

Bullying Prevention Program Evaluation

CLIMB Theatre

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Contents

Summary.....	1
Introduction.....	5
CLIMB Theatre.....	5
Purpose of the study.....	6
Study methods.....	6
Sample at baseline.....	8
Bullying incidence: status and outcome	9
Students reporting being bullied.....	9
Students reporting seeing others bullied.....	11
Staff ratings of bullying incidence.....	12
Knowledge outcomes.....	13
What is bullying.....	13
Facts about bullying.....	14
How to effectively respond to bullying	16
Staff ratings of student knowledge	18
Behavioral outcomes.....	19
Response to being bullied.....	19
Response to seeing others bullied.....	24
Staff ratings of youth behavior	25
Satisfaction with CLIMB programming	26
Appendix.....	28
Knowledge outcomes.....	28
Bullying incidence	29
Knowledge outcomes.....	31
Behavior outcomes.....	36

Figures

1. Survey schedule	7
2. Sample description at baseline.....	8
3. Students reporting experiencing an act of bullying in the previous 3 weeks.....	10
4. Students reporting seeing others bullied in previous 3 weeks	12
5. What is bullying: average number correct.....	14
6. Facts about bullying: average number correct.....	15
7. How to effectively respond to bullying: 2 nd grade.....	17
8. How to effectively respond to bullying: 4 th grade	18
9. Students responding assertively.....	20
10. Students speaking assertively	21
11. Students using a confident voice.....	22
12. Students using confident posture	23
13. Students using direct eye contact.....	24
14. Students reacting assertively to someone else being bullied	25
15. Satisfaction: responses of participating 2 nd graders	26
16. Satisfaction: responses of participating 4 th graders.....	27

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Summary

An evaluation of CLIMB Theatre's bullying prevention programming was conducted in order to assess the program's impact on elementary students' bullying knowledge and response to bullying behavior. Student, teachers, and administrators from four schools were surveyed before and after participating in CLIMB programming. Changes in the students' knowledge about bullying were measured between the baseline (one month before participating), first follow-up (directly after participating), and second follow-up (one month after participating). Changes in the incidence of bullying and students' responses to it were measured at baseline and second follow-up. In order to assess the degree to which the changes are likely attributable to CLIMB programming, the changes observed in participating schools were compared against changes measured in two schools that had not yet participated in CLIMB programming (control schools). Additional comparisons were made between 2nd and 4th graders, suburban and rural schools, and male and female students.

Bullying incidence: status and outcome

Students reporting being bullied

- At baseline, between 70 and 80 percent of surveyed students reported being the target of bullying behavior in the previous three weeks. The most common acts of bullying included being teased or called names and being hit, pushed, or kicked. There were no significant differences between participating and control schools or between 2nd graders and 4th graders.
- Between baseline and second follow-up, the percentage of students who reported being bullied significantly increased for students at control schools. In contrast, the percentage remained about the same for second graders at participating schools, and significantly decreased for fourth graders.
- A significant decrease in reported bullying was found for participating suburban schools. Bullying also appears to have decreased in participating rural schools, although the change was not statistically significant.
- While the percent of boys who reported being bullied significantly decreased; there was not a similar change for girls.

Students reporting seeing others bullied

- At baseline, between 56 and 75 percent of surveyed students reported seeing another student bullied in the past three weeks. There were no significant differences between participating and control schools for second graders; however, the percentage for fourth graders was higher in participating schools than in control schools.
- Between baseline and second follow-up, the incidence of bullying significantly increased for students at control schools, remained similar for second graders at participating schools, and significantly decreased for fourth graders at participating schools.
- Participating rural schools had a significant decrease in the percent of students who reported seeing someone else bullied; suburban schools did not.

Staff ratings of bullying incidence

- The percentage of teachers in participating schools who reported seeing a student bullied decreased from baseline to second follow-up, while it increased in control schools.

Knowledge outcomes

What is bullying

- Students from participating schools showed a significant increase in knowledge about what bullying is from baseline to first and second follow-up, although the improvement was smaller at second follow-up. Students from control schools showed no significant improvement between baseline and second follow-up.
- This improvement was found in both suburban and rural schools and for both boys and girls.

Facts about bullying

- From baseline to first and second follow-up, students from participating schools showed a significant increase in knowledge about bullying facts and terminology. Moreover, the degree of improvement was maintained from first to second follow-up.
- This improvement was found in both suburban and rural schools and for both boys and girls.

How to effectively respond to bullying

- Second grade students from participating schools showed a significant improvement in their knowledge of how to handle a bully from baseline to first and second follow-up, although the improvement was smaller at second follow-up. In contrast, students from the control schools did not show significant improvement.
- Likewise, fourth grade students from participating schools showed a significant increase in knowledge about what body language helps prevent bullying, while students from control schools did not. The percentage of participating fourth graders that remembered what they learned remained high between first and second follow-up.
- Again, the improvement was found in both suburban and rural schools and for both boys and girls.

Staff ratings of student knowledge

- All of the school staff that responded to the survey questions regarding student knowledge either agreed or strongly agreed that their students know more about bullying and how to handle bullying since CLIMB visited their school.

Behavioral outcomes

Responses to being bullied

- Participating students were not significantly more likely to use an assertive strategy (i.e., go for help or talk to the bully) at second follow-up than at baseline. Girls and rural school students from participating schools did show some improvement; however, the amount of change in each case was not statistically significant.
- Participating students were more likely to use direct eye contact when addressing a bully. In addition, fourth graders, boys, and rural school students were significantly more likely to use a confident posture and a confident tone of voice. Students from control schools did not show similar improvements.

Responses to seeing others bullied

- Neither the participating nor the control school students showed significant improvement in using an assertive strategy in response to seeing others bullied. Improvements were observed for participating second graders, rural school students, boys, and girls; however, the amount of change in each case was not statistically significant.

Staff ratings of youth behavior

- The majority of the school staff surveyed either agreed or strongly agreed that their students are more assertive and talk more openly about bullying since CLIMB visited their school.

Satisfaction with CLIMB programming

- Overall, both students and school staff were very satisfied with the CLIMB visits.
- Eighty percent of the second graders reported that the CLIMB visits were fun and almost 90 percent said they learned things they can do if they ever run into a bully.
- Over 90 percent of the fourth graders that the CLIMB visits were fun and that they learned things they can do if they ever run into a bully.
- About 90 percent of the school staff surveyed were satisfied with the programming provided by CLIMB and said the programming helped their students to better address bullying. About 80 percent indicated that they would want CLIMB to come back to their schools to address other issues.

Introduction

CLIMB Theatre

Creative Learning Ideas for Mind and Body (CLIMB) is an educational touring children's theatre. It was originally founded in 1975 as a theatre that offered drama classes for persons with disabilities. The theatre quickly grew and extended its services to all children. It also broadened in scope, with actors writing and presenting plays as well as offering drama classes.

Today, the CLIMB Theatre's teaching and performing companies visit schools throughout the country. They write and perform original educational plays geared at school-age children (grades K-2, 3-5, and 6-12). By entertaining, engaging, and inspiring, the theatre serves as a successful vehicle for educating children about tough issues. Some current topics addressed by CLIMB productions include environmental protection, substance abuse, respect, self-control, friendship, methamphetamine prevention, harassment, and bullying prevention.

The CLIMB Theatre has written two plays about bullying and violence prevention. The play *B.U.D. and the Bully* is geared at children in grades K-2, and the play *Ride of Your Life* is for children in grades 3-5. Both plays and their follow-up classes share the following learning objectives:

- To define bullying including various types of bullying behavior
- To examine why bullying occurs
- To define the two types of victims bullies tend to target: passive and provocative
- To give victims tools and strategies to use when they are being bullied
- To introduce the CALM strategy (Cool down, Assert yourself, Look at the bully straight in the eye, Mean it)
- To motivate bystanders to take action to create an environment in which bullying is not tolerated
- To demonstrate friendship skills

Purpose of the study

The purpose of the evaluation is to understand the CLIMB Theatre bullying prevention program's impact on elementary school students. Specifically, the program's impact is assessed in terms of student knowledge (the level of key concepts retained) and student behavior (the level of key concepts applied in bullying situations). The evaluation also focuses on whether or not the impact of the program differs by grade level (primary grades vs. intermediate grades), urbanicity (suburban vs. rural), or student gender.

Study methods

In order to measure the impact of CLIMB's bullying prevention programming, surveys were conducted with students, teachers, and administrators in four schools before and after participating in CLIMB's bullying prevention programming (participating schools). Two schools that have not yet participated in CLIMB programming served as a control group and completed similar surveys for comparison purposes (control schools).

In order to determine if CLIMB's impact differs by location of the school, both the participating and control groups include suburban and rural schools. In order to determine whether CLIMB's impact differs by grade, within each school, both second grade and fourth grade classes were surveyed.

The first round of surveying (baseline) took place about a month before any of the schools had participated in the bullying prevention program. Volunteers assigned by the CLIMB Theatre helped administer the surveys at the schools. Students were asked about their knowledge of bullying concepts, the prevalence of bullying in their schools, and their responses as victims and witnesses of bullying. Teachers and administrators were also surveyed about the prevalence of bullying in their schools, as well as student responses.

One month after the first round of surveying, the CLIMB Theatre visited participating schools and performed plays about bullying prevention. Second graders watched and participated in the *B.U.D. and the Bully* play, while fourth graders watched and participated in the *Ride of Your Life* play. All classes also had CLIMB come to their classroom for follow-up discussion and activities. Schools that were designated as control did not receive any intervention.

Directly after participating in the CLIMB program, students from the participating schools were asked to fill out a survey (first follow-up). The survey assessed potential changes in knowledge about bullying, as well as students' satisfaction with CLIMB programming.

A second follow-up was conducted about a month after the CLIMB visit. Both participating and control schools were surveyed during this post-test. In order to assess change in students' knowledge and behavior, the design of the second follow-up questionnaire was very similar to that of the baseline. In addition, teachers and administrators were surveyed about the prevalence of bullying in their schools, students' responses to bullying and, for the participating schools only, satisfaction with CLIMB's programming.

All surveys were read to students by a volunteer survey administrator. Students were then asked to circle the answer to each survey question on the response sheet in front of them.

1. Survey schedule

Sample	Baseline	1 st follow-up	2 nd follow-up
2nd graders			
Participating	Knowledge, behavior	Knowledge, satisfaction	Knowledge, behavior
Control	Knowledge, behavior	-	Knowledge, behavior
4th graders			
Participating	Knowledge, behavior	Knowledge, satisfaction	Knowledge, behavior
Control	Knowledge, behavior	-	Knowledge, behavior
Staff			
Participating	Behavior	-	Knowledge, satisfaction
Control	Behavior	-	Behavior

In order to measure the impact of the program, analyses examined potential changes in the students' knowledge and behavior between each round of surveying. Analyses were conducted at the classroom level, comparing each classroom's baseline, first follow-up (when collected), and second follow-up responses. Any changes found in the control group would represent changes that occurred randomly or naturally on their own without any intervention. If the changes are significantly larger for those schools that participated in the program, it is more likely that these changes are attributable to CLIMB programming.

Sample at baseline

As mentioned, six schools participated in this evaluation: four that participated in CLIMB's programming and two that did not. Three of the schools are suburban and three rural.

Thirty-seven classes participated in the evaluation: 25 from participating schools and 12 from control schools. Nineteen are second grade classes; 18 are fourth grade classes. Twenty-four of the classes are in suburban schools; 13 are in rural schools. For a further breakdown, see Figure 2.

At baseline, 828 students were surveyed: 556 from participating schools (67%) and 272 from control schools (33%). The number of students who participated at each follow-up varied only slightly. Of the students who participated at baseline, 398 are in the second grade (48%) and 430 in fourth (52%). In terms of gender, 386 are girls (47%) and 436 are boys (53%). In terms of location, 548 came from suburban schools (66%) and 280 from rural schools (34%). Again, for more information, see Figure 2.

2. Sample description at baseline

	Number in sample		
	Participating	Control	Total
Schools	4	2	6
Suburban	2	1	3
Rural	2	1	3
Classes	25	12	37
2 nd grade	13	6	19
4 th grade	12	6	18
Suburban	17	7	24
Rural	8	5	13
Students	556	272	828
2 nd grade	265	133	398
4 th grade	291	139	430
Girls	250	136	386
Boys	301	135	436
Suburban	373	175	548
Rural	183	97	280

Note: Total students by gender is less than total students overall due to missing information on the gender of 6 students.

Bullying incidence: status and outcome

At both baseline and second follow-up, students were provided with a list of actions that another student may have done to them that constitute bullying, including being hit, pushed, or kicked; being teased or called names; being threatened with being hurt; having or being threatened with having a possession forcibly taken away, and being repeatedly excluded from playing with a specific child or children. Students were also asked if they have been bullied. For each of these items, students were asked to circle “yes” if it had happened to them in the previous three weeks, and “no” if it hadn’t. As mentioned, each item specified that it must have been done by another child.

Students reporting being bullied

2nd grade: baseline status

At baseline, 79 percent of second graders from participating schools report having experienced bullying in the previous three weeks (although the student may not have labeled it as bullying). The most common acts of bullying include: being teased or called names (57%) and being hit, pushed, or kicked (54%). The percent of students at control schools who report experiencing bullying was similar (70%).

4th grade: baseline status

At baseline, 80 percent of fourth graders from participating schools report having experienced bullying in the previous three weeks (although the student may not have labeled it as bullying). The percent of students at control schools who report experiencing bullying was similar (75%). Again, students most commonly report being teased or called names (57%) and being hit, pushed, or kicked (55%).

Analysis of change

From Baseline to 2nd follow-up:

- 2nd grade: The percentage of second graders who reported experiencing bullying behavior remained the same at schools who participated in CLIMB’s programming (79%), but increased significantly at schools that did not (from 70% at baseline to 82% at second follow-up).
- 4th grade: The percentage of fourth graders who reported experiencing bullying behavior decreased significantly at schools who participated in CLIMB’s programming

(from 80% at baseline to 64% at second follow-up), and increased significantly at schools that did not (from 75% at baseline to 84% at second follow-up).

- All participating students: The behaviors showing the greatest reduction were being consistently excluded from play; having or being threatened with having a possession forcibly taken away; and being hit, pushed, or kicked (see Appendix for percentages).
- Location: The percentage of suburban students who reported being the target of bullying behavior significantly decreased from baseline to second follow-up. A decrease also occurred for rural students but was not statistically significant, likely due to the relatively small number of classes in the analysis.
- Gender: The percentage of boys who reported being the target of bullying behavior significantly decreased from baseline to second follow-up. Girls did not report a similar decrease.

3. Students reporting experiencing an act of bullying in the previous 3 weeks

	Percent reporting experiencing an act of bullying	
	Baseline	2 nd follow-up
By participation status: 2nd grade		
Participating (N=265)	79%	79%
Control (N=133)	70%	82%
By participation status: 4th grade		
Participating (N=291)	80%	64%
Control (N=139)	75%	84%
All participating students by location		
Suburban (N=373)	81%	73%
Rural (N=183)	78%	72%
All participating students by gender		
Girls (N=250)	76%	73%
Boys (N=301)	83%	73%

Note: Baseline N's are provided. Ns vary slightly for 2nd follow-up.

Students reporting seeing others bullied

At both baseline and second follow-up, youth were asked if they had seen another student hurt, teased, or bullied by a student in the previous three weeks. Their responses follow.

2nd grade: baseline status

At baseline, 58 percent of second graders from participating schools reported seeing another student hurt, teased, or bullied by a student in the previous three weeks. This is similar to responses from second graders at control schools (56%).

4th grade: baseline status

At baseline, 74 percent of fourth graders from participating schools report seeing another student hurt, teased, or bullied by a student in the previous three weeks. The percentage of students at control schools who reported seeing someone else being bullied was lower (63%).

Analysis of change

From Baseline to 2nd follow-up:

- 2nd grade: The percentage of second grade students who reported seeing another student hurt, teased, or bullied in the previous three weeks remained similar at schools who participated in CLIMB's programming (from 58% at baseline to 56% at second follow-up), but increased significantly at schools that did not (from 56% at baseline to 68% at second follow-up).
- 4th grade: The percentage of fourth grade students who reported seeing another student hurt, teased, or bullied decreased significantly at schools who participated in CLIMB's programming (from 74% at baseline to 64% at second follow-up), but increased significantly at schools that did not (from 63% at baseline to 77% at second follow-up).
- Location: Rural participating schools had a significant decrease, from baseline to second follow-up, in the percentage of students who report having seen someone else being bullied; suburban schools did not.
- Gender: No relationship was found between students' gender and change in having seen someone else bullied.

4. Students reporting seeing others bullied in previous 3 weeks

	Percent who have seen others bullied	
	Baseline	2 nd follow-up
By participation status: 2nd grade		
Participating (N=265)	58%	56%
Control (N=133)	56%	68%
By participation status: 4th grade		
Participating (N=291)	74%	64%
Control (N=139)	63%	77%
All participating students by location		
Suburban (N=373)	57%	55%
Rural (N=183)	76%	60%
All participating students by gender		
Girls (N=250)	60%	55%
Boys (N=301)	65%	60%

Note: Baseline N's are provided. Ns vary slightly for 2nd follow-up.

Staff ratings of bullying incidence

Over half of the surveyed staff from participating schools said that bullying has decreased since CLIMB has come to their school. Similar to student responses, the percentage of teachers in participating schools who report seeing a youth be bullied about once a week or more decreased from 65 percent at baseline to 46 percent at second follow-up, while it increased in control schools (from 46% to 54%).

Knowledge outcomes

At baseline, first follow-up, and second follow-up, participating students were asked questions to determine their knowledge of what bullying is, their understanding of facts and terminology related to bullying, and their knowledge of what to do if they are bullied. Control school students were asked the same questions at baseline and second follow-up.

What is bullying

Students were given a list containing acts that both are and aren't examples of bullying. The acts that are bullying included: hitting, pushing, and kicking; teasing, telling mean stories about someone, telling someone you are going to hurt him or her; taking or threatening to take someone's property; and always keeping someone from playing with you. The acts that are not bullying included telling a kid no if you don't want to do something and feeling angry at someone. For each, students were asked to circle "yes" if the act describes bullying, and "no" if it doesn't. A score was then calculated for each student based on the number of answers they got correct.

Overall, students from participating schools showed a significant increase in knowledge about what bullying is from baseline to first and second follow-up, although the improvement was smaller at second follow-up. Students from control schools showed no significant improvement between baseline and second follow-up. Specifically:

- 2nd grade: Second grade students in participating schools showed a significant improvement in their knowledge of what bullying is from baseline to first and second follow-up, although the improvement significantly decreased at second follow-up. While control school students also showed an improvement in their knowledge, the change was not statistically significant.
- 4th grade: Fourth grade students in participating schools showed a significant improvement in their knowledge of what bullying is from baseline to first and second follow-up, with no significant decrease between follow-ups. In control schools, no significant change was found.
- Location: Both students from participating rural and suburban schools showed significant improvement in their knowledge about what bullying is from baseline to first and second follow-up. However, for both rural and suburban students, by second follow-up the improvement, while still significant, had decreased.

- Gender: Both boys and girls showed significant improvement in their knowledge about what bullying is from baseline to first follow-up and second follow-up. In this case, the boys’ average score significantly decreased from first to second follow-up (although it remained significantly improved from baseline), while the girls’ average score stayed about the same.

5. What is bullying: average number correct

	Average number correct		
	Baseline	1 st follow-up	2 nd follow-up
By participation status: 2nd grade			
Participating (N=265)	6.44	6.90	6.72
Control (N=133)	6.24	n/a	6.65
By participation status: 4th grade			
Participating (N=291)	6.80	7.36	7.20
Control (N=139)	6.66	n/a	6.94
Participating schools by location			
Suburban (N=373)	6.80	7.22	7.08
Rural (N=183)	6.31	6.98	6.68
Participating schools by gender			
Girls (N=250)	6.71	7.17	7.16
Boys (N=301)	6.60	7.15	6.83

Note: Number correct could vary from 0 to 8. Baseline N's are provided. Ns vary slightly at each follow-up.

Facts about bullying

Students were given a list of facts and myths about bullying. The facts included that both boys and girls can be bullies and that bullies are mean to kids because it makes them feel stronger, smarter, or better than the kid being bullied. The myths are that telling on a bully makes things worse and that bullies are mean to kids because they don't know how else to behave. Students were asked to decide if each statement was true or false. In addition, youth were given terms related to bullying such as “victim” and “bystander” with a list of possible definitions from which to choose.

Overall, from baseline to first and second follow-up, students from participating schools showed a significant increase in knowledge about bullying facts and terminology, while students from control schools showed no significant improvement between baseline and

second follow-up. Moreover, the degree of improvement was maintained from first to second follow-up. Specifically:

- 2nd grade: Second grade students from participating schools showed a significant improvement in their knowledge about bullying facts and terminology from baseline to first and second follow-up; students from control schools did not.
- 4th grade: Fourth grade students from participating schools showed a significant improvement from baseline to both first and second follow-up, while fourth graders in control schools did not.
- Students learned the most about the terminology associated with bullying.
- Location: Both students from participating suburban and rural schools showed significant improvement from baseline to first and second follow-up.
- Gender: Both boys and girls in participating schools showed significant improvement from baseline to first and second follow-up.

6. Facts about bullying: average number correct

	Average number correct		
	Baseline	1 st follow-up	2 nd follow-up
By participation status: 2nd grade			
Participating (N=265)	4.10	4.80	4.96
Control (N=133)	3.49	n/a	3.74
By participation status: 4th grade			
Participating (N=291)	3.98	4.77	4.64
Control (N=139)	4.18	n/a	4.17
Participating schools by location			
Suburban (N=373)	4.32	4.98	4.99
Rural (N=183)	3.41	4.38	4.39
Participating schools by gender			
Girls (N=250)	4.11	4.78	4.79
Boys (N=301)	4.03	4.81	4.89

Note: Number correct could vary from 0 to 7. Baseline N's are provided. Ns vary slightly at each follow-up.

How to effectively respond to bullying

2nd grade

Second grade students were asked several questions about the best way to handle being bullied, and were given four responses for each from which to choose. The correct answers mirrored CLIMB's focus on maintaining a confident posture, direct eye contact, and an assertive tone, as well as getting assistance from an adult.

Overall, second grade students from participating schools showed a significant improvement in their knowledge of how to handle a bully from baseline to first and second follow-up. In contrast, students from the control schools did not show significant improvement. While participating school students still knew substantially more at second follow-up than at baseline, their average scores did decrease significantly between first and second follow-up.

- All students: Students learned the most about maintaining a confident posture and direct eye contact.
- Location: Both second grade students from participating rural and suburban schools showed significant improvement in their knowledge about how to respond to bullying from baseline to first and second follow-up. However, suburban students had a significant decrease in their improvement between first and second follow-up. Rural students also showed a decrease, but it was not statistically significant (likely due to relatively small number of class sizes in the analysis).
- Gender: Second grade boys and girls showed significant improvement in their knowledge of how to handle bullying both from baseline to first follow-up and from baseline to second follow-up. As above, for both boys and girls, there was a statistically significant decrease in this improvement between first and second follow-up.

7. How to effectively respond to bullying: 2nd grade

	Average number correct		
	Baseline	1 st follow-up	2 nd follow-up
By participation status			
Participating (N=265)	1.19	2.75	2.27
Control (N=133)	1.08	n/a	1.37
Participating schools by location			
Suburban (N=181)	1.97	3.65	3.21
Rural (N=84)	1.04	3.40	3.41
Participating schools by gender			
Girls (N=111)	1.49	3.60	3.09
Boys (N=150)	1.88	3.59	3.00

Note: Number correct could vary from 0 to 4. Baseline N's are provided. Ns vary slightly at each follow-up.

4th grade

Fourth grade students were asked the best body language to use when addressing a bully, with multiple responses to choose from. In addition, they were asked what CALM stands for, an acronym used by CLIMB to teach them to be cool and assertive, to look the bully in the eye, and to be clear that they mean what they say. Again, students were given four possible answers from which to choose. As students would have no way of knowing what CALM stood for at baseline, they were only asked after CLIMB programming.

Overall, from baseline to first and second follow-up, fourth grade students from participating schools showed a significant increase in knowledge about what body language helps prevent bullying; control school students did not. In addition, at first and second follow-up, over 90 percent of participating students knew what CALM stands for, and thus, remembered what body language to use when addressing a bully.

- **Location:** Both fourth grade students from participating rural and suburban schools showed significant improvement in their knowledge about how to respond to bullying from baseline to first and second follow-up. However, rural students had a significant decrease in their improvement between first and second follow-up.
- **Gender:** Both fourth grade boys and girls showed significant improvement in their knowledge of how to handle bullying both from baseline to first follow-up and from baseline to second follow-up.

8. How to effectively respond to bullying: 4th grade

	Percent correct		
	Baseline	1 st follow-up	2 nd follow-up
What sort of body language can help you avoid being the target of a bully?			
By participation status			
Participating (N=291)	76%	93%	91%
Control (N=139)	76%	n/a	81%
Participating schools by location			
Suburban (N=192)	84%	95%	94%
Rural (N=99)	62%	90%	76%
Participating schools by gender			
Girls (N=139)	86%	97%	93%
Boys (N=151)	68%	90%	92%
What does CALM stand for?			
By participation status			
Participating (N=291)	n/a	95%	91%
Control (N=139)	n/a	n/a	n/a
Participating schools by location			
Suburban (N=192)	n/a	97%	93%
Rural (N=99)	n/a	94%	90%
Participating schools by gender			
Girls (N=139)	n/a	98%	98%
Boys (N=151)	n/a	94%	88%

Note: Control school students were not asked what CALM stands for as they had not had CLIMB training and, thus, would have no way of knowing. Baseline N's are provided. Ns vary slightly at each follow-up.

Staff ratings of student knowledge

Of surveyed staff from participating schools (N=24):

- Ninety-six percent agree or strongly agree that their students know more about bullying since CLIMB's programming (the other 4% did not respond to the question).
- Ninety-six percent agree or strongly agree that their students know more about how to handle bullying since CLIMB came to their school (again, the other 4% did not respond).

Behavioral outcomes

Response to being bullied

Students who reported being the target of bullying behavior were asked at baseline and second follow-up how they handled the situation. Specifically, they were asked if they went to someone for help, if they talked to the bully, or if they did nothing. In addition, if they talked to the bully, they were asked questions about their body posture, tone of voice, and eye contact.

What students do

Students were categorized as using assertive, aggressive, or passive strategies in responding to the bully based on whether they went for help or talked to the bully (assertive), whether they responded by physically hurting the bully (aggressive), or whether they did nothing (passive).

Overall, participating students were not significantly more likely to use an assertive strategy at second follow-up than at baseline. However, girls from participating schools did appear to improve as did rural school students, although the amount of change in each case just missed statistical significance. Specifically:

- 2nd grade: Second grade students from participating schools did not show a significant increase in responding assertively to bullying behavior. Interestingly, students from control schools did.
- 4th grade: Neither fourth grade students from participating nor control schools showed a significant increase in responding assertively to bullying behavior.
- Location: Students from participating rural schools appeared more likely to respond assertively to bullying behavior at second follow-up than at baseline.
- Gender: Girls appeared to show improvement, from baseline to second follow-up, in reacting assertively when being bullied, although the extent of the improvement did not reach statistical significance. The percent of boys who responded assertively remained almost the same at baseline and second follow-up.

9. Students responding assertively

	Percent reporting responding assertively	
	Baseline	2 nd follow-up
By participation status: 2nd grade		
Participating (N=208)	26%	31%
Control (N=92)	22%	31%
By participation status: 4th grade		
Participating (N=233)	28%	31%
Control (N=104)	28%	37%
Participating schools by location		
Suburban (N=298)	31%	36%
Rural (N=143)	28%	36%
Participating schools by gender		
Girls (N=188)	32%	43%
Boys (N=149)	27%	28%

Note: Ns represent number of students who reported being bullied at baseline. Ns vary slightly at follow-up.

What students say

Students were categorized as using assertive or aggressive strategies in speaking to the bully based on whether they asked the bully to stop, told the bully that they didn't care what he/she said, or told the bully they were going to get help (assertive) or whether they said mean things to or threatened the bully (aggressive).

Overall, participating students were not significantly more likely to use an assertive strategy at second follow-up than at baseline. This was true regardless of student grade, student gender, or school location.

10. Students speaking assertively

	Percent reporting speaking assertively	
	Baseline	2 nd follow-up
By participation status: 2nd grade		
Participating (N=139)	84%	87%
Control (N=67)	87%	84%
By participation status: 4th grade		
Participating (N=159)	84%	86%
Control (N=60)	77%	78%
Participating schools by location		
Suburban (N=214)	85%	89%
Rural (N=84)	82%	89%
Participating schools by gender		
Girls (N=129)	86%	92%
Boys (N=167)	82%	82%

Note: Ns represent the number of students who reported at being bullied and having spoken to the bully Ns vary slightly at follow-up.

How students say it

Students were asked if, when they talked to the student bullying them, their voice was confident or quiet and shaky. Overall, participating students showed an increase in using a confident voice from baseline to second follow-up, while students from control schools did not. Specifically:

- 2nd grade: Second grade students in participating schools appeared more likely to use a confident voice when addressing a bully at second follow-up than at baseline. Students from control schools showed no improvement.
- 4th grade: Fourth grade students in participating schools were significantly more likely to use a confident voice when addressing a bully at second follow-up, while students from control schools were not.
- Location: Rural participating schools had a significant increase in students using a confident voice, while suburban schools did not.
- Gender: Boys were significantly more likely at second follow-up than at baseline to use a confident voice when talking to a bully. Girls also appeared to be more likely, although the change just missed statistical significance.

11. Students using a confident voice

	Percent reporting using a confident voice	
	Baseline	2 nd follow-up
By participation status: 2nd grade		
Participating (N=139)	59%	69%
Control (N=67)	63%	60%
By participation status: 4th grade		
Participating (N=159)	76%	89%
Control (N=60)	73%	69%
Participating schools by location		
Suburban (N=214)	77%	80%
Rural (N=84)	48%	81%
Participating schools by gender		
Girls (N=129)	72%	83%
Boys (N=167)	61%	76%

Note: Ns represent the number of students who reported at being bullied and having spoken to the bully Ns vary slightly at follow-up.

Student posture

Students who talked to the youth who was bullying them were asked if they stood up straight while talking or if they were antsy or shaking. Results varied, thus specific results follow.

- 2nd grade: Second graders from participating schools appeared to demonstrate improvement in using a confident posture, although the change was not statistically significant. Control school students had a significant decrease in using a confident posture.
- 4th grade: Fourth grade students from participating schools demonstrated a significant increase in using a confident posture when addressing someone who was bullying them; control school students did not.
- Location: Rural school students were significantly more likely at second follow-up than at baseline to use a confident posture when responding to bullying behavior; suburban school students' were not.
- Gender: Boys were significantly more likely at second follow-up than at baseline to have a confident posture when talking to a bully. Girls also appeared more likely, although the change was not statistically significant.

12. Students using confident posture

	Percent reporting confident posture	
	Baseline	2 nd follow-up
By participation status: 2nd grade		
Participating (N=139)	54%	61%
Control (N=67)	69%	56%
By participation status: 4th grade		
Participating (N=159)	68%	76%
Control (N=60)	63%	62%
Participating schools by location		
Suburban (N=214)	68%	73%
Rural (N=84)	45%	65%
Participating schools by gender		
Girls (N=129)	64%	75%
Boys (N=167)	57%	65%

Note: Ns represent the number of students who reported at being bullied and having spoken to the bully Ns vary slightly at follow-up.

Student eye contact

Students were asked if, when they talked to the student bullying them, they mostly looked him/her in the eyes or mostly looked away. Overall, participating students showed an increase in direct eye contact from baseline to second follow-up, while students from control schools did not. Specifically:

- 2nd grade: Second grade students in participating schools were significantly more likely to use direct eye contact when addressing a bully at second follow-up than at baseline. Students from control schools showed no improvement.
- 4th grade: Fourth grade students in participating schools were also significantly more likely to use direct eye contact when addressing a bully at second follow-up, while students from control schools were not.
- Location: Students in both rural and suburban schools were significantly more likely at the second follow-up than at baseline to use direct eye contact when responding to bullying behavior.
- Gender: Girls were significantly more likely at the second follow-up than at baseline to use direct eye contact when talking to a bully. Boys also appeared to have improved, although the change was not statistically significant.

13. Students using direct eye contact

	Percent reporting using direct eye contact	
	Baseline	2 nd follow-up
By participation status: 2nd grade		
Participating (N=139)	48%	67%
Control (N=67)	52%	48%
By participation status: 4th grade		
Participating (N=159)	76%	82%
Control (N=60)	67%	68%
Participating schools by location		
Suburban (N=214)	66%	81%
Rural (N=84)	55%	65%
Participating schools by gender		
Girls (N=129)	60%	79%
Boys (N=167)	64%	70%

Note: Ns represent the number of students who reported at being bullied and having spoken to the bully Ns vary slightly at follow-up.

Response to seeing others bullied

Students who reported seeing another youth hurt, teased, or bullied were asked questions about how they handled the situation. Their strategies were categorized as either assertive, aggressive, or passive. Assertive strategies included getting help, telling the bully to stop, or trying to make the student who was being hurt feel better. Aggressive strategies included hurting or threatening to hurt the bully or saying mean things to the bully. The passive strategy was doing nothing.

Overall, students from neither the participating nor the control schools showed significant improvement in using an assertive strategy with the bully. However, certain groups did show some improvement. Specifically:

- 2nd grade: Second grade students from participating schools appeared more likely at second follow-up than at baseline to use an assertive strategy when someone else was being bullied. Control school students showed no improvement.
- 4th grade: Neither participating classes nor control classes showed a significant increase in responding assertively to someone else being bullied.

- Location: Students from participating rural schools appeared to show improvement in responding assertively when someone else is being bullied (although not statistically significant likely due to the relatively small number of classes in the analysis); suburban school students did not.
- Gender: Both boys and girls appeared more likely at second follow-up than at baseline to respond assertively to someone else being bullied, although for both the change was not statistically significant.

14. Students reacting assertively to someone else being bullied

	Percent reporting reacting assertively to someone else being bullied	
	Baseline	2 nd follow-up
By participation status: 2nd grade		
Participating (N=153)	73%	83%
Control (N=75)	73%	71%
By participation status: 4th grade		
Participating (N=214)	71%	75%
Control (N=85)	72%	72%
Participating schools by location		
Suburban (N=230)	78%	81%
Rural (N=137)	70%	85%
Participating schools by gender		
Girls (N=162)	81%	89%
Boys (N=80)	70%	77%

Note: Ns represent the number of students who reported at baseline having seen someone else bullied Ns vary slightly at follow-up.

Staff ratings of youth behavior

Of surveyed staff from participating schools (N=24):

- Two-thirds agreed or strongly agreed that their students are more assertive since participating in CLIMB's programming.
- Three-fifths said their students talk more openly about bullying since CLIMB came to their school.
- One-fifth said they have not seen any behavioral changes in their students.

Satisfaction with CLIMB programming

2nd grade

Of second graders from participating schools:

- Eighty-eight percent said they learned things they can do if they are ever bullied.
- Two-fifths had already used something they had learned.
- Eighty percent said that CLIMB visits were fun; 10 percent say they were boring.

15. Satisfaction: responses of participating 2nd graders (N=231)

About CLIMB	Yes	No	Missing
CLIMB taught me things I can do if I ever run into a bully.			
1 st follow-up	88%	4%	7%
I have already done something I learned from CLIMB.			
1 st follow-up	41%	52%	7%
CLIMB visits were fun.			
1 st follow-up	80%	12%	8%
CLIMB visits were boring.			
1 st follow-up	10%	83%	7%

Note: Note: Row totals may vary from 100% due to rounding.

4th grade

Of fourth graders from participating schools:

- Ninety-three percent said they learned things they can do if they are ever bullied.
- Two-fifths had already used something they had learned.
- Ninety-four percent said that CLIMB visits were fun; 8 percent say they were boring.

16. Satisfaction: responses of participating 4th graders (N=282)

About CLIMB	Yes	No	Missing
CLIMB taught me things I can do if I ever run into a bully.			
1 st follow-up	93%	7%	-
I have already done something I learned from CLIMB.			
1 st follow-up	43%	57%	-
CLIMB visits were fun.			
1 st follow-up	94%	5%	<1%
CLIMB visits were boring.			
1 st follow-up	8%	92%	<1%

Note: *Note: Row totals may vary from 100% due to rounding.*

Staff

Of surveyed staff from participating schools (N=24):

- Ninety-two percent agreed or strongly agreed that they are satisfied with the programming provided by CLIMB.
- About 90 percent said that CLIMB helped their students better address bullying.
- About 80 percent said they are satisfied with the results of CLIMB's programming.
- Similarly, about 80 percent said they would want CLIMB to come back to their schools to address other issues.

Appendix

Bullying incidence

Knowledge outcomes

Behavior outcomes

Bullying incidence

A1. Bullying incidence: responses of participating 2nd graders

Has this happened to you?	Yes	No	Missing
I have been hit, pushed, or kicked by another kid.			
Baseline	54%	45%	2%
2 nd follow-up	56%	43%	1%
Another kid has said mean things about me, teased me, or called me names.			
Baseline	57%	42%	2%
2 nd follow-up	59%	39%	2%
Another kid has said they are going to hurt me.			
Baseline	30%	68%	2%
2 nd follow-up	31%	66%	2%
Another kid has taken things or said they are going to take things that belong to me.			
Baseline	28%	70%	2%
2 nd follow-up	23%	76%	1%
I am always being told by another kid that I can't play with him or her.			
Baseline	31%	67%	2%
2 nd follow-up	30%	69%	2%
I have been bullied by another kid.			
Baseline	39%	59%	3%
2 nd follow-up	54%	43%	3%
I have seen a kid be hurt, teased, or bullied by another kid.			
Baseline	58%	36%	7%
2 nd follow-up	56%	43%	1%

Note: Baseline N=265; 2nd follow-up N=247. Row totals may vary from 100% due to rounding.

A2. Experiencing bullying: responses of participating 4th graders

Has this happened to you?	Yes	No	Missing
I have been hit, pushed, or kicked by another kid.			
Baseline	55%	44%	<1%
2 nd follow-up	47%	51%	2%
Another kid has said mean things about me, teased me, or called me names.			
Baseline	58%	41%	1%
2 nd follow-up	51%	47%	2%
Another kid has said they are going to hurt me.			
Baseline	29%	70%	<1%
2 nd follow-up	28%	71%	1%
Another kid has taken things or said they are going to take things that belong to me.			
Baseline	29%	70%	1%
2 nd follow-up	20%	78%	2%
I am always being told by another kid that I can't play with him or her.			
Baseline	29%	69%	1%
2 nd follow-up	19%	79%	2%
I have been bullied by another kid.			
Baseline	48%	51%	2%
2 nd follow-up	49%	49%	2%
I have seen a kid be hurt, teased, or bullied by another kid.			
Baseline	74%	26%	<1%
2 nd follow-up	63%	36%	1%

Note: Baseline N=265; 2nd follow-up N=247. Row totals may vary from 100% due to rounding.

Knowledge outcomes

What constitutes bullying

A3. What constitutes bullying: responses of participating 2nd graders

What is bullying?	Yes	No	Missing
Hitting, pushing, or kicking a kid			
Baseline	94%	5%	<1%
1 st follow-up	95%	4%	<1%
2 nd follow-up	94%	5%	1%
Telling a kid no, if you don't want to do what they ask			
Baseline	21%	75%	4%
1 st follow-up	16%	83%	1%
2 nd follow-up	14%	83%	3%
1 st follow-up			
Teasing a kid			
Baseline	91%	9%	<1%
1 st follow-up	96%	4%	-
2 nd follow-up	93%	6%	1%
Telling mean stories about a kid that aren't true			
Baseline	76%	22%	1%
1 st follow-up	88%	12%	-
2 nd follow-up	83%	16%	1%
Telling a kid that you are going to hurt him or her			
Baseline	88%	12%	1%
1 st follow-up	87%	13%	<1%
2 nd follow-up	89%	9%	2%
Feeling angry at a kid			
Baseline	31%	65%	4%
1 st follow-up	20%	79%	1%
2 nd follow-up	19%	76%	5%
Taking something or saying you are going to take something that belongs to another kid			
Baseline	83%	16%	1%
1 st follow-up	85%	14%	<1%
2 nd follow-up	83%	15%	2%
Always keeping a kid from playing with you			
Baseline	72%	25%	3%
1 st follow-up	77%	23%	-
2 nd follow-up	72%	27%	1%

Note: Baseline N=265; 1st follow-up N=231; 2nd follow-up N=247. Row totals may vary from 100% due to rounding.

A4. What constitutes bullying: responses of participating 4th graders

What is bullying?	Yes	No	Missing
Hitting, pushing, or kicking a kid			
Baseline	94%	7%	-
1 st follow-up	95%	5%	-
2 nd follow-up	96%	4%	-
Telling a kid no, if you don't want to do what they ask			
Baseline	12%	88%	-
1 st follow-up	13%	87%	-
2 nd follow-up	9%	91%	-
Teasing a kid			
Baseline	92%	8%	-
1 st follow-up	97%	3%	-
2 nd follow-up	93%	7%	-
Telling mean stories about a kid that aren't true			
Baseline	86%	14%	-
1 st follow-up	95%	5%	-
2 nd follow-up	89%	11%	-
Telling a kid that you are going to hurt him or her			
Baseline	87%	13%	-
1 st follow-up	94%	6%	-
2 nd follow-up	90%	10%	-
Feeling angry at a kid			
Baseline	22%	77%	1%
1 st follow-up	15%	84%	1%
2 nd follow-up	11%	89%	-
Taking something or saying you are going to take something that belongs to another kid			
Baseline	83%	16%	1%
1 st follow-up	92%	8%	<1%
2 nd follow-up	89%	11%	<1%
Always keeping a kid from playing with you			
Baseline	76%	23%	<1%
1 st follow-up	90%	10%	<1%
2 nd follow-up	84%	15%	1%

Note: Baseline N=291; 1st follow-up N=282; 2nd follow-up N=274 Row totals may vary from 100% due to rounding.

Facts about bullying

A5. Facts about bullying: responses of participating 2nd graders

About bullying	True	False	Missing
Both boys and girls can be bullies.			
Baseline	93%	7%	-
1 st follow-up	100%	0%	-
2 nd follow-up	98%	1%	1%
Telling on a bully will only make things worse.			
Baseline	49%	47%	4%
1 st follow-up	42%	56%	2%
2 nd follow-up	40%	57%	3%
Bullies are mean to kids because they don't know how else to behave.			
Baseline	57%	41%	2%
1 st follow-up	49%	49%	2%
2 nd follow-up	51%	47%	2%
If someone is bullying you, there is no way to stop it.			
Baseline	16%	84%	<1%
1 st follow-up	8%	91%	1%
2 nd follow-up	6%	94%	<1%

Note: Baseline N=265; 1st follow-up N=231; 2nd follow-up N=247

A6. Bullying terms: responses of participating 2nd graders

Definitions	Correct	Incorrect	Missing
Who is a bystander?			
Baseline	39%	59%	3%
1 st follow-up	58%	41%	1%
2 nd follow-up	66%	33%	1%
Who is a victim?			
Baseline	36%	62%	2%
1 st follow-up	43%	50%	7%
2 nd follow-up	46%	53%	1%
What is reporting?			
Baseline	70%	29%	<1%
1 st follow-up	80%	13%	7%
2 nd follow-up	87%	12%	1%

Note: Baseline N=265; 1st follow-up N=231; 2nd follow-up N=247. Row totals may vary from 100% due to rounding.

A7. Facts about bullying: responses of participating 4th graders

About bullying	True	False	Missing
Both boys and girls can be bullies.			
Baseline	97%	3%	<1%
1 st follow-up	100%	<1%	-
2 nd follow-up	98%	2%	-
Telling on a bully will only make things worse.			
Baseline	39%	60%	2%
1 st follow-up	29%	70%	1%
2 nd follow-up	35%	65%	1%
Bullies are mean to kids because they don't know how else to behave.			
Baseline	52%	46%	2%
1 st follow-up	43%	56%	1%
2 nd follow-up	52%	46%	2%
Bullies are mean to kids because it makes them feel stronger, smarter, or better than the kid being bullied.			
Baseline	82%	18%	1%
1 st follow-up	93%	7%	-
2 nd follow-up	87%	12%	1%
What do you call a bully victim who will not stand up for himself or herself?			
Baseline	23%	77%	-
1 st follow-up	27%	73%	-
2 nd follow-up	33%	66%	1%
What is empathy?			
Baseline	25%	75%	-
1 st follow-up	36%	64%	<1%
2 nd follow-up	42%	58%	1%

Note: Baseline N=291; 1st follow-up N=282; 2nd follow-up N=274 Row totals may vary from 100% due to rounding.

How to effectively respond to bullying

A8. How to effectively respond to bullying: responses of participating 2nd graders

	Correct	Incorrect	Missing
If I see a bully, what should I do first?			
Baseline	37%	60%	3%
1 st follow-up	87%	5%	7%
2 nd follow-up	77%	22%	1%
If I see a bully, what should I do next?			
Baseline	31%	67%	2%
1 st follow-up	81%	12%	7%
2 nd follow-up	70%	29%	1%
If I see a bully, what should I do third?			
Baseline	51%	47%	2%
1 st follow-up	87%	5%	7%
2 nd follow-up	79%	21%	1%
If a kid sees someone get bullied, what should they do?			
Baseline	54%	43%	2%
1 st follow-up	77%	17%	7%
2 nd follow-up	76%	23%	1%

Note: Baseline N=265; 1st follow-up N=231; 2nd follow-up N=247. Row totals may vary from 100% due to rounding.

A9. How to effectively respond to bullying: responses of participating 4th graders

Definitions	Correct	Incorrect	Missing
What sort of body language can help you avoid being the target of a bully?			
Baseline	76%	23%	1%
1 st follow-up	93%	6%	<1%
2 nd follow-up	91%	9%	-
What does CALM stand for?			
Baseline	n/a	n/a	n/a
1 st follow-up	95%	5%	<1%
2 nd follow-up	91%	8%	1%

Note: Baseline N=291; 1st follow-up N=282; 2nd follow-up N=274. Row totals may vary from 100% due to rounding.

Behavior outcomes

Response to being bullied

A10. Reaction to being bullied: responses of participating 2nd graders

What did you do when it happened?	Yes	No	Missing
I talked to the kid who was hurting/teasing me.			
Baseline	67%	30%	3%
2 nd follow-up	72%	26%	2%
I got help from a grown-up at school.			
Baseline	44%	45%	11%
2 nd follow-up	40%	51%	9%
I got help from another kid.			
Baseline	31%	59%	11%
2 nd follow-up	37%	53%	10%
I got help from my parents.			
Baseline	39%	51%	11%
2 nd follow-up	38%	53%	9%
I ignored it or walked away.			
Baseline	50%	39%	12%
2 nd follow-up	47%	42%	10%
I hit, kicked, or pushed the kid.			
Baseline	7%	83%	10%
2 nd follow-up	5%	86%	10%
I stayed away from the kid.			
Baseline	63%	26%	11%
2 nd follow-up	67%	24%	9%
I said things to myself to help me feel better.			
Baseline	56%	34%	11%
2 nd follow-up	50%	42%	8%
I did nothing.			
Baseline	17%	72%	11%
2 nd follow-up	11%	78%	11%

Note: Baseline N=208; 2nd follow-up N=194. Row totals may vary from 100% due to rounding.

A11. Talking to the bully: responses of participating 2nd graders

Talking to the kid who was hurting/teasing you	Yes	No	Missing
I told the kid to stop.			
Baseline	92%	8%	-
2 nd follow-up	91%	8%	1%
I said mean things, teased the kid, or called the kid names.			
Baseline	9%	91%	-
2 nd follow-up	6%	93%	1%
I told the kid that I or someone else was going to hurt them.			
Baseline	9%	91%	1%
2 nd follow-up	3%	96%	1%
I told the kid I don't care what they say.			
Baseline	52%	45%	3%
2 nd follow-up	57%	40%	3%
I told the kid I was going to tell a grown-up.			
Baseline	63%	35%	2%
2 nd follow-up	51%	47%	1%
I stood up straight.			
Baseline	66%	32%	3%
2 nd follow-up	73%	26%	1%
I had trouble standing still; I was antsy or shaking.			
Baseline	20%	76%	4%
2 nd follow-up	18%	81%	1%
I mostly looked the kid in the eyes.			
Baseline	55%	42%	3%
2 nd follow-up	74%	25%	1%
I mostly looked away from the kid.			
Baseline	33%	63%	4%
2 nd follow-up	19%	79%	1%
My voice was quiet or shaky.			
Baseline	27%	72%	1%
2 nd follow-up	19%	80%	1%
My voice was confident.			
Baseline	68%	27%	4%
2 nd follow-up	73%	26%	1%

Note: Baseline N=139; 2nd follow-up N=140. Row totals may vary from 100% due to rounding.

A12. Reaction to being bullied: responses of participating 4th graders

What did you do when it happened?	Yes	No	Missing
I talked to the kid who was hurting/teasing me.			
Baseline	65%	30%	5%
2 nd follow-up	73%	23%	4%
I got help from a grown-up at school.			
Baseline	32%	61%	7%
2 nd follow-up	31%	62%	7%
I got help from another kid.			
Baseline	34%	59%	7%
2 nd follow-up	35%	59%	7%
I got help from my parents.			
Baseline	45%	48%	7%
2 nd follow-up	38%	55%	7%
I ignored it or walked away.			
Baseline	50%	43%	7%
2 nd follow-up	43%	50%	8%
I hit, kicked, or pushed the kid.			
Baseline	10%	82%	7%
2 nd follow-up	11%	81%	8%
I stayed away from the kid.			
Baseline	63%	30%	7%
2 nd follow-up	63%	30%	7%
I said things to myself to help me feel better.			
Baseline	53%	40%	7%
2 nd follow-up	57%	35%	8%
I said or did something funny.			
Baseline	22%	70%	7%
2 nd follow-up	24%	69%	8%
I did nothing.			
Baseline	20%	74%	7%
2 nd follow-up	12%	81%	8%

Note: Baseline N=337; 2nd follow-up N=292. Row totals may vary from 100% due to rounding.

A13. Talking to the bully: responses of participating 4th graders

Talking to the kid who was hurting/teasing you	Yes	No	Missing
I told the kid to stop.			
Baseline	86%	13%	1%
2 nd follow-up	87%	12%	1%
I said mean things, teased the kid, or called the kid names.			
Baseline	10%	89%	1%
2 nd follow-up	10%	88%	2%
I told the kid that I or someone else was going to hurt them.			
Baseline	6%	93%	1%
2 nd follow-up	5%	93%	2%
I told the kid I don't care what they say.			
Baseline	53%	45%	2%
2 nd follow-up	61%	36%	3%
I told the kid I was going to tell a grown-up.			
Baseline	55%	43%	2%
2 nd follow-up	55%	43%	2%
I stood up straight while I was talking.			
Baseline	74%	25%	2%
2 nd follow-up	76%	20%	4%
I had trouble standing still; I was antsy or shaking while I was talking.			
Baseline	15%	84%	1%
2 nd follow-up	14%	84%	2%
I mostly looked the kid in the eyes while I was talking.			
Baseline	74%	25%	1%
2 nd follow-up	77%	21%	2%
I mostly looked away from the kid while I was talking.			
Baseline	15%	84%	2%
2 nd follow-up	10%	87%	2%
My voice was quiet or shaky.			
Baseline	13%	85%	2%
2 nd follow-up	8%	89%	3%
My voice was confident.			
Baseline	78%	20%	2%
2 nd follow-up	83%	14%	3%

Note: Baseline N=337; 2nd follow-up N=292. Row totals may vary from 100% due to rounding.

Response to seeing others bullied

A14. Response to seeing others bullied: responses of participating 2nd graders

What did you do when it happened to someone else?	Yes	No	Missing
I got help from a grown-up.			
Baseline	63%	35%	3%
2 nd follow-up	56%	43%	1%
I got help from another kid.			
Baseline	26%	73%	2%
2 nd follow-up	31%	67%	1%
I hit, kicked, or pushed the kid who was doing the hurting/teasing.			
Baseline	7%	91%	3%
2 nd follow-up	6%	93%	2%
I stayed away from the kid who was doing the hurting/teasing so I would not get hurt or teased too.			
Baseline	60%	39%	1%
2 nd follow-up	40%	59%	1%
I told the kid who was doing the hurting/teasing to stop.			
Baseline	73%	26%	2%
2 nd follow-up	78%	19%	3%
I said mean things, teased, or called the kid who was doing the hurting/teasing names.			
Baseline	5%	92%	3%
2 nd follow-up	5%	92%	3%
I told the kid who was doing the hurting/teasing that I was going to tell a grown-up.			
Baseline	45%	54%	1%
2 nd follow-up	43%	54%	4%
I tried to make the kid who was hurt/teased feel better.			
Baseline	80%	19%	1%
2 nd follow-up	78%	19%	3%
I did nothing.			
Baseline	12%	86%	2%
2 nd follow-up	6%	90%	4%

Note: Baseline N=153; 2nd follow-up N=138. Row totals may vary from 100% due to rounding.

A15. Response to seeing others bullied: responses of participating 4th graders

What did you do when it happened to someone else?	Yes	No	Missing
I got help from a grown-up.			
Baseline	43%	56%	2%
2 nd follow-up	32%	65%	3%
I got help from another kid.			
Baseline	33%	65%	1%
2 nd follow-up	36%	61%	3%
I hit, kicked, or pushed the kid who was doing the hurting/teasing.			
Baseline	11%	86%	2%
2 nd follow-up	8%	90%	2%
I stayed away from the kid who was doing the hurting/teasing so I would not get hurt or teased too.			
Baseline	46%	52%	2%
2 nd follow-up	38%	58%	4%
I told the kid who was doing the hurting/teasing to stop.			
Baseline	73%	25%	1%
2 nd follow-up	72%	26%	2%
I said mean things, teased, or called the kid who was doing the hurting/teasing names.			
Baseline	10%	89%	1%
2 nd follow-up	5%	93%	2%
I told the kid who was doing the hurting/teasing that I was going to tell a grown-up.			
Baseline	36%	62%	2%
2 nd follow-up	35%	62%	3%
I tried to make the kid who was hurt/teased feel better.			
Baseline	75%	23%	2%
2 nd follow-up	75%	23%	2%
I said or did something funny.			
Baseline	29%	69%	2%
2 nd follow-up	31%	67%	3%
I did nothing.			
Baseline	11%	87%	1%
2 nd follow-up	12%	86%	2%

Note: Baseline N=214; 2nd follow-up N=173. Row totals may vary from 100% due to rounding.