

No More Bullying!

2018-2019
Evaluation Report

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TABLE OF CONTENTS

Executive Summary	2
List of Tables and Figures	3
Evaluation Overview	4
Evaluation Methods	5
Study Design	5
Measures	5
Data Collection & Analysis	6
Results	8
Program Fidelity	8
Student Outcomes	9
Teacher Perceptions	13
Discussion & Recommendations	16
Appendices	20
Appendix A: Educator Rubric	20
Appendix B: Student Survey Design and Validation	26
Appendix C: Student Survey Tools	28
Appendix D: Teacher Survey Questions	32
Appendix E: Implementation Rubric Frequencies	33
Appendix F: Survey Item Means and Change Scores	34

Executive Summary

No More Bullying (NMB) is an elementary school bullying prevention and social-emotional skill-building program for 3rd-5th grade students. This program is designed to instill the core values of compassion, respect, responsibility, self-control, and integrity through a weeklong curriculum delivered by Wayside Waifs Humane Educators and their companion animals.

In 2019, NMB collaborated with a team of professional program evaluators (Karin Chang, PhD, and Jenny Frenzel, MPH) to conduct an evaluation of program impact. This evaluation examined student outcomes, perceptions of teachers, and program implementation fidelity.

Key Findings

- **Educators implement the program with high fidelity.** The team of Wayside Waifs Humane Education staff leading the NMB program consistently and fully implement most program lessons and activities, ensuring students receive the full program as designed.
- **Students learn key social-emotional skills.** Students show improvements in both Empathy and Self-Awareness & Self-Management as a result of the NMB program. Findings vary somewhat by grade level and number of days the program is delivered, but there is evidence of program effects.
- **Students report high rates of bullying exposure.** Three-quarters of the students surveyed responded “yes” when asked if they knew someone personally who had been bullied, including themselves or others. This finding underscores the importance of the NMB program, as bullying is an issue commonly faced by students.
- **Teachers report positive program benefits.** Teachers report positive impact on their students’ understanding of respect and treatment of one another as well as their overall classroom environment.
- **Evaluators have designed and tested reliable survey tools.** Measurement tools designed to capture student outcomes and teacher perceptions are functioning well and may be confidently used for future evaluation.

List of Tables

	Page
Table 1 Total students in study, by school and grade level	7
Table 2 Number of NMB program days by school and grade level	8
Table 3 Empathy Mean Scores	9
Table 4 Empathy Change Scores	9
Table 5 Self-Awareness & Self-Management Mean Scores	10
Table 6 Self-Awareness & Self-Management Change Scores	10
Table 7 Empathy Change Scores (less than five days)	11
Table 8 Empathy Change Scores (five days)	11
Table 9 Self-Awareness & Self-Management Change Scores (less than five days)	11
Table 10 Self-Awareness & Self-Management Change Scores (five days)	11
Table 11 Post-Survey Items about Bullying Experience	12
Table 12 Teacher Survey Response Frequencies	13
Table 13 Teacher Report on Curricula, Programs, and Policies	15

Evaluation Overview

In 2018, Wayside Waifs commissioned an evaluation to examine the outcomes of its No More Bullying (NMB) program in order to provide information about effectiveness and best practices. The results of the evaluation study are intended to help Wayside Waifs examine the NMB program model and refine practices to ensure maximum benefit for students as well as effective and efficient use of resources.

The first phase of this project was conducted between June and September 2018 and focused on the following:

- Identifying key outcomes and indicators of interest to program stakeholders
- Selecting the study design and measures to best assess program implementation and outcomes

The next phase of the project was conducted between September 2018 and August 2019 and involved data collection and analysis to address the following questions:

- Are educators implementing the No More Bullying program as outlined in the curriculum? If not, how are educators modifying the curriculum and why?
- What is the impact of No More Bullying on students' development of social skills?
- What are teachers' perceptions of the impact of No More Bullying?

The following report focuses on the second phase of this evaluation project, providing stakeholders with a review of the measurement tools, data collection strategies, data analysis methods, and results.

Evaluation Methods

Study Design

The NMB evaluation utilized a mixed-methods approach.

Program implementation fidelity was assessed using both quantitative and qualitative methods. The Wayside Waifs Humane Education staff delivering the NMB program (“NMB Educators”) recorded the level of implementation of each program component after each class session and provided comments to explain variations in scheduling or delivery of lessons.

The assessment of student outcomes was quantitative and based on responses to closed-ended survey items. Outcomes were measured using a quasi-experimental time-series design, in which students were assessed several weeks prior to receiving the program (control) and again during the week the program was delivered (program). Changes in responses between pre- and post-survey were compared between the control week and program week to analyze possible program effects.

To assess teacher perceptions of program impact and program satisfaction, surveys including both quantitative (closed-ended survey items) and qualitative (open-ended comment prompts) methods were used.

Measures

NMB Educator Rubric

The evaluators designed a set of rubrics (Appendix A) to track the extent to which each component of the NMB curriculum was carried out in practice. Rubric design was based primarily on the published NMB curriculum guide. As the curriculum varied slightly by grade level, three separate grade-specific rubrics were created. Each rubric listed the program activities within the day of the week they were scheduled to take place, with three possible responses indicating the extent to which it was implemented (completely, somewhat, not at all). A daily comment box was included to gather educator insights related to how actual implementation may have deviated from plans.

Student Survey

The evaluators constructed a student survey to measure social-emotional development; see Appendix B for a description of survey construction and validation process. The survey contained 15 items scored on a 5-point scale ranging from *not at all like me* to *completely like me* and four items scored on a five-point scale ranging from *do not agree at all* to *completely agree*. These 19 items included two six-item subscales, measuring the constructs of Empathy and Self-Awareness & Self-Management. The post-survey mirrored the pre-survey, but also included four additional yes/no questions assessing students' personal experience with bullying and past exposure to the NMB program. Full versions of the student pre- and post-surveys can be found in Appendix C.

Teacher Survey

Based on feedback from NMB Educators, the evaluators developed an online survey with four closed-ended questions about 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 teacher feedback related to program 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 D for the full list of questions included in the teacher survey.

Data Collection & Analysis

NMB Educator Rubric

The rubrics were distributed to all NMB Educators prior to the start of the NMB program weeks. After completion, rubrics were scanned and emailed to the evaluators; rubrics were received for all study site classes. Evaluators examined frequency distributions to assess the level of implementation of each program component and reviewed comments to examine the primary reasons for variations between plans and actual implementation.

Student Survey

Four schools were selected to participate in the study, involving both control week and program week data collection; each of the four schools was new to the NMB program. Twenty-six classrooms participated, and a total of 331 complete survey sets were collected (Table 1).

Table 1. Total students in study, by school and grade level

	3rd	4th	5th	Total
KC International	21	38	0	59
Longfellow	17	0	0	17
Luff	42	51	32	125
Three Trails	43	48	39	130
Total	123	137	71	331

Student surveys were administered during the Spring 2019 semester. During both the control week and program week, the same students were administered a survey at the start of the week (pre-survey) and again at the end of the week (post-survey). Surveys were administered in a group setting; the NMB Educator provided a set of instructions to the full class, then read each item aloud to the class and asked students to circle their response on their paper surveys.

Mean scores were calculated for the items on each of the two subscales: Empathy and Self-Awareness & Self-Management. Change scores were then calculated to assess the difference between pre-survey and post-survey. Paired-samples t-tests were used to analyze differences in the subscale change scores between the control week and program week.

In addition to the two subscales, there were ten other survey items (seven on both pre- and post-survey; three on post-survey only) that were not part of a subscale; these items were analyzed individually.

Teacher Survey

All teachers from classrooms participating in the NMB program during 2018-2019 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.

A total of 56 valid responses were received; 27 reported having the NMB program in Fall 2018, and 29 reported having NMB in Spring 2019. Responses were distributed across 17 schools, with 18 third grade teachers, 25 fourth grade teachers, 12 fifth grade teachers, and one non-grade specific school staff member.

Evaluators examined frequency distributions to assess the level of implementation of each program component. Thematic analysis was conducted to identify strengths and recommendations reported by teachers in open-ended responses.

Results

Program Fidelity

NMB Educators reported very high program fidelity (for complete data, see Appendix E). Notes from the Educator rubrics indicate that program components were occasionally shifted from one day to the next when time was limited due to unexpected classroom circumstances or distractions, but most components were still completed at some point during the week. Out of all listed program activities, there were only two that had low fidelity: the *Fun with Fenby Tree/Rock* activity scheduled for the fourth (Thursday) session was only completely implemented 17% of the time, and the *Realistic Fiction* story scheduled for the fifth (Friday) session was completely implemented 28% of the time.

The one substantial variation was the total number of program days (Table 2). Two of the four study sites had all five program days, but the other two sites used a condensed schedule due to snow days or other conflicts. At Luff, all classrooms operated on a consolidated schedule; the 4th grade program took place over four days, and the 3rd and 5th grades were consolidated into three days. At Three Trails, 3rd grade did have five days, but both 4th and 5th grades had only four days.

Table 2. Number of NMB program days by school and grade level

	3rd	4th	5th
KC International	5	5	5
Longfellow	5	5	5
Luff	3	4	3
Three Trails	5	4	4

Student Outcomes

Students in the NMB program had generally high scores on the Empathy scale during both control and program weeks, with mean scores near 4 on a 5-point scale at all data points (Table 3). Among both 3rd and 4th grades, the lowest score of all four data points was the program week pre-survey; fifth graders did not experience this dip in score.

Table 3. Empathy Mean Scores

	N	Control Week		Program Week	
		Pre	Post	Pre	Post
3rd Grade	96	4.02	4.03	3.95	4.14
4th Grade	108	4.12	4.04	3.97	4.07
5th Grade	67	4.02	4.07	4.05	4.08

Response range: 1=not at all, 2=a little, 3=somewhat, 4=a lot, 5=completely

Paired-samples t-tests were used to assess whether mean change scores were significantly different between the control and program weeks. Program week change scores were statistically significantly higher than control week change scores among both 3rd and 4th graders, but not among 5th graders (Table 4).

Table 4. Empathy Change Scores

	N	Control Week	Program Week	Difference	
3rd Grade	96	0.01	0.19	0.18	*
4th Grade	108	-0.08	0.10	0.18	*
5th Grade	67	0.05	0.03	-0.02	

**p<.05*

Mean scores on the Self-Awareness & Self-Management scale were slightly lower at all data points than Empathy mean scores (Table 5).

Table 5. Self-Awareness & Self-Management Mean Scores

	N	Control Week		Program Week	
		Pre	Post	Pre	Post
3rd Grade	92	3.67	3.78	3.67	3.88
4th Grade	108	3.78	3.80	3.60	3.73
5th Grade	62	3.84	3.90	3.80	3.81

Paired-samples t-tests were used to assess the differences between the control and program weeks. Although 3rd and 4th grade mean change scores were higher at program week than control week, neither difference was of statistical significance (Table 6). Fifth grade mean change scores declined slightly, but this was also not statistically significant.

Table 6. Self-Awareness & Self-Management Change Scores

	N	Control Week	Program Week	Difference
3rd Grade	92	0.11	0.21	0.10
4th Grade	108	0.02	0.13	0.11
5th Grade	62	0.06	0.01	-0.05

Subscale Results by Number of Program Days

To examine possible effects of program length on student outcomes, the dataset was split and analyzed for each of two subgroups: students receiving less than five days and students receiving a full five days. There were no 5th grade students who received all five days, therefore the findings based on number of days are only presented for 3rd and 4th grades.

Based on results of paired-samples t-tests, students receiving less than five days did not show significant differences between control week and program week on either subscale (Table 7), but those receiving the full five days had higher change scores at program week than control week. This difference was statistically significant for 4th grade students (Table 8).

Table 7. Empathy Change Scores (less than five days)

	N	Control Week	Program Week	Difference
3rd Grade	32	0.12	0.25	0.13
4th Grade	79	-0.03	0.10	0.13

Table 8. Empathy Change Scores (five days)

	N	Control Week	Program Week	Difference
3rd Grade	64	-0.03	0.18	0.21
4th Grade	29	-0.22	0.08	0.30 *

* $p < .05$

As with Empathy, students with less than five days of NMB did not have significant changes in Self-Awareness & Self-Management (Table 9). Those who had five days had higher change scores at program week than control week, and once again this difference was statistically significant for 4th grade students (Table 10).

Table 9. Self-Awareness & Self-Management Change Scores (less than five days)

	N	Control Week	Program Week	Difference
3rd Grade	32	0.06	-0.01	-0.07
4th Grade	80	0.10	0.15	0.05

Table 10. Self-Awareness & Self-Management Change Scores (five days)

	N	Control Week	Program Week	Difference
3rd Grade	60	0.13	0.33	0.20
4th Grade	28	-0.23	0.11	0.34 *

* $p < .05$

Single-Item Results

The survey items also included items that were not contained within the two subscales; these items were analyzed at the item level. Two of these items had statistically significant differences between control week and program:

- Someone who gets picked on or pushed around may have done something to cause it (4th grade: control change = -0.15; program change = +0.19; $p < 0.05$)
- It is okay to yell at or hit an animal when they do something wrong (5th grade: control change = -0.16; program change = +0.16; $p < 0.05$)

Full results from single-item analysis (all 19 items) can be found in Appendix F.

Table 11. Post-Survey Items about Bullying Experience

	N	% YES	
		Control Week	Program Week
I know someone personally who has been bullied.			
All Grades	325	74%	78%
3rd	120	75%	72%
4th	136	69%	79%
5th	69	80%	87%
I have bullied someone.			
All Grades	318	17%	17%
3rd	120	20%	23%
4th	129	16%	16%
5th	69	12%	9%
I know someone personally who has hurt animals.			
All Grades	319	35%	54%
3rd	117	34%	45%
4th	134	37%	63%
5th	68	34%	53%

Three survey items were only included on the post-survey (Table 11). The purpose of these items was to gather general information about the degree to which students had experience with bullying or animal abuse; including them on both the control week and program week surveys provides insights into how these experiences, or students' reporting of them, changes over time.

The vast majority of students reported having known someone who had been bullied, and this was similar at both data points; 74% of students at the end of the control week, and 78% of students at the end of the program week responded yes. Fewer students reporting having bullied someone themselves, and the frequency of yes responses did not change from control week to program week (17% at both times). At the end of the control week, 35% of students reported knowing someone who has hurt animals, but it is notable that this increased substantially to 54% by the end of the control week.

Teacher Perceptions

Teachers reported positive benefits for their students and their classroom environment. Each item on the teacher survey had at least 80% agreement, with the highest agreement in response to “NMB helped improve my students’ understanding of respect for others” (Table 12).

Table 12. Teacher Survey Response Frequencies

	N	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	% Agreement
NMB helped improve my students' understanding of respect for others.							
All Grades	55	0	0	6	21	28	89%
3rd	18	0	0	1	7	10	94%
4th	25	0	0	3	8	14	88%
5th	12	0	0	2	6	4	83%
NMB positively influenced the way my students treat one another.							
All Grades	55	0	0	9	22	24	84%
3rd	18	0	0	2	8	8	89%
4th	25	0	0	5	8	12	80%
5th	12	0	0	2	6	4	83%
NMB contributed to a peaceful environment in my classroom.							
All Grades	55	0	1	10	20	24	80%
3rd	18	0	0	3	9	6	83%
4th	25	0	1	6	5	13	72%
5th	12	0	0	1	6	5	92%
NMB helped me as a teacher learn new ways to support social-emotional learning.							
All Grades	55	1	1	6	22	25	85%
3rd	18	1	0	3	9	5	78%
4th	25	0	1	2	8	14	88%
5th	12	0	0	1	5	6	92%

Teacher included many positive comments, which centered around a few key themes:

- The program helps students develop specific awareness and skills, including communication with one another, sense of empathy, and the ability to be calm in the classroom.
- There are *sustained* benefits from the NMB program, as students and teachers continued to use the concepts throughout the year in their classrooms.
- The NMB educators are highly effective and skilled at classroom management.
- Having the companion animal as part of the NMB program is very important and provides added value and connection to the concepts for students.
- Students look forward to and enjoy the program.

"We discussed students helping animals in danger, which led to stepping up to those who are harming animals, which then led us to students understanding the importance of helping others and standing up for others."

--5th Grade Teacher

"We continued talking about this program and what we learned throughout the rest of the school year."

--4th Grade Teacher

"Having the connection from people to animals really helped my kids. Most of them would never think of hurting a dog, but they couldn't make the connection of how that applies to humans as well. I LOVE THIS PROGRAM!"

--3^d Grade Teacher

The vast majority of teacher comments were very positive and included praise for the NMB program. However, a few teachers made suggestions for specific program improvement and/or ways NMB could have a deeper impact:

- More interactive activities during the program week; specific suggestions included role playing, videos, small group time, and more hands-on time with the animals.
 - Extend the program's duration; specific suggestions included having an NMB educators come back once per week over several weeks.
 - Supplemental materials and/or refresher lessons for teachers to use to reinforce key concepts.
-

In addition to responses about the NMB program, teachers provided information about other social-emotional and bullying prevention efforts in their classrooms and school communities. Results (Table 17) indicate that about two-thirds of classrooms use additional methods to teach social-emotional skills, as 64% of teachers report utilizing other curricula or programs for this purpose (e.g. Leader in Me, Conscious Discipline, PBIS, Second Step). However, the use of specific bullying prevention curricula or programs other than NMB is quite low at only 35%. Policies at the school level to address bullying behaviors are quite common (84%).

Table 13. Teacher Report on Curricula, Programs, and Policies

	N	YES
In your classroom, do you currently use curricula or other programs (in addition to NMB) to teach positive social-emotional skills ?	55	64%
In your classroom, do you currently use specific curricula or other programs (in addition to NMB) for bullying prevention ?	54	35%
Does your school currently have formal policies in place to specifically address bullying behaviors?	56	84%

Discussion & Recommendations

The following discussion points and recommendations are intended to help guide program and evaluation planning for the NMB program.

Program implementation fidelity is very high.

NMB Educators adhered to the curriculum for almost all program components. Despite scheduling difficulties and unexpected cancelations at some sites resulting in consolidation of the program into fewer than five days, the NMB Educators still consistently carried out program lessons in most classrooms.

The evaluators recommend that NMB educators **continue to use the educator fidelity rubric to monitor implementation**. Additionally, future evaluation could include a deeper examination of nuances in program delivery that go beyond simple records of whether a component was completed or not. One area to consider is an **analysis of student participation levels**, as this item was frequently skipped by Educators when completing the rubrics.

The NMB program is having a positive effect on student outcomes.

When analyzing the full group of students at the four study sites, 3rd and 4th graders experienced statistically significant gains in Empathy during the NMB program week as compared to the control week. Both 3rd and 4th graders also had higher change scores during the program week on Self-Awareness & Self-Management, although this difference was not statistically significant.

Program duration may influence student outcomes, but further investigation is needed.

Splitting the data into subgroups by number of program days reveals a possible effect by program duration. For both Empathy and Self-Awareness & Self-Management, the differences in change scores (from control to program week) were bigger for those receiving five days of NMB than for those receiving less than five days. These differences were significant among 4th grade students receiving five days, but not for those receiving fewer days.

We were not able to examine the impact of program length for 5th graders as no 5th graders received all five program days.

Overall, it is important to note that the findings do not necessarily indicate that number of days determines level of program impact. The number of program days is also related to other circumstances at the school sites, including school closures for inclement weather and field trips during scheduled program weeks, that may have affected the way the program was received by students and teachers. Additionally, sites that had the full five program days may have had characteristics that influence their students' receptiveness to the messages of the NMB program.

Evaluators recommend further investigation of the impact of program duration, particularly if consolidating the program into fewer than five days is likely to continue happening in the future. Future findings related to program duration could provide program leaders with more robust data regarding the number of days truly needed to ensure positive student outcomes.

Students report high rates of being exposed to bullying and animal abuse.

By the end of the program week, more than three-quarters (78%) of students reported that they knew people who had been bullied. **Evaluators recommend that NMB Educators consider providing a resource guide for teachers to support students who report having experienced or observed bullying.** This type of resource may give teachers specific ideas for how to respond to these reports in ways that are consistent with the NMB lessons. If these types of resources are already provided, it may be useful to include additional questions on future teacher surveys to gauge the extent to which they are utilized.

The increase from control week to program week in the number of students reporting that they know someone who has hurt animals (from 35% to 54%) suggests that students' awareness of animal abuse increases as a result of NMB, and they are therefore more likely to understand what such abuse looks like and respond to the survey accordingly. However, as this question was only asked on the post-survey (end of each week), it is also possible that there was an actual increase in observed incidents of animal abuse between the two time points, as they were several weeks apart. **Evaluators recommend including this question on both pre-survey and post-survey during the program week to more acutely assess**

the influence of the NMB program on increased awareness of animal abuse.

Additionally, as more than half of students report knowing someone who has abused animals, **evaluators recommend providing a resource to help students know the best ways to report animal abuse.**

Teachers report positive benefits for their students.

Across all grade levels, teachers view the program as positively impacting their students' understanding of respect and treatment of one another. Further, the report that the program positively affects their classroom environment and gives them ideas for how to support their students' social-emotional development.

Several teachers commented on sustained program benefits; **evaluators recommend considering additional data collection to assess long-term program effects.** One possibility is to survey teachers at specific follow-up intervals (e.g. three months, six months) and specifically ask about ways their students demonstrate retention of NMB concepts. However, based on the program schedule, this would only be feasible with those who participate in the program early enough in the school year to allow enough time for follow up.

Some teachers specifically noted that they would like additional refresher lessons to use throughout the school year. **Evaluators recommend providing materials and guidance to teachers that they can use to reinforce concepts over time;** if materials are already routinely provided, it may be helpful to have intentional communication with teachers at regular intervals after the NMB program to ensure they feel knowledgeable and comfortable using these materials as intended.

A few teachers suggested **incorporating additional teaching modalities** including role playing, videos, and small group work. Perhaps such activities could be included if time permits in the NMB program schedule, or they could be developed for teacher use beyond the week of the program.

The evaluation tools are functioning relatively well and appear to identify program impact effectively.

Two reliable subscales emerged through the first year of using the student survey, and these subscales are measuring concepts central to the NMB curriculum. The fact that responses to some survey items changed within the control week suggests

possible measurement error (i.e. testing effect, maturation), but this error appears to be slight. Therefore, while additional control week data may serve to strengthen the 2018-19 evaluation findings, **evaluators conclude that the two key subscales of Empathy and Self-Awareness & Self-Management are stable over time.** This suggests that program week pre- and post-surveys can reliably assess program impact; it may not be necessary to have control week data as a comparison in the future.

There are a few items on the student survey that did not appear to function as intended. With one notable exception (“It is okay to yell at or hit an animal when they do something wrong”), reverse coded items seemed to be cognitively difficult for students, as responses were not consistent with those of other conceptually similar items. **Evaluators recommend removing most reverse-coded items from future surveys.** The reverse-coded items fell outside the two subscales, so removal of the items would not affect measurement of Empathy or Self-Awareness & Self-Management.

Existing teacher survey items captured feedback related to perceived program impact. However, **it may be useful to examine teacher survey response rates to ensure that findings are truly representative of all school sites and classrooms.** Although it may not be realistic to expect 100% participation, **incentives** (e.g. small online gift cards or raffle entries) **might be considered as a way to increase survey response rates.**

Continued evaluation can further examine the factors that influence effectiveness of the NMB program.

Evaluators recommend continuing to examine the relationship between the implementation of the program model and its impact on students. Further assessment will provide NMB Educators with valuable information that helps refine practices to ensure maximum student benefits.

Appendix A:

Educator Rubrics and Reflection Tool

NMB Implementation Rubric: 3rd Grade

INSTRUCTIONS for EACH DAY:

1. Write the name(s) of the Educator(s) delivering each day's lessons.
2. Record the actual start and end times for each day (even if they deviate from the scheduled times).
3. Mark the box that indicates the extent to which each curriculum component was delivered.
4. Indicate the level of student participation for each day.
5. Write notes about anything that disrupted your ability to deliver the full lesson as planned (e.g. fire drill, announcements, teacher interruption, etc), and indicate the length of the disruption.

NOTE: If something is done on different day than planned, draw an arrow to show which day you actually do that component, but still score it within the chart where it appears. If you originally score a component as "not at all" delivered, but then later in the week you go back and incorporate that component, please change your score accordingly.

MONDAY Educator(s):			
Start Time:		End Time:	
Curriculum Component	Completely	Somewhat	Not at all
Administer Pre-Survey			
Review Classroom Guideliness			
Review Dog Guidelines (clean floor, etc)			
Review "Meet Fenby"			
Review "Definition of Bullying" - Pg. 1			
Have students write feelings words in journal - Pg. 1			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			
TUESDAY Educator(s):			
Start Time:		End Time:	
Curriculum Component	Completely	Somewhat	Not at all
Introduce Dog			
Fun with Fenby: How to Meet a Dog - Pg. 6/7			
Introduce Responsibility - Pg. 2			
Responsibility with People: Peace & War - Pg. 31/32			
Assign homework: Responsibility Challenge			
End of Day Reflection & Questions			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			

NMB Implementation Rubric: 3rd grade (continued)

WEDNESDAY Educator(s):			
Start Time:		End Time:	
Curriculum Component	Completely	Somewhat	Not at all
Journal Reflection on Responsibility Challenge - Pg. 8			
Responsibility with Animals: Create Peace for Animals - Pg. 3			
Introduce Compassion/Humane - Pg. 9			
Tell personal Compassion Story			
Students write in journals: Compassion for People - Pg. 10			
Assign homework: Compassion Challenge			
End of Day Reflection & Questions			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			
THURSDAY Educator(s):			
Start Time:		End Time:	
Curriculum Component	Completely	Somewhat	Not at all
Journal Reflection on Compassion Challenge - Pg. 14			
Compassion with Animals: Animal Control - Pg. 11			
Fun with Fenby: Tree/Rock - Pg. 21			
End of Day Reflection & Questions			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			
FRIDAY Educator(s):			
Start Time:		End Time:	
Curriculum Component	Completely	Somewhat	Not at all
Review Definitions: Responsibility, Compassion, Humane			
Realistic Fiction Story - Pg.135 in Facilitator Guide			
Administer Post-Survey			
End of Day Reflection & Goodbyes			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			

NMB Implementation Rubric: 4th Grade

INSTRUCTIONS for EACH DAY:

1. Write the name(s) of the Educator(s) delivering each day's lessons.
2. Record the actual start and end times for each day (even if they deviate from the scheduled times).
3. Mark the box that indicates the extent to which each curriculum component was delivered.
4. Indicate the level of student participation for each day.
5. Write notes about anything that disrupted your ability to deliver the full lesson as planned (e.g. fire drill, announcements, teacher interruption, etc), and indicate the length of the disruption.

NOTE: If something is done on different day than planned, draw an arrow to show which day you actually do that component, but still score it within the chart where it appears. If you originally score a component as "not at all" delivered, but then later in the week you go back and incorporate that component, please change your score accordingly.

MONDAY	Educator(s):		
Start Time:	End Time:		
Curriculum Component	Completely	Somewhat	Not at all
Administer Pre-Survey			
Review Classroom Guideliness			
Review Dog Guidelines (clean floor, etc)			
Review "Meet Fenby"			
Review "Definition of Bullying" - Pg. 1			
Have students write feelings words in journal - Pg. 1			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			
TUESDAY	Educator(s):		
Start Time:	End Time:		
Curriculum Component	Completely	Somewhat	Not at all
Introduce Dog			
Fun with Fenby: How to Meet a Dog - Pg. 6/7			
Introduce Responsibility - Pg. 2			
Responsibility with People: Peace & War - Pg. 31/32			
Responsibility with Animals: Create Peace for Animals - Pg. 3			
Assign homework: Responsibility Challenge			
End of Day Reflection & Questions			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			

NMB Implementation Rubric: 4th grade (continued)

WEDNESDAY Educator(s):			
Start Time:		End Time:	
Curriculum Component	Completely	Somewhat	Not at all
Journal Reflection on Responsibility Challenge - Pg. 8			
Introduce Compassion/Humane - Pg. 9			
Tell personal Compassion Story			
Students write in journals: Compassion for People - Pg. 10			
Compassion with Animals: Animal Control - Pg. 11			
Assign homework: Compassion Challenge			
End of Day Reflection & Questions			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			
THURSDAY Educator(s):			
Start Time:		End Time:	
Curriculum Component	Completely	Somewhat	Not at all
Journal Reflection on Compassion Challenge - Pg. 14			
Self-Control with People & Animals - Pg. 16/17			
Fun with Fenby: Tree/Rock - Pg. 21			
End of Day Reflection & Questions			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			
FRIDAY Educator(s):			
Start Time:		End Time:	
Curriculum Component	Completely	Somewhat	Not at all
Review Self-Control & Journal Reflection			
Review Definitions: Responsibility, Compassion, Humane			
Realistic Fiction Story - Pg.135 in Facilitator Guide			
Administer Post-Survey			
End of Day Reflection & Goodbyes			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			

NMB Implementation Rubric: 5th Grade

INSTRUCTIONS for EACH DAY:

1. Write the name(s) of the Educator(s) delivering each day's lessons.
2. Record the actual start and end times for each day (even if they deviate from the scheduled times).
3. Mark the box that indicates the extent to which each curriculum component was delivered.
4. Indicate the level of student participation for each day.
5. Write notes about anything that disrupted your ability to deliver the full lesson as planned (e.g. fire drill, announcements, teacher interruption, etc), and indicate the length of the disruption.

NOTE: If something is done on different day than planned, draw an arrow to show which day you actually do that component, but still score it within the chart where it appears. If you originally score a component as "not at all" delivered, but then later in the week you go back and incorporate that component, please change your score accordingly.

MONDAY	Educator(s):		
Start Time:	End Time:		
Curriculum Component	Completely	Somewhat	Not at all
Administer Pre-Survey			
Review Classroom Guideliness			
Review Dog Guidelines (clean floor, etc)			
Review "Meet Fenby"			
Review "Definition of Bullying" - Pg. 1			
Have students write feelings words in journal - Pg. 1			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			
TUESDAY	Educator(s):		
Start Time:	End Time:		
Curriculum Component	Completely	Somewhat	Not at all
Introduce Dog			
Fun with Fenby: How to Meet a Dog - Pg. 6/7			
Introduce Responsibility - Pg. 2			
Responsibility with People: Peace & War - Pg. 31/32			
Responsibility with Animals: Create Peace for Animals - Pg. 3			
Assign homework: Responsibility Challenge			
End of Day Reflection & Questions			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			

NMB Implementation Rubric: 5th grade (continued)

WEDNESDAY Educator(s):			
Start Time:		End Time:	
Curriculum Component	Completely	Somewhat	Not at all
Journal Reflection on Responsibility Challenge - Pg. 8			
Introduce Compassion/Humane - Pg. 9			
Tell personal Compassion Story			
Students write in journals: Compassion for People - Pg. 10			
Compassion with Animals: Animal Control - Pg. 11			
Assign homework: Compassion Challenge			
End of Day Reflection & Questions			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			
THURSDAY Educator(s):			
Start Time:		End Time:	
Curriculum Component	Completely	Somewhat	Not at all
Journal Reflection on Compassion Challenge - Pg. 14			
Self-Control with People & Animals - Pg. 16/17			
Fun with Fenby: Tree/Rock - Pg. 21			
End of Day Reflection & Questions			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			
FRIDAY Educator(s):			
Start Time:		End Time:	
Curriculum Component	Completely	Somewhat	Not at all
Review Self-Control & Journal Reflection			
Integrity Discussion - Pg. 20			
Review Definitions: Responsibility, Compassion, Humane			
Realistic Fiction Story - Pg.135 in Facilitator Guide			
Administer Post-Survey			
End of Day Reflection & Goodbyes			
What portion of the students actively participated in today's lesson?			
1 = none 2 = less than half 3 = about half 4 = most 5 = all			
Notes:			

Appendix B:

Student Survey Design and Validation

Student Survey Design and Beta-Testing – June-August 2018

In May 2018, the evaluators researched and identified several existing measurement tools related to key program outcomes:

- Social Skills Rating System (Gresham & Elliot, 1990).
- Toronto Empathy Scale (Spreng, McKinnon, Mar, & Levine, 2009)
- Multidimensional Emotional Empathy Scale (Caruso & Mayer, 1998)
- Emotional Awareness Questionnaire (Rieffe, Oosterveld, Miers, Meerum Terwogt, & Ly, 2008)
- Children's Emotional Management Scale (Zeman, Shipman, Penza-Clyve, 2001)

These tools were presented to the NMB program team for review, and in June 2018, a beta version of the student survey was developed using a combination of items from existing measures and items developed specifically for NMB. This beta tool was formatted for pretesting with youth who were enrolled in the Camp Wayside summer program. In June and July 2018, the evaluators visited Camp Wayside during three separate weeks to test the tool with the purpose of examining validity of the items and determining the amount of time and conditions necessary to administer the tool successfully. Each week, the beta tool was given to youth in a group setting, followed by “think aloud” sessions with a subset of youth to discuss the clarity and relevance of survey items. After each week, survey responses and youth feedback were analyzed and a revised beta version was prepared for the next administration.

After the final week, the evaluators conducted factor analysis and utilized reliability measures to further test the validity and reliability of the instrument. Items that demonstrated weak factor loadings and/or poor internal consistency were removed.

The evaluators presented the results of survey beta-testing to the NMB program team, and the final set of items were reviewed and approved in August 2018.

Survey Subscale Validation – September 2019

In addition to surveying students at the four schools selected for the quasi-experimental study, NMB educators administered program week surveys to XX other school sites throughout the 2018-2019 school year. Data from these additional program sites was merged in with study site data in order to provide an adequate sample size for factor analysis and internal consistency analysis. Data from over 1200 students' first survey (study sites: control week pre-survey; program sites: program week pre-survey) was included in this analysis.

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 others 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 fight or argument.
- I keep my cool when I am feeling angry.
- I can create a peaceful and calm environment in my classroom.

Appendix C: Student Survey Tools

No More Bullying!

Pre-Survey

Your Journal Number: _____

Your School: _____

Today's Date: _____

Your Teacher: _____

Your Gender: _____

Your Grade Level: 3rd 4th 5th

<i>How much is each of these statements LIKE YOU? Please circle your answer.</i>	1 Not at all like me	2 A little bit like me	3 Somewhat like me	4 A lot like me	5 Completely like me
* I enjoy spending time with friends.	1	2	3	4	5
1. I try to understand how other people feel.	1	2	3	4	5
2. I listen carefully to other people's points of view.	1	2	3	4	5
3. I find it hard to talk to anyone about how I feel.	1	2	3	4	5
4. I stand up for others who are treated unfairly.	1	2	3	4	5
5. When I am worried about something, I keep it to myself.	1	2	3	4	5
6. I care about other people's feelings.	1	2	3	4	5
7. I get along with students who are different from me.	1	2	3	4	5
8. If a student was getting picked on or pushed around, I would try to stop it.	1	2	3	4	5
9. I would do the right thing even if nobody was watching.	1	2	3	4	5
10. I am able to stand up for myself without putting others down.	1	2	3	4	5
11. I feel positively about myself.	1	2	3	4	5
12. I am able to disagree without starting a fight or argument.	1	2	3	4	5
13. I keep my cool when I am feeling angry.	1	2	3	4	5
14. I can create a peaceful and calm environment in my classroom.	1	2	3	4	5
15. I know what to do when I see an animal being bullied.	1	2	3	4	5

How much do you AGREE with each of these statements? Please circle your answer.	1 Don't agree at all	2 Agree a little bit	3 Agree somewhat	4 Agree a lot	5 Completely Agree
16. It's okay for people to yell at each other.	1	2	3	4	5
17. Someone who gets picked on or pushed around may have done something to cause it.	1	2	3	4	5
18. It is okay to yell at or hit an animal when they do something wrong.	1	2	3	4	5
19. Animals and people have similar feelings.	1	2	3	4	5



Chetana

No More Bullying!

Post-Survey

Your Journal Number: _____

Your School: _____

Today's Date: _____

Your Teacher: _____

Your Gender: _____

Your Grade Level: 3rd 4th 5th

*How much is each of these statements LIKE YOU?
Please circle your answer.*

	1 Not at all like me	2 A little bit like me	3 Somewhat like me	4 A lot like me	5 Completely like me
* I enjoy spending time with friends.	1	2	3	4	5
1. I try to understand how other people feel.	1	2	3	4	5
2. I listen carefully to other people's points of view.	1	2	3	4	5
3. I find it hard to talk to anyone about how I feel.	1	2	3	4	5
4. I stand up for others who are treated unfairly.	1	2	3	4	5
5. When I am worried about something, I keep it to myself.	1	2	3	4	5
6. I care about other people's feelings.	1	2	3	4	5
7. I get along with students who are different from me.	1	2	3	4	5
8. If a student was getting picked on or pushed around, I would try to stop it.	1	2	3	4	5
9. I would do the right thing even if nobody was watching.	1	2	3	4	5
10. I am able to stand up for myself without putting others down.	1	2	3	4	5
11. I feel positively about myself.	1	2	3	4	5
12. I am able to disagree without starting a fight or argument.	1	2	3	4	5
13. I keep my cool when I am feeling angry.	1	2	3	4	5
14. I can create a peaceful and calm environment in my classroom.	1	2	3	4	5
15. I know what to do when I see an animal being bullied.	1	2	3	4	5

How much do you AGREE with each of these statements? Please circle your answer.	1 Don't agree at all	2 Agree a little bit	3 Agree somewhat	4 Agree a lot	5 Completely Agree
16. It's okay for people to yell at each other.	1	2	3	4	5
17. Someone who gets picked on or pushed around may have done something to cause it.	1	2	3	4	5
18. It is okay to yell at or hit an animal when they do something wrong.	1	2	3	4	5
19. Animals and people have similar feelings.	1	2	3	4	5

Please circle yes or no for the following statements:

20. I know someone personally who has been bullied (this could include you).	Yes	No
21. I know someone personally who has hurt animals (this could include you).	Yes	No
22. I have bullied someone.	Yes	No

Please circle your answer about your past experience with No More Bullying:

23. Have you had a Wayside Waifs person (and their animal) come to visit and talk with your class about these things before this year?	Yes	No	Don't Remember
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Chetana

Appendix D: Teacher Survey Questions

We are so glad your school is participating in our Wayside Waifs Humane Education program, *No More Bullying!*

This year, we are working with an outside research group to evaluate the impact of this program. As part of this evaluation, we are gathering information from teachers to help us understand students' participation in social-emotional and bullying prevention programs, in addition to *No More Bullying!* Please take a few moments to respond to the following questions. Your responses are entirely confidential.

In your classroom, do you currently use curricula or programs (in addition to *No More Bullying!*) to teach positive social-emotional skills? (Yes / No / I don't know)

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 / I don't know)

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)

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

- NMB helped improve my students' understanding of respect for others.
- NMB positively influenced the way my students treat one another.
- NMB contributed to a more peaceful environment in my classroom.
- NMB helped me as a teacher learn new ways to support social-emotional learning.

Please share 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):

Appendix E: Implementation Rubric Frequencies

Program Component	N	Not at All	Somewhat	Completely	% Completely
Review Classroom Guidelines	25	0	0	25	100%
Review Dog Guidelines	25	0	0	25	100%
Review "Meet Fenby"	25	0	4	21	84%
Review Definition of Bullying	25	0	0	25	100%
Have students write feelings words in journal	25	0	1	24	96%
Introduce Dog	25	0	0	25	100%
Fun with Fenby: How to Meet a Dog	25	0	0	25	100%
Introduce Responsibility	25	0	0	25	100%
Responsibility with People: Peace & War	25	0	2	23	92%
Responsibility with Animals: Create Peace for Animals	24	5	0	19	79%
Assign Homework: Responsibility Challenge	25	0	1	24	96%
Session 2 (Responsibility) Reflection & Questions	25	0	0	25	100%
Journal Reflection on Responsibility Challenge	24	0	0	24	100%
Introduce Compassion/Humane	25	0	0	25	100%
Tell Personal Compassion Story	25	1	0	24	96%
Students write in journals: Compassion for People	24	1	2	21	88%
Compassion with Animals: Animal Control	24	1	0	23	96%
Assign Homework: Compassion Challenge	24	1	0	23	96%
Session 3 (Compassion) Reflection & Questions	22	1	0	21	95%
Journal Reflection on Compassion Challenge	24	1	2	21	88%
Self-Control with People & Animals*	13	0	3	10	77%
Fun with Fenby: Tree/Rock	24	14	6	4	17%
Session 4 (Self-Control) Reflection & Questions	23	1	1	21	91%
Review Self-Control + Journal Reflection*	14	4	4	6	43%
Integrity Discussion**	6	1	1	4	67%
Review Definitions	25	3	0	22	88%
Realistic Fiction Story	25	18	0	7	28%
End of Program Reflection & Goodbyes	25	0	0	25	100%

*program component only done with 4th-5th grade

**program component only done with 5th grade

Note: although 26 classes of students participated in the study, 25 rubrics were completed; at one site, there were three classes of students who were consolidated into two classrooms for NMB.

Appendix F: Survey Item Means and Change Scores

	N	Control		Program		Mean Change		Difference	
		Pre	Post	Pre	Post	Control	Program		
<i>Items 1-15: 5 pt scale; "not at all like me" to "completely like me"</i>									
1. I try to understand how other people feel.									
All Grades	315	3.70	3.77	3.68	3.97	0.07	0.29	0.22	*
3rd	117	3.68	3.84	3.62	4.09	0.16	0.47	0.31	*
4th	128	3.67	3.70	3.63	3.81	0.03	0.18	0.15	
5th	70	3.79	3.77	3.84	4.06	-0.02	0.22	0.24	
2. I listen carefully to other people's points of view.									
All Grades	311	3.66	3.74	3.68	3.86	0.08	0.18	0.10	
3rd	112	3.71	3.69	3.70	3.94	-0.02	0.24	0.26	
4th	128	3.63	3.72	3.63	3.80	0.09	0.17	0.08	
5th	71	3.63	3.87	3.76	3.85	0.24	0.09	-0.15	
3. I find it hard to talk to anyone about how I feel.									
All Grades	311	2.80	2.77	2.68	2.63	-0.03	-0.05	-0.02	
3rd	115	2.93	2.63	2.54	2.60	-0.30	0.06	0.36	
4th	126	2.63	2.79	2.69	2.66	0.16	-0.03	-0.19	
5th	70	2.90	2.96	2.90	2.64	0.06	-0.26	-0.32	
4. I stand up for others who are treated unfairly.									
All Grades	316	4.16	4.12	3.97	4.12	-0.04	0.15	0.19	*
3rd	114	4.23	4.18	4.05	4.16	-0.05	0.11	0.16	
4th	131	4.18	4.07	3.84	4.10	-0.11	0.26	0.37	*
5th	71	4.01	4.10	4.10	4.08	0.09	-0.02	-0.11	
5. When I am worried about something, I keep it to myself.									
All Grades	312	2.69	2.70	2.72	2.67	0.01	-0.05	-0.06	
3rd	112	2.71	2.61	2.64	2.64	-0.10	0.00	0.10	
4th	129	2.52	2.64	2.64	2.59	0.12	-0.05	-0.17	
5th	71	2.97	2.97	3.00	2.85	0.00	-0.15	-0.15	
6. I care about other people's feelings.									
All Grades	318	4.22	4.19	4.11	4.24	-0.03	0.13	0.16	*
3rd	120	4.08	4.21	4.08	4.34	0.13	0.26	0.13	
4th	128	4.33	4.14	4.13	4.21	-0.19	0.08	0.27	*
5th	70	4.24	4.24	4.14	4.13	0.00	-0.01	-0.01	

	N	Control		Program		Mean Change		Difference
		Pre	Post	Pre	Post	Control	Program	
7. I get along with students who are different from me.								
All Grades	310	4.16	4.20	4.15	4.16	0.04	0.01	-0.03
3rd	117	4.02	4.15	4.05	4.15	0.13	0.10	-0.03
4th	125	4.36	4.26	4.23	4.17	-0.10	-0.06	0.04
5th	68	4.06	4.19	4.15	4.19	0.13	0.04	-0.09
8. If a student was getting picked on or pushed around, I would try to stop it.								
All Grades	318	4.33	4.21	4.16	4.20	-0.12	0.04	0.16 *
3rd	117	4.28	4.26	4.06	4.23	-0.02	0.17	0.19
4th	131	4.38	4.15	4.14	4.18	-0.23	0.04	0.27 *
5th	70	4.31	4.23	4.36	4.21	-0.08	-0.15	-0.07
9. I would do the right thing even if nobody was watching.								
All Grades	315	4.02	4.01	3.96	4.02	-0.01	0.06	0.07
3rd	114	4.07	4.01	3.96	4.10	-0.06	0.14	0.20
4th	131	3.97	3.95	3.94	4.01	-0.02	0.07	0.09
5th	70	4.03	4.10	3.97	3.91	0.07	-0.06	-0.13
10. I am able to stand up for myself without putting others down.								
All Grades	309	3.91	3.84	3.71	3.84	-0.07	0.13	0.20 *
3rd	110	3.79	3.80	3.75	3.91	0.01	0.16	0.15
4th	130	3.93	3.80	3.64	3.79	-0.13	0.15	0.28 *
5th	69	4.04	3.99	3.75	3.83	-0.05	0.08	0.13
11. I feel positively about myself.								
All Grades	304	3.95	4.06	3.99	3.96	0.11	-0.03	-0.14
3rd	111	3.76	3.98	4.12	4.05	0.22	-0.07	-0.29
4th	125	4.01	4.08	3.79	3.80	0.07	0.01	-0.06
5th	68	4.15	4.13	4.13	4.13	-0.02	0.00	0.02
12. I am able to disagree without starting a fight or argument.								
All Grades	311	3.71	3.83	3.69	3.75	0.12	0.06	-0.06
3rd	112	3.46	3.67	3.55	3.81	0.21	0.26	0.05
4th	131	3.86	3.88	3.75	3.69	0.02	-0.06	-0.08
5th	68	3.82	4.01	3.82	3.76	0.19	-0.06	-0.25
13. I keep my cool when I am feeling angry.								
All Grades	305	3.25	3.28	3.00	3.30	0.03	0.30	0.27 *
3rd	115	3.21	3.30	2.97	3.26	0.09	0.29	0.20
4th	121	3.28	3.26	2.91	3.29	-0.02	0.38	0.40 *
5th	69	3.26	3.25	3.22	3.36	-0.01	0.14	0.15

	N	Control		Program		Mean Change		
		Pre	Post	Pre	Post	Control	Program	Difference
14. I can create a peaceful and calm environment in my classroom.								
All Grades	314	3.67	3.85	3.62	3.89	0.18	0.27	0.09
3rd	115	3.67	3.82	3.67	3.92	0.15	0.25	0.10
4th	131	3.66	3.85	3.49	3.88	0.19	0.39	0.20
5th	68	3.68	3.90	3.79	3.88	0.22	0.09	-0.13
15. I know what to do when I see an animal being bullied.								
All Grades	321	4.31	4.40	4.32	4.60	0.09	0.28	0.19
3rd	119	4.34	4.42	4.31	4.65	0.08	0.34	0.26
4th	133	4.32	4.38	4.26	4.59	0.06	0.33	0.27
5th	69	4.22	4.42	4.46	4.57	0.20	0.11	-0.09

Items 16-20: 5 pt scale; "don't agree at all" to "completely agree"

16. It's okay for people to yell at each other.								
All Grades	322	4.59	4.52	4.52	4.55	-0.07	0.03	0.10
3rd	121	4.59	4.58	4.53	4.57	-0.01	0.04	0.05
4th	133	4.62	4.53	4.63	4.62	-0.09	-0.01	0.08
5th	68	4.51	4.41	4.26	4.37	-0.10	0.11	0.21
17. Someone who gets picked on or pushed around may have done something to cause it.								
All Grades	317	3.34	3.25	3.33	3.47	-0.09	0.14	0.23 *
3rd	116	3.25	3.11	3.09	3.16	-0.14	0.07	0.21
4th	133	3.38	3.23	3.45	3.64	-0.15	0.19	0.34 *
5th	68	3.43	3.50	3.49	3.66	0.07	0.17	0.10
19. It is okay to yell at or hit an animal when they do something wrong.								
All Grades	317	4.69	4.68	4.67	4.65	-0.01	-0.02	-0.01
3rd	118	4.65	4.78	4.64	4.82	0.13	0.18	0.05
4th	130	4.68	4.63	4.69	4.41	-0.05	-0.28	-0.23
5th	69	4.77	4.61	4.65	4.81	-0.16	0.16	0.32 *
20. Animals and people have similar feelings.								
All Grades	315	4.38	4.41	4.50	4.41	0.03	-0.09	-0.12
3rd	116	4.35	4.47	4.34	4.45	0.12	0.11	-0.01
4th	132	4.36	4.28	4.55	4.2	-0.08	-0.35	-0.27
5th	67	4.46	4.54	4.69	4.76	0.08	0.07	-0.01