how animals feel.
14. I know what to do when I see an animal being bullied.

*Response range: 1=Not at all like me to 5=Completely like me*

#### Post-Survey

*How much is each of these statements LIKE YOU?*

\*I enjoy spending time with friends.

1. I try to understand how other people feel.
2. I listen carefully to other people's points of view.
3. I stand up for others who are treated unfairly.
4. I care about other people's feelings.
5. I get along with students who are different from me.
6. If a student was getting picked on or pushed around, I would try to stop it.
7. I would do the right thing even if nobody was watching.
8. I am able to stand up for myself without putting others down.
9. I feel positively about myself.
10. I am able to disagree without starting a fight or argument.
11. I keep my cool when I am feeling angry.
12. I can create a peaceful and calm environment in my classroom.
13. I try to understand how animals feel.

14. I know what to do when I see an animal being bullied.

*Response range: 1=Not at all like me to 5=Completely like me*

*Please circle yes or no for the following statements: (Yes / No)*

- 15. I know someone personally who has been bullied (this could include you).
- 16. I know someone personally who has hurt animals (this could include you).
- 17. I have bullied someone.

*What is one thing **you learned** about this week from the No More Bullying program?*

*What is one thing **you will do differently** after going through the No More Bullying program?*

## Appendix C

### Teacher Survey Tools

*How much do you agree or disagree with the following statements about the No More Bullying!® program:*

- *No More Bullying!® helped improve my students' understanding of respect for others.*
- *No More Bullying!® positively influenced the way my students treat one another.*
- *No More Bullying!® contributed to a more peaceful environment in my classroom.*
- *No More Bullying!® helped me as a teacher learn new ways to support social-emotional learning.*

*Please share any additional ways in which the No More Bullying!® program has impacted your students and/or classroom environment:*

*Please share any additional thoughts about the No More Bullying!® program (e.g., strongest aspects, ways the program can be improved:*

*In your classroom, do you currently use curricula or programs (in addition to No More Bullying!®) to teach positive social-emotional skills? (Yes / No)*

If yes, please list and/or describe these social-emotional curricula or programs.

*In your classroom, do you currently use specific curricula or programs (in addition to No More Bullying!®) for bullying prevention? (Yes / No)*

If yes, please list and/or describe these bullying prevention curricula or programs.

*Does your school currently have formal policies in place to specifically address bullying behaviors? (Yes / No / I don't know)*

## Appendix D

### 2021-2022 Survey Item Means and Change Scores

Response options on 5-pt scale; “not at all like me” to “completely like me”

	n	Pre	Post	Difference
<b>I try to understand how other people feel.</b>				
All Grades	840	3.62	3.90	0.28*
3rd	328	3.55	4.01	0.46*
4th	365	3.73	3.95	0.22*
5th	147	3.47	3.55	0.08
<b>I listen carefully to other people's points of view.</b>				
All Grades	841	3.68	3.80	0.12*
3rd	333	3.70	3.88	0.18*
4th	364	3.79	3.90	0.11*
5th	144	3.33	3.39	0.06
<b>I stand up for others who are treated unfairly.</b>				
All Grades	834	4.01	4.11	0.10*
3rd	327	4.06	4.18	0.12
4th	360	4.06	4.16	0.10
5th	147	3.81	3.83	0.02
<b>I care about other people's feelings.</b>				
All Grades	838	4.15	4.17	0.02
3rd	327	4.15	4.16	0.01
4th	364	4.26	4.29	0.03
5th	147	3.90	3.89	-0.01
<b>I get along with students who are different from me.</b>				
All Grades	833	3.94	4.10	0.16*
3rd	320	4.07	4.12	0.05
4th	365	3.92	4.17	0.25*
5th	148	3.70	3.90	0.20*
<b>If a student was getting picked on or pushed around, I would try to stop it.</b>				
All Grades	835	4.07	4.17	0.10*
3rd	325	4.12	4.16	0.04
4th	362	4.13	4.27	0.14*
5th	148	3.80	3.97	0.17*
<b>I would do the right thing even if nobody was watching.</b>				
All Grades	838	4.02	4.14	0.12*
3rd	326	4.10	4.17	0.07

4th	365	4.07	4.21	0.14*
5th	147	3.73	3.89	0.16*

I am able to stand up for myself without putting others down.	n	Pre	Post	Difference
All Grades	833	3.77	3.87	0.10*
3rd	321	3.88	3.98	0.10
4th	368	3.85	3.92	0.07
5th	144	3.31	3.51	0.20*
<b>I feel positively about myself.</b>				
All Grades	832	3.77	3.91	0.14*
3rd	320	3.99	4.07	0.08
4th	365	3.70	3.90	0.20*
5th	147	3.44	3.60	0.16*
<b>I am able to disagree without starting a fight or argument.</b>				
All Grades	830	3.52	3.63	0.11*
3rd	320	3.62	3.80	0.18*
4th	363	3.58	3.63	0.05
5th	147	3.13	3.27	0.14
<b>I keep my cool when I am feeling angry.</b>				
All Grades	829	3.08	3.21	0.13*
3rd	321	3.16	3.35	0.19*
4th	360	3.13	3.24	0.11
5th	148	2.78	2.84	0.06
<b>I can create a peaceful and calm environment in my classroom.</b>				
All Grades	838	3.82	3.98	0.16*
3rd	329	3.88	4.10	0.22*
4th	367	3.93	4.01	0.08
5th	142	3.39	3.62	0.23*
<b>I know what to do when I see an animal being bullied.</b>				
All Grades	849	4.26	4.38	0.12*
3rd	331	4.31	4.35	0.04
4th	369	4.29	4.43	0.14*
5th	149	4.07	4.32	0.25*
<b>I try to understand how animals feel.</b>				
All Grades	566	4.18	4.34	0.16*
3rd	223	4.08	4.26	0.18*
4th	245	4.31	4.45	0.14*
5th	98	4.11	4.21	0.10

Empathy Mean Scores	n	Pre	Post	Difference
All Grades	771	3.92	4.06	0.14*
3rd	297	3.96	4.12	0.16*
4th	337	3.99	4.12	0.13*
5th	137	3.68	3.75	0.07
Self-Awareness & Self-Management Mean Scores	n	Pre	Post	Difference
All Grades	762	3.68	3.82	0.14*
3rd	285	3.81	3.97	0.16*
4th	344	3.70	3.81	0.11*
5th	133	3.33	3.50	0.17*

## 2022-2023 Survey Item Means and Change Scores

*Response options on 5-pt scale; "not at all like me" to "completely like me"*

	n	Pre	Post	Difference
<b>I try to understand how other people feel.</b>				
All Grades	685	3.57	3.80	0.23*
3rd	153	3.71	3.96	0.25*
4th	292	3.53	3.77	0.24*
5th	240	3.53	3.73	0.20*
<b>I listen carefully to other people's points of view.</b>				
All Grades	691	3.65	3.76	0.11*
3rd	155	3.65	3.83	0.18
4th	297	3.63	3.78	0.15*
5th	239	3.68	3.70	0.02
<b>I stand up for others who are treated unfairly.</b>				
All Grades	691	3.94	3.98	0.04
3rd	156	4.26	4.33	0.07
4th	296	3.93	4.00	0.07
5th	239	3.73	3.72	-0.01
<b>I care about other people's feelings.</b>				
All Grades	683	4.03	4.09	0.06
3rd	156	4.15	4.25	0.10
4th	291	4.05	4.09	0.04
5th	236	3.92	3.98	0.06
<b>I get along with students who are different from me.</b>				
All Grades	682	3.88	4.06	0.18*
3rd	153	3.87	4.09	0.22*
4th	295	3.88	4.04	0.16*
5th	234	3.88	4.06	0.18*



If a student was getting picked on or pushed around, I would try to stop it.				
All Grades	686	4.06	4.04	-0.02
3rd	153	4.35	4.29	-0.06
4th	293	4.09	4.08	-0.01
5th	240	3.83	3.83	0.00
I would do the right thing even if nobody was watching.				
All Grades	687	4.00	4.06	0.06
3rd	153	4.31	4.27	-0.04
4th	294	3.96	4.04	0.08
5th	240	3.85	3.94	0.09

I am able to stand up for myself without putting others down.	n	Pre	Post	Difference
All Grades	684	3.71	3.79	0.08
3rd	155	3.9	4.04	0.14
4th	289	3.71	3.80	0.09
5th	240	3.58	3.60	0.02
I feel positively about myself.				
All Grades	697	3.73	3.90	0.17*
3rd	155	3.93	4.09	0.16
4th	299	3.76	3.89	0.13*
5th	243	3.57	3.80	0.23*
I am able to disagree without starting a fight or argument.				
All Grades	687	3.45	3.61	0.16*
3rd	153	3.58	3.78	0.20
4th	295	3.40	3.56	0.16*
5th	239	3.44	3.56	0.12
I keep my cool when I am feeling angry.				
All Grades	688	3.17	3.31	0.14*
3rd	155	3.18	3.50	0.32*
4th	292	3.22	3.27	0.05
5th	241	3.12	3.25	0.13*
I can create a peaceful and calm environment in my classroom.				
All Grades	684	3.80	3.92	0.12*
3rd	155	4.14	4.10	-0.04
4th	289	3.83	3.96	0.13*
5th	240	3.54	3.75	0.21*
I know what to do when I see an animal being bullied.				
All Grades	696	4.09	4.41	0.32*
3rd	157	4.16	4.53	0.37*

4th	298	4.15	4.41	0.26*
5th	241	3.98	4.32	0.34*
<b>I try to understand how animals feel.*</b>				
All Grades	691	4.25	4.43	0.18*
3rd	152	4.15	4.43	0.28*
4th	298	4.35	4.46	0.11*
5th	241	4.18	4.39	0.21*

<b>Empathy Mean Scores</b>	<b>n</b>	<b>Pre</b>	<b>Post</b>	<b>Difference</b>
All Grades	629	3.88	3.96	0.08*
3rd	143	4.05	4.14	0.09*
4th	273	3.88	3.96	0.08*
5th	213	3.77	3.84	0.07*
<b>Self-Awareness &amp; Self-Management Mean Scores</b>	<b>n</b>	<b>Pre</b>	<b>Post</b>	<b>Difference</b>
All Grades	643	3.65	3.78	0.13*
3rd	144	3.86	3.97	0.11*
4th	269	3.65	3.78	0.13*
5th	230	3.52	3.66	0.14*

## Appendix E

### 2021-2022 Full List of Teacher Comments

<b>Other impacts of No More Bullying!®</b>
Please share any additional ways in which the No More Bullying!® program has impacted your students and/or classroom environment:
[Program facilitator] was wonderful. This was such a great "break" for my students during the day. Right now we are seeing a lot of arguing and peer mistreatment, so it was great to have this course to reinforce behaviors. My students loved it!
I was able to use the Wayside Waifs program as a privilege and reward to help students get work done. They wanted to participate and so they did what they needed to do.
In addition to helping students create a more positive learning environment, they also expanded their vocabulary with character traits. This program made learning about difficult topics such as bullying fun and engaging, and the presenters were amazing!
It is something we all look forward to every year, they do an amazing job.
My students were excited for the program and stayed engaged which helped them think about their actions and how to interact with each other better.
The atmosphere created by the teachers was calming and focused. The dogs were a positive thing for the students, and made them excited and engaged in the content. The character cards are a great way to teach the words "Self-Control", "Compassion", etc. Students loved it and learned a lot.
The kids are more aware that some of the things they are saying may not be so kind, but it didn't change the way they act. I am glad that they are more self aware and that they know their words can hurt people.
<b>Please share any additional thoughts about the No More Bullying!® program (e.g., strongest aspects, ways the program could be improved):</b>
[Program facilitator] was amazing! So great talking to my students, excellent classroom management skills, and very knowledgeable in what she was discussing! We loved her!
I don't have any. It was wonderful :)
I really like the cards that go along with each of the core values. It motivated students to practice what they had learned outside of the classroom/school.
I wouldn't really change anything.
The kids really loved it, especially in between all the chaotic mess we had with testing and reviews for testing. I'm glad they got some down time.
<b>If curricula or programs other than NMB are used to teach positive social-emotional skills, Please list and/or describe these social-emotional curricula or programs:</b>
Centervention, Class Dojo
Class dojo videos and positive reinforcements, Mindfulness videos
Conscious Discipline
SEL lessons
The counselor teaches these lessons. I use read aloud.
We have SEL lessons for morning meeting
We use more of a classroom discussion, but we always talk about how to regulate ourselves safely.
<b>If curricula or programs other than NMB are used for bullying prevention, Please list and/or describe these bullying prevention curricula or programs:</b>
SEL lessons
The counselor teaches these lessons plus we use read aloud
We use PST in school.
We use sprigeo to report bullying and we have counselor lessons once a month.

## 2022-2023 Full List of Teacher Comments

Please share any additional ways in which the No More Bullying!® program has impacted your students and/or classroom environment:

Having the four-legged friends coming in to support the program helps my students understand respect and compassion for both humans and our animal friends.

I feel that they have a better understanding of how it can look not only with friends and family, but with animals too. The vocabulary that is introduced also helps them understand it better too.

I really liked how the program connected empathy towards animals and empathy towards people. That made it easier to understand for some of my students. They also really enjoyed making a connection with Miss Ashley who was a great presenter and wonderful guest to have in our classroom.

I think the word "bullying" is over used and student mistake any negative encounter as bullying. I think the program helps them identify the difference between mean behavior and actual bullying. Then it goes on to give them strategies for how to handle both.

I use No More Bullying in morning meeting discussion. This helps enforce no bullying in the classroom environment.

It has helped with the way the students inform us of things that are going on at school and home that are "not right". They will sometimes refer back to how an animal is poorly treated and say, "that is what my neighbor does to my friend" or something along those lines so we can try to get help to that person. Same with out at recess. It is a good descriptor tool! :)

It is so positive for kids to have these lessons from people other than those who teach them all the time. It helps them connect to the greater world outside of school. Connecting the kindness we want to show to others to the kindness we should show animals really helps students understand the concepts.

Our students absolutely love this program. It is so good for the social/emotional growth and just learning to be a good human. I am transferring schools next year and am so sad my students won't get to experience this anymore that's how much I love it.

Students and teacher look forward to this every year! The staff being sent to schools work so well with our students. This really works to help understand how to treat people and animals kindly.

Students loved the program, and the vocabulary helped them express themselves and made an impact on their relationships with others.

This is a wonderful program with amazing instructors. I have noticed that it may be helpful to have a slide show you could bring up on the screen to use as you teach each concept. By scanning the document pages into a slide show you can refer to the pages on the screen and write on the screen along with the kids. I think this would help with kids getting antsy and participation. There is a lot of great information and having something to refer to with pictures and examples on the screen could help.

This program helps students interact with others in a more positive way in all settings of their life. I have witnessed students using the skills taught with younger siblings and friends.

We have a Conscious Discipline Wish You Well board. Now students add pets too, not only humans. I know one of my families has adopted a dog from a local shelter since the program was here. Weekly, students bring photos on their ipads of their pets to share with the classroom family.

I somehow end up with a wonderful teacher!!! (We had Karen this year!!!). But the other teachers were a bit grumpy this year because the teachers did not stick to the program. Less dog talking more bullying and feeling talk because that is how we move forward when the dog must go home. Thank you we love this program.

Improved my students view of how to treat and interact with animals.

My students really enjoyed learning how to treat animals humanely and what to do if they see an animal in distress.

Students have a better understanding of compassion and empathy.

Teaching students how to respect animals definitely carries over into respecting humans.

The program makes them more aware of Bullying

The students are happier, and it brings such an understanding of how to treat animals.

The students really enjoyed have a canine educator in the classroom. Many students were able to make the positive connection between treating animals and humans humanely.
They all have pet stories, so it was good to relate treatment of animals to how we treat each other.
This is one of the highlights of the year for our students.
This program emphasizes empathy and understanding for all.
We still use the core values when we discuss behaviors in the classroom.
Ashley is so fantastic, patient, and kind to my students.
I appreciated how students were given examples as to why kids bully other kids. I believe using the correlation between the treatment of animals and each other is perfect.
It was a great 1 semester activity. We refer to it often when conflict and problems arise within the classroom. It has really helped with student empathy.
It was a great way for kids to view respecting others with a dog. They related differently than if they just had to talk any their peers. I loved the connections that were built with animals and humans.
Students enjoy seeing the dogs and learning ways that can be kind to animals and humans.
Students in our school needs many positive interactions with adults as possible and this is just that. They really love the dogs and the presenters. Thank you for showing kindness.
The kids loved the program.
They were very engaged and reference it from time to time showing that the message has stuck with them!

<b>Please share any additional thoughts about the No More Bullying!® program (e.g., strongest aspects, ways the program can be improved):</b>
Adding in some role play would be great for kids!
i actually wish it was two weeks instead of one, there are such good lessons in the book that are not all hit that I think the students would benefit from learning. I also think maybe some videos could be incorporated into the program. Ways treat a dog, a tour of Wayside Waifs, videos of showing examples of bullying and how to handle it.
I feel like it is getting more condensed and rushed in the last couple of years. I don't know if the district wants you to spend less time or you can't spend more time, but I feel like we aren't hitting some of the stronger points and giving the students time to complete things. The stories about the dogs and dogs that are only in pictures are very powerful and relatable to what is happening in our students' life and really helps at least our school. The presenters are amazing I just feel like we need a little more time in each classroom at least in third grade anyway. Also not coming at the start of the year was MUCH better! Thank you! :)
I love the program and students get a lot out of the experience each year. Being able to connect with the animals helps them to see empathy in a new way, a more concrete way, versus just hearing about it. I think if they are given more strategies, or skills, they can use on their own to show empathy, or challenges extended to the classroom and followed up on a few weeks later may be interesting.
I really loved having the program come for my third grade students. I wish we could have started it earlier in the year so that we could have referred more to the character traits brought up during the program.
I think relating mistreatment of animals to mistreatment of people really helps kids make the connections to what they are doing or experiencing.
The presenters are amazing! They know how to interact with children. The dogs are wonderful too! My students keep asking if Wayside Waifs is going to come back this year. I appreciate this program.
This program has always exceeded our expectations.
We have had Ms. Karen for the last three years and her positive energy and approach to teaching this program is amazing! The program helps reach all my students and to see them be able to interact with the dogs is wonderful.
We love this program! Karen has taught my class for years and is so awesome. Our kids talk about it all year!

Having these conversations related to dogs is such a great way to make an intimidating topic more approachable for students!
I feel role playing would help students understand bullying, what it is, how it should be handled, and what to do if it is not handled.
I like that the program will, in the future, be once per week instead of just one full week. That gives the students something to look forward to each week.
I think having one lesson a week for 5 weeks instead of five lessons in a week would be more beneficial so we can practice the skill for a whole week
It was sad to hear how many students saw animals being neglected, mistreated & abused.
Only coming once a year, the students need a refresher of sorts. I don't think it needs to be a full week, but it would be nice if they came again for a day to see for themselves and do a review of sorts.
Thank you for sharing your awesome program, we hope to see you back next school year.
the facilitators have always been wonderful!
The instructors are amazing!!!
The presenters are absolutely amazing! We appreciate you all and will miss you next year.
The program could create more things for students to take away like creative activities other than the booklet. And use more videos to show scenarios and engage students.
We absolutely LOVE this program! Thank you for partnering with us to make a difference for so many kiddos!!! (PS Karen is Da Bomb Diggity)
I just wish the facilitator could limit kids' stories, so we can get through the program. Maybe, telling the teacher to talk after they leave about their stories. Or have the kids write them down for you to read next day.
I would love to have the program stretched all year, it was great while having it but once it ended the behaviors began to rise again. I think if it was something to hit harder at the beginning, and then a visit each month or a few times a month.
It would be far easier to have a regular time every week/2 weeks/month than to have to concentrate everything into one week of lessons regardless of school schedules. In addition, the hour-long lessons were far too long and developed into breeding grounds for behavior problems within the classroom. I found the idea of the lessons good, but there ended up being very little time for actual lessons or learning, rather than the incessant "question-and-answer" formats that took up the vast majority of available time.
We love the program and hope to continue it in the future!
<b>Please list and/or describe these social-emotional curricula or programs:</b>
2nd Step
conscious discipline
Conscious Discipline
Conscious Discipline is a resource we look to tons, regular check ins, connecting with kids, social emotional games (like board games and interactive games)
Cornerstone State Standards
Energy Bus PBIS Leader in Me Morning Meetings
I have an assortment of videos and books that I use to discuss the topics of social-emotional learning.
Leader In Me
Morning meetings, constant talk about not stirring the pot, etc
Move This World / Second Steps
No official program, but a list of skills to work on during morning meeting.
Our counselor does lessons in our classrooms once a month that deals with SEL. I also use my morning meetings to talk about SEL, I don't have a curricula or program I just find activities my students need at the time.
Our school counselor and other programs such as Project Safe are utilized.
PBIS
Responsive Classroom and Conscious Discipline
Responsive classroom teaching techniques, 7 habits training and implementation.

Satchel Pulse and Trauma Smart
Satuel Pulse
Second Step
Second Step Responsive Classroom Morning Meeting
SEL lessons
SEL slides and scenarios.
SEL Trauma Smart
Small group counseling
Trauma Informed Care
Trauma Informed Schools & PBIS
Trauma Smart.
We have a school-wide PBIS program, we also use the Class Dojo videos in my classroom.
We have building vocabulary that reinforces the Leader in Me program while also encouraging positive relationships with each other.
We use a building program that does not have a name in the public called Cody's choices.
We use NextSteps and Class Dojo
We use the spot books.
Zones of Regulation
<b>Please list and/or describe these bullying prevention curricula or programs:</b>
Green Dot
Helpful students for others to talk too. Safe area for thinking.
Leader in Me
Leader In Me
Move This World/Second Steps
Our counselor does lessons with the students at the beginning of the year.
PBIS
PBIS Energy Bus Leader in Me
Same resources I noted before: Responsive Classroom and Conscious Discipline
Second Step
SEL
We have a program called Sprigio to report bullying.

## Appendix F

### 2021-2022 Teacher Perceptions

	n	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	% Agreement
<b><i>NMB helped to improve my students' understanding of respect for others.</i></b>							
All Grades	13	0	0	1	6	6	92%
3rd	3	0	0	0	0	3	100%
4th	5	0	0	0	4	1	100%
5th	5	0	0	1	2	2	80%
<b><i>NMB positively influenced the way my students treat one another.</i></b>							
All Grades	13	0	0	2	7	4	85%
3rd	3	0	0	0	1	2	100%
4th	5	0	0	1	3	1	80%
5th	5	0	0	4	0	1	20%
<b><i>NMB contributed to a more peaceful environment in my classroom.</i></b>							
All Grades	13	0	0	5	3	5	62%
3rd	3	0	0	1	0	2	67%
4th	5	0	0	0	3	2	100%
5th	5	0	0	4	0	1	20%
<b><i>NMB helped me as a teacher learn new ways to support social-emotional learning.</i></b>							
All Grades	13	0	0	0	10	3	100%
3rd	3	0	0	0	1	2	100%
4th	5	0	0	0	4	1	100%
5th	5	0	0	0	5	0	100%

### 2022-2023 Teacher Perceptions

	n	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	% Agreement
<b><i>NMB helped to improve my students' understanding of respect for others.</i></b>							
All Grades	73	1	2	8	36	26	85%
3rd	26	0	1	3	8	14	85%
4th	25	1	0	2	15	7	88%
5th	24	0	1	3	13	7	83%
<b><i>NMB positively influenced the way my students treat one another.</i></b>							
All Grades	73	1	4	10	40	18	79%
3rd	26	0	2	2	12	10	85%
4th	25	1	0	5	14	5	76%



5th	24	0	2	3	14	5	79%
<b><i>NMB contributed to a more peaceful environment in my classroom.</i></b>							
All Grades	73	1	3	18	32	19	70%
3rd	26	0	2	5	8	11	73%
4th	25	1	0	6	12	6	72%
5th	24	0	1	7	12	4	67%
<b><i>NMB helped me as a teacher learn new ways to support social-emotional learning.</i></b>							
All Grades	73	1	3	13	36	20	77%
3rd	26	0	1	5	9	11	77%
4th	25	1	0	3	16	5	84%
5th	24	0	2	5	13	4	71%