

SPREADING Kindness

**A Program
Guide for the
Kind & Safe Schools
Initiative**

**Vol. I: Implementing
the Kind & Safe Schools
Initiative**



Barry K. Weinhold, Ph.D., Editor

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or any good thing I can do to any fellow being,
let me do it now, and not deter or neglect it,
as I shall not pass this way again”*
William Penn

**A Project of the Kindness Campaign:
The Colorado Institute for
Conflict Resolution & Creative Leadership**

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SECTION ONE:
THE RATIONALE FOR KASSI AND
A BRIEF REVIEW OF ITS HISTORY

A BRIEF HISTORY OF THE BULLYING PROBLEM

The problem of bullying and put-down is certainly not new and some have come to accept that nothing can be done to prevent it. Our research confirms that there is something that can be done about it and it doesn't cost very much or take time away from teaching the core subjects. In fact, our research confirms that it increases actual teaching time and leads to increases in student achievement.

Below is a short summary of the research on bullying and put-downs that show the long-term effects of these behaviors. This is a problem that has long-lasting effects and using the interventions suggested in this Manual can prevent it.

Bullying Behaviors in Schools

The problem of bullying behavior in schools has been with us for a long time and very little has been done to correct the problem. Children are afraid to tell and even if they do, they report that no one comes forward to help them. Teachers and administrators are often have trouble distinguishing true bullying behavior from normal peer conflicts and teasing. Many teachers also believe that children should learn to solve their own problems and are reluctant to intervene. Many children do not tell because they were told not to "tattle" on others or they fear retaliation by the bullies. Therefore, these victims of violence and aggression often feel isolated, fearful and alone. Below are some interesting facts about bullying behavior and the victims of bullying based on our research and the research of others:

- Over 80% of middle school students reported bullying someone in the past 30 days.
- Over 90% of all students surveyed felt that being bullied caused social, emotional or academic problems.
- About 60% of victims report being bullied by boys, but 40% are bullied by girls.
- Bullying is most severe in grades 7-9 with grades 4-6 next.
- Almost 69% of all students surveyed believe schools respond poorly to bullying and victimization.
- Ridicule/teasing, verbal harassment and practical jokes are the most frequently reported forms of bullying. Physical attacks are reported less frequently.
- About 44% of teachers believe disruptive behaviors are getting worse.
- Each month, 250,000 students report being physically attacked at school.
- One out of five high school students report avoiding restrooms out of a fear for their safety.
- About 10% of all students drop out of school because of repeated bullying.
- Both bullies and victims have long-term problems related to their bullying experiences. 60% of male bullies have a criminal record by age 23.
- Everybody plays a role in allowing bullying behavior to go on and everybody has to play a role in eliminating the problem.

Common symptoms of depression:

- Sleep disturbances such as insomnia, early morning waking, or oversleeping Eating disturbances (either loss of appetite and weight or gain in appetite and weight) Restlessness, irritability, and violent mood swings
- Difficulty in concentrating, remembering, and in making decisions

- Decreased energy, fatigue, being slowed down.
- Loss of interest or pleasure in favorite activities
- Feelings of guilt, hopelessness, pessimism, or helplessness (Depressed people may burst out crying for no apparent reason)
- Physical symptoms such as headaches, chronic pain, or digestive disorders that do not respond to treatment
- In nearly all depression there is a state of fatigue. That's one of the essential symptoms
- Thoughts of death or suicide, even suicide attempts
- Suicide is the **3rd** leading cause of teen deaths in the Nation

Warning Signs of Suicide:

- Previous suicide attempts
- The verbalizing of suicide threats
- The giving away of prized personal possessions
- The collection and discussion of information on suicide methods
- The expression of hopelessness, helplessness, and anger at oneself or the world
- Themes of death or depression evident in conversation, written expressions, reading selections, or artwork
- Statements or suggestions that the speaker would not be missed if he or she were gone
- The scratching or marking of the body, or other self-destructive acts
- Recent loss of a friend or a family member (or even a pet) through death or suicide; other losses (for example, loss of a parent resulting from divorce)
- Acute personality changes, unusual withdrawal, aggressiveness, or moodiness, or new involvement in high-risk activities.
- Sudden dramatic decline or improvement in academic performance, chronic truancy or tardiness, or running away
- Physical symptoms such as eating disturbances, sleeplessness or excessive sleeping, chronic headaches or stomachaches, menstrual irregularities, apathetic appearance
- Use or increased use of substances

Note: Look for sudden changes in behavior that are significant, last for a long time, and are apparent in all or most areas of his or her life (pervasive).

What Can Be Done?

- Our research and the research of others confirms that the following strategies are effective in preventing the problem:
- Develop program for recognition of pro-social behaviors of students (This intervention has been shown to eliminate 50-90% of the problem).
- Establish school/classroom policies/rules for reporting and eliminating bullying behavior (This intervention has been shown to eliminate up to 90% of the problem).
- Teach the students effective strategies to deal with bullying behavior (This intervention has been shown to eliminate up to 90% of the problem).

- Train the faculty to recognize and effectively intervene in bullying situations (This intervention can eliminate up to 90% of the problem).
- Teach conflict resolution skills to all students (This intervention can help eliminate the remaining 10% of the problem).
- Establish a peer mediation program (This intervention can help eliminate the remaining 10% of the problem).
- Develop a restorative approach to school discipline (This is the final intervention designed to eliminate any remaining discipline problems related to bullying and put-downs).

The Scope of the Problem

The problem of bullying and put-downs is not just a school problem and is present in all walks of life. While this Manual focuses on interventions designed to address the problem in schools, I recognize that the larger problem has to be understood and addressed as well.

In Volume III of Spreading Kindness' Section on Bullying Prevention Activities, (pages 202-217) you'll find an article that I wrote that addresses the widespread issue of bullying in our society and how it relates to the problem as it appears in schools. I would suggest that you read that article to better understand the problem of bullying and put-downs from a larger or societal perspective. Before you do that, test yourself by taking the following Quiz on Bullying and Put-Downs. You will have to read the article to find out the correct answers to these questions.

A QUIZ ON STUDENT BULLYING AND PUT-DOWNS

Directions: Place a T or F (True or False) in the space before each item below.

1. In Midwest survey, 80% of middle school children reported bullying someone at school in the past 30 days
2. More bullying occurs in high school than in elementary or middle schools.
3. Most bullying involves healthy "horseplay" and you should let the students deal with the problem themselves.
4. The best strategy is to tell students to hit back, and they won't be bullied again.
5. Bullying takes place mostly in inner city schools.
6. Girls bully other girls as much if not more than boys bully other boys.
7. One-fourth of teachers surveyed saw nothing wrong with bullying.
8. Boys usually bully alone, while girls bully in groups.
9. Bullies are kids with low self-esteem.
10. Bullying should be treated as a cry for help.
11. Road rage is just another form of bullying.
12. Most bullies show signs of post-traumatic stress disorder (PTSD).
13. It is best to bring the bully and the victim together to talk things over.
14. The most dangerous place for young children to be is at home.
15. Most of the abuse of young children at home comes from the mother.
16. When bullies leave school, they continue to bully co-workers on the job.
17. Schools are the largest purchasers of metal detectors in the U. S.
18. About 90% of the students surveyed felt there were no lasting effects of bullying on other students.
19. Most victims will report bullying incidents to their teachers and parents.
20. Teaching conflict resolution skills to students has been found to have no effect on bullying behaviors.

NOTE: The correct answers to these questions will be provided in the article on "Bullying and School Violence: The Tip of The Iceberg" in Volume I of Spreading Kindness (pages 202-217).

THE HISTORY OF KASSI

This section of Volume I focuses on the implementation of the Kind and Safe Schools Initiative (KASSI), but before I present that material I wanted to give you the reader some background on how KASSI got to where it is today.

KASSI grew out of my personal commitment to develop a program that would prevent bullying and create a kind and respectful school climate that would lead to optimal learning by students and staff. The Initiative didn't happen all at once and has evolved over a 12-year period to where we are now. It will hopefully continue to evolve with the feedback of the users of the program and the on-going evaluative research that we are doing designed to make it even more effective.

I would like to share my personal story here to give you a better understanding of the history of this initiative. In the summer of 1992, my wife and I reduced our belongings down to 17 boxes (12 of which were books) and left Colorado Springs to work for the United Nations on a project in Czechoslovakia. That fall the state of Colorado voted to amend its constitution to restrict the rights of gays and lesbians. Largely the result of a fear campaign spearheaded by a Colorado Springs group called Colorado for Family Values, news of this amendment reverberated around the world.

First, some background about the highly diverse nature of Colorado Springs. It is the home of over 71 conservative Christian organizations, more than 100 thousand military personnel and dependents, the Olympic Training Center and The Air Force Academy. Bill Moyers hosted a PBS documentary on Colorado Springs and after interviewing a number of its leaders, called it "Ground Zero of the next Holy War."

After this amendment passed in the fall of 1992, we still proudly told people in Bratislava, Slovakia where we were living at the time that we were from Colorado. Their reply was "Oh, that's the hate state. How could you live there?" Although the U.S. Supreme Court struck down this amendment before it ever took effect, the damage to the "common ground" in the community was extensive. When we returned to Colorado Springs in the spring of 1993, we found a community divided with two camps that fired insults at each other through the media.

I decided that since this was my community, I either was going to be part of the problem or part of the solution. I took some time to search for ways I come intervene and even offered to help mediate the conflict. When that failed, I sought a way to restore "common ground" that had been destroyed as the result of this amendment. Finally, I hit on the idea of using "kindness" as the tool to help restore the civility and mutual respect that seemed missing. My idea was that thousands of acts of kindness go unnoticed each day because the media focuses on the violence and other bad news.

I decided to test my idea in one of my graduate classes at the university where I was teaching. I asked my students to keep track of the number of acts of kindness that they do in the next week and I supplied them with log sheets to record the acts. The 20 students came back with over 250 acts of kindness logged in for the week. I asked them to keep logging, and after three weeks, I knew I was right as their totals continued to climb.

I hypothesized that if about 15-20% of the population of Colorado Springs focused its attention on kindness and mutual respect, it would shift the consciousness of the city. In order to do that I knew I needed help from the media and I needed to know if the conservative Christian majority of the community would support this idea. I talked

privately to a fundamentalist Christian minister that I knew about the idea and asked him if he thought his colleagues would see this as some kind of “new age” program. He thought for a minute and then quoted several Bible verses and concluded, “No, kindness is theologically sound.”

With that concern settled, I went to talk to the News Director at the local CBS affiliate, someone I knew through a video project he had helped us produce. I told him I was interested in the station become the media sponsor of the kindness campaign I was starting. I explained how the news shows on his station could feature positive news stories and could help promote acts of kindness in the community. He was mildly interested, but I could see that my request was a stretch for a traditional network affiliate. He told me he would think about it, discuss my idea with others at the station and get back to me. I assumed from the tone of the meeting, that I might not even hear from him again.

However, I got very lucky. That afternoon on his station, Oprah Winfrey did her whole show on the effects of random acts of kindness on people. To make a long story short, the station agreed to be the media sponsor and remained in that capacity for over five years. They set up a “kindness line” where people could call in and report acts of kindness that they witnessed. Then they ended their evening news shows by playing one of these recorded messages. They also followed up on some of the more interesting ones and turned them into news features. The kindness line caught on immediately and the station had hundreds of calls each week. After six months, they conducted a viewer survey and found to their amazement that over 70% of their viewers knew about the Kindness Campaign and 75% of those said they thought the Campaign was “...having a significant effect on reducing violence in the community.”

Another stroke of luck helped heal the rift between the two polarized groups in the community. The station agreed to tape and play Public Service Announcements about the Kindness Campaign during their broadcast day. They asked me to submit a list of names of key people to tape these announcements. Among a group of community leaders, I selected were the leader of the Colorado for Family Values group and the leader for the Citizen’s Project, the group opposing the amendment to limit gay rights.

The station’s Community Relations Coordinator invited both of these men to the studio at the same time to tape the PSA and when they saw each other, they turned to leave. The station manager, who knew both of them, persuaded them to stay and do the 30-second PSA. They stood side by side and talked about the importance of kindness in the community. This PSA played repeatedly in prime time and throughout the broadcast day. Buoyed by the success of this ice-breaking meeting, these two men decided to continue meeting for lunch on a regular basis. This led to the formation of a project called “dialogue dinners” where a diverse group agreed to meet for three dinners together to discuss common areas of agreement and disagreement. The idea caught on and they organized over 400 of these dinners in the next several years.

The currency of the Campaign a “Kindness Button” people receive when they pledge to do an act of kindness for themselves or someone else. Then they wear the button and pass it on when they catch someone else doing a kind act.

We then began to make presentations in the community and in schools. We made over 400 of these during the first five years of the Campaign and we started programs in over 125 local schools. We created a whole set of program guides—for schools, pre-schools, families and for other communities that wanted to organize similar programs.

Shortly after the program began, I had an opportunity to speak before the city council. I told them that my vision was that someday Colorado Springs would be known as a "Community of Kindness." I said I hoped to see signs at the airport and along the major highways leading into the city that would say, "Welcome to Colorado Springs, a community of kindness. The home of over 350,000 kind people and a few sore heads." The council members seemed uncomfortable with my vision, except for one Councilwoman who smiled at me and winked. Little did I know that two years later that council woman would be the mayor and her first act as mayor was to declare her intention to restore kindness and civility to city government. A year later, Colorado Springs became one of three U. S. cities to name a "Community of Kindness." The others selected were Dallas, Texas and Angel's Camp California.

The main impact of the Kindness Campaign came in the schools where bullying, put-downs and other forms of unkindness were affecting the learning climate. Some kids were actually afraid to go to school and about 10% dropped out before graduating because of the bullying and harassment they received at school. Again, my hypothesis was that if you could focus everybody's attention on the positive things that were happening much of the unkind behavior would go away. The results of research we conducted showed that there was an immediate drop of over 30% in referrals to the office in the three weeks following the introduction of the Kindness Campaign in a school. The long-term results showed a yearlong drop of 26% from the previous year. Area businesses also "adopted" schools and paid for the time and materials needed to bring the Kindness Campaign to that school. Some companies actually paid their employees for the time they spent volunteering in their "adopted" school.

The other areas of the community that implemented the Campaign were the neighborhood associations and the churches. Several key neighborhood associations conducted an annual nomination and awards process to identify the kindest people in the neighborhood in various categories, like Kindest Senior Citizen. Area churches took part in an annual Interfaith Celebration of Kindness, with each faith group presenting ways kindness is part of their faith community. After the service, we held a potluck dinner with each faith tradition bringing some food to share that was special to their tradition.

We ended each year with the Community of Kindness Awards Ceremony where children nominated the kindest adults, adults nominated the kindest children and youth, people nominated large and small businesses and non-profits for their contributions to the creation of a "Community of Kindness." Finally, high and low profile individuals received Humanitarian Awards for their contributions to the community.

All of these things contributed to a major shift in consciousness in this community. Over about a six-year period, the Campaign spread to 12 other cities and eventually to over 600 schools in the U. S. and Canada. I had a great deal of fun and a good feeling, seeing that one person with an idea can still make a difference. One of my greatest compliments came from two eighth grade boys who were sitting outside their middle school when I arrived to give them more kindness buttons. I overheard one boy say to the other, "Hey. There goes the "kindness dude."

Volume III of Spreading Kindness contains more interventions for schools, including a conflict resolution curriculum for an eight-week course to be taught to all 6th Grade students, A Peer Mediation program designed to help the school train peer

counselors or mediators, and finally a step-by-step approach to the creation of a restorative justice program that would replace the traditional discipline program in the school.

The basic premise behind the Kindness Campaign and KASSI is that we as a society have become too over-focused on the bad or negative things that happen in our lives and ignore the good or positive things that are happening all around us every day. My belief is that this fact more than anything else shapes our day-to-day experience. So I asked myself the question: "What would happen if we shifted our focus to pay more attention to the positive things that are happening in our lives on a daily basis?"

My hypothesis was and still is that if we did that it would significantly change what we did each day and how we felt about ourselves and the world around us. In short, it would be a paradigm shift in our individual and collective lives. Then I hypothesized that if between 15-20% of the population of any group, community or school did that every day, it could change the way that group, community or school operated. Since its inception in 1994, we have been gathering evidence to test that hypothesis and have found considerable evidence that supports this hypothesis. Some of this evidence can be found in Volume III of Spreading Kindness and the rest will be presented in this Volume.

From reading the History of the Kindness Campaign you learned that initially I was asked to respond to a need perceived by students in one of my graduate classes in counseling at the University of Colorado at Colorado Springs. When I introduced the idea of focusing attention on acts of kindness as a way of shifting consciousness, some of my students immediately saw the application of this idea to the schools where they were teaching or counseling. Initially, some of them asked me to present the idea to their colleagues at faculty meetings.

I worked up a short 20-minute presentation to introduce the idea to a faculty (there are some outlines of similar updated presentation formats later in this manual). This led to invitations to introduce the idea to the whole student body in about four to six schools who were interested in implementing the Kindness Campaign principles in their schools (sample outlines of presentations at school assemblies can be found later in this Manual).

I always asked students this question at the beginning of my talks: "Is it easier for you to get noticed or recognized for doing something positive or something negative at this school? I would ask show a show of hands for both positive and negative. I remember that the first time I asked this question in a school auditorium in front of the entire student body of middle school, I got no hands for "positive" and all the hands for "negative." This seemed like an unusual response to me, so I continued to ask the same question each time I was asked to present the Kindness Campaign to a group of students. The results were always the same: an overwhelming majority of the students found it easier to get recognized for doing something "negative" rather than something "positive." I started asking the same question to the faculty that I met with initially and got the same answers. Teachers, like the students they were teaching, were experiencing the effects of the "culture of negativity" that seemed to have developed in K-12 schools.

I never saw this as just unique to schools and always saw it as a widespread societal problem. After asking this question in over 100 schools I concluded that this is where the Kindness Campaign and KASSI had to focus all its effort. I saw that our whole program had to focus on increasing the recognition of positive acts before we could make any changes in bullying, put-downs or other disruptive behaviors. Our evaluations began to show surprising results as "just increasing the recognition of pro-social behaviors" was also

having a significant effect on reducing bullying and put-downs without ever having to focus any attention on the problem.

We encountered another problem that we didn't anticipate. Our initial schools that adopted the Kindness Campaign seemed to be doing well at the beginning of the school year. We participated in kick-off assemblies and things were going well until second semester when several called me to tell me they were running out of ideas for Kindness activities. I tried to suggest some new ones but things seemed to fizzle out a bit by the end of the school year.

I decided to seek funding to create a Program Guide containing enough activities to get schools through the entire year. With a grant from a local hospital, over the summer we gathered examples of activities that worked the best from all the participating schools and put them together in a Manual that we provided for all the new schools that came on board that fall. This worked very well and we have continued to add new activities that were submitted from participating schools each time we updated the Program Guide.

Over a period of 6-7 years, we got the program in over 125 schools in Southern Colorado and the activities we had collected exceed the capacity of our Program Guide. So we created a second Program Guide that focused on Conflict Resolution, Peer Mediation and Restorative Justice. This gives us over 300 different activities to offer schools and provides more variety. They cover K through 12 but most of them are focused on elementary and middle schools. We have found that high schools can create many of their own activities to expand on those contained in the Manuals.

We recommend that you start with changing the school climate to make it more positive. The Kindness activities in Volume III should be very helpful in getting this part of the program established. After that part of the Initiative has had a chance to get firmly established (3-6 months) then you can introduce specific activities, policies and programs focusing on bullying prevention. This should eliminate up to 50% of the problem. Then add a course in conflict resolution for all students (Volume II contains an outline for a six-weeks CR course, with all the activities provided).

Following that intervention, the establishment of a peer mediation program will provide students with the support they need to settle their disputes peacefully and non-violently. With these programs in place you should see about a 90% reduction in bullying, put-downs, fighting and other disruptive behaviors. Whatever remains can be handled through a restorative approach to discipline problems.

By following the step-by-step suggestions in this Volume you should be able to totally change your school in about one to two school years. These are not instant cures but they have proven to be effective. The early research findings supporting the effectiveness of KASSI are presented in Volume III and the more recent research on the initiative is documented in this Volume.

Finally, it is again important to remind you that KASSI represents a new paradigm in the field of bullying prevention and one that will grow in popularity as more and more school officials realize that there are effective interventions that deal with bullying and put-downs that do not cost much money and do not take away from the regular curriculum. They will also realize that these interventions will also improve student improvement and make schools healthier and more positive environments for both students and staff. Next is a short article that focuses on the science behind why this approach works so well. Please

read it to better understand the power of this form of intervention and the science that supports it.

THE SCIENCE OF KINDNESS

"Only a life lived for others is worth living." - Albert Einstein

Kindness isn't just a fluffy, feel-good or warm-fuzzy concept. It is a powerful, energetic experience that transforms both the giver and recipient at such deep levels that some say it works miracles. Kindness works miracles that can be validated with scientific principles drawn from the quantum sciences of biology, physiology, psychoneuroimmunology and physics.

First let's look at the biological and physiological aspects of kindness. When we open our hearts and reach out to others in kindness, our brain releases endorphins—the morphine-like chemicals that produce the feelings of exhilaration known as the “runner's high.” Acts of kindness, according to researcher Paul Pearsall, also cause your brain to release “Substance P,” a neurotransmitter chemical that blocks pain. These two powerful physiological processes have an immense influence on our body/mind/spirit and the way that we experience life.

A steady flow of endorphins and Substance P through our bodies strengthens our immune system, keeps us feeling happy, joyful, optimistic and energized. This heightens our sense of well-being so that we feel calmer, more centered and focused no matter what kind of stressful events might be happening around us. Physiologically, these brain chemicals improve circulation, reduce blood pressure, increase body warmth and improve weight control. Kindness helps us relax so that we can connect with others and with our own good feelings.

Other researchers discovered that the reverse is true. When we are angry with others, the flow of these “feel-good” chemicals stops. They are replaced by cortisol and adrenaline, which create fight, flight and freeze behaviors associated with trauma and stress. When they are flowing through our bodies, we have a “short fuse” that makes us feel irritable, hostile, helpless and depressed. Long-term exposure to these chemicals depletes the body's organs, lowers the function of the immune system and leads to disease and illness.

Now let's look at acts of kindness from an energetic perspective. Kindness that comes from a place of deep love, joy, gratitude and appreciation stirs deep emotions that actually influence our DNA. Experiments at the Institute of Heart Math revealed that DNA changed its shape according to the feelings of researchers trained to generate and feel strong emotions.

In this experiment, researchers held DNA from human placenta DNA (the most pristine kind) in containers that allowed them to measure changes in it. When the researchers projected feelings of gratitude, love and appreciation, they observed the DNA in the containers relaxing and the strands unwound and became longer. When the researchers projected feelings of anger, fear, frustration or stress, the DNA responded by tightening up, becoming shorter and actually *switching off* its codes. If you've ever felt “shut down” by negative emotions, now you know why. When your DNA switches off, it stops your body's “growth” program and activates your body's “defense” software.

The work of quantum biologist Bruce Lipton also takes this phenomenon a step further. His research indicates that our body's “computer” can only be in “growth” mode

or “protection” mode and that it cannot be both at the same time. A lot of the stress that humans encounter over the course of a day is the result of our DNA turning off and on again and again. The more that we are able to sustain the flow of the “feel-good” chemicals generated by acts of kindness, the more that our DNA relaxes, the more healthy, connected and creative we are able to be. This allows our centered and caring energy to ripple around us and influence the energy field of others.

Gregg Braden describes this as the Isaiah Effect, which is our ability to alter the web of energy known as the “universe.” He says that living cells communicate through this web and that it is not affected by time and distance. This is behind the assertion by Barry & Janae Weinhold that basic energy of the universe is love. They say that when you can open your heart to love others and be loved you experience what they call “LOVEvolution,” or the ability to evolve and grow. Valerie Hunt’s research on human energy fields also validates not only our ability to communicate through telepathic “mind-field” transmissions, she also says trees, plants and animals all do this. In the far distant past in our evolution, humans were once able to communicate telepathically. Since the development of the left hemisphere of the brain and the intellect, we have lost it. Now we seem to be reclaiming it as a species and learning how to use telepathy consciously.

So, here’s a recipe for dealing with interpersonal, economic, political, ecological and planetary stressors. Make performing acts of kindness a focus in your life. Look for ways to extend your love in the smallest ways—looking into the eyes of a child, stroking a plant as you pass by it, being compassionate while speaking to the Customer Service person, say please and thank when you transact with people and cutting people slack when you can see that they are at their edge.

As you do this, you may find yourself slowly becoming intolerant of the “feel-bad” chemicals and experience a growing dependence in your body/mind/spirit to the “feel-good” ones. Once you realize that how you feel and interact is a choice, you can use your consciousness to direct the flow of your life. It is also true from both psychological and from spiritually based research that what you focus on, you will attract more of into your life. By focusing on being more kind and recognizing the kindness of others, you will be able to consciously attract more kindness and joy into your life. This is real enlightenment!

Now that you understand the scientific foundation of kindness, we invite you to take the Kindness Challenge. For one or two days or for a week, focus on being kind and see for yourself how it changes your body/mind/spirit. Keep a daily journal of what happens to you.

Submitted by: Janae B. Weinhold, Ph.D., www.kindnesschallenge.com

What Is KASSI?

We have been talking about the Kind & Safe Schools Initiative, but have not described it to you. Below is a summary of the main points describing KASSI. In the next Section of this Program Guide, we will present a step-by-step process for implementing this Initiative in your school.

KIND AND SAFE SCHOOLS INITIATIVE (KASSI)

- The “Kind” component of KASSI involves a comprehensive character education program for a school (K-12).
- The “Safe” component of KASSI involves a bullying prevention policy and program for a school (K-12).
- The Kindness Campaign is a project of the Carolina Institute for Conflict Resolution and Creative Leadership, a non-profit, tax-exempt organization.
- KASSI is easily adapted to any existing character education and bullying prevention activities in your school.
- Schools can begin implementation in fall and finish in spring. Start by completing the “Getting Started” steps.
- KASSI can be paid for entirely through the Ingles “Tools for Schools” program or it can be paid for out of your regular school budget. The entire program can be purchased online from the Kindness Campaign website. You can then download all the materials and have them immediately available.
- The program package includes a thorough evaluation of up to 15 key variables and a written evaluation report at the end of the year.
- KASSI is totally sustainable after the first year with no additional costs to keep it going in subsequent years.
- The two Program Guides offer over 300 field-tested activities that can be coordinated through the Principal’s Office, the School Coordinator or used in the classroom.
- All classroom activities are designed as short lessons that can be done in 10-15 minutes or expanded into a whole class period. All classroom activities in Volume III are indexed according to appropriate academic content areas.

SECTION TWO:
IMPLEMENTING
THE KIND & SAFE SCHOOLS INITIATIVE

IMPLEMENTING KASSI IN YOUR SCHOOL

After reading the background material on both the problem and the solution, you are ready to making an intervention in your school that significantly reduces the effects of bullying and put-downs. The following outline shows the steps involved. It lays out each step of the process and describes the materials you will need to implement each step.

IMPLEMENTATION OUTLINE FOR KASSI PROGRAM

I. Getting Started

- A. Select a School Coordinator(s) (can be done before fall semester begins)
- B. Conduct a feasibility study (best done during spring planning for next school year)
- C. Conduct needs assessment (best done during spring planning for next school year)
- D. Select outcomes and ways to measure them based on the needs assessment
- E. Present program to faculty & staff at faculty meeting (spring semester for next year or at beginning of new school year)
- F. Conduct faculty in-service (1/2 day near the beginning of the school year)
- G. Select a KASSI Planning Committee (faculty, staff, students and parents)
- H. Committee designs program to meet school needs (Utilize *Spreading Kindness* Volume III for ideas)
- I. Develop a plan/calendar for every week of the first semester
- J. Administer pre-tests 30 days after beginning of school & just before Kick-off assembly

II. Implement The Kindness Campaign

- A. Organize student kick-off assembly (plan shortly after pre-testing)
- B. Score the pre-tests and use the data for your planning
- C. Meet regularly with KASSI Committee
- D. Design on going evaluation of objectives
- E. Re-administer Bullying Surveys and Teacher Observations at end of fall
- F. Begin planning for the second year by reviewing Volume II of Program Guide

III. Create A Bullying and Put-Down Prevention Program & Policy

- A. Analyze data from mid-term Bullying Surveys to help design interventions
- B. Do in-service for faculty & staff (utilize data from Bullying surveys) (1/2 day by the beginning of the second semester of the school year)
- C. Develop a plan/calendar of activities for every week of the second semester
- D. Implement classroom/all-school activities based on results of surveys
- E. Develop classroom and school bullying prevention policies based on results

IV. Complete Final Evaluation

- A. Re-administer the Bullying Surveys, the self-esteem inventories, conduct teacher observations, and pull together the data to measure other objectives
- B. Send the data to the KASSI office
- C. Review the Evaluation Report from KASSI and begin planning next year
- D. Utilize Volume II of *Spreading Kindness* to begin designing additional interventions for year two

I. GETTING STARTED

A. Select a School Coordinator

This is probably the most important step in the whole implementation process. You may have either inherited this position, were chosen by your administrator or have stepped forward and volunteered for the job. (Bless you if you have).

Who is Best Suited to be a School Coordinator?

Criteria:

- Someone who has a central focus of all aspects of the operating of the school. Often a school counselor or social worker is in this kind of position
- Someone who has a flexible schedule and can interact with others who are part of the implementation process, like the students, teachers, the principal, etc.
- A person who has the respect of the faculty and staff
- A veteran school employee who has enough experience to understand how to effectively counter any resistance
- A person with good communication and coordination skills
- A person who has a personal passion for this issue. It may be someone who has experienced bullying in school as a student and wants to prevent others from suffering from the effects of bullying
- Someone who has a good support base in the school who can call on colleagues to join them in making this initiative work
- A collaborator who works well with others
- A person who can delegate responsibilities to others and not have to try to do it all him or herself
- It helps to be able to walk on water!

B. Conduct A Feasibility Study

Before implementing KASSI, you need to assess the nature of the problem and how this intervention will address the needs your school has to address the problem. There are lots of problems to be addressed in today's schools and often bullying prevention is not one that immediately rises to the top of the list. Unfortunately when you adopt a systemic perspective you begin to see that many problems are actually symptoms of some deeper more systemic problem.

Bullying is one of those issues that I believe is a systemic problem and if solved or addressed intelligently, will also solve other problems in the school. For example, discipline problems and disruptive behaviors tend to put a drain on the schools resources. As a result of classroom discipline problems, teachers find themselves having to be policemen, having less time to actually teach and feeling emotionally drained by end of the day. This is one of the greatest causes of teacher burnout. An effective bullying prevention program based on the KASSI approach

can solve all these problems and can actually increase test scores that many teachers and administrators are totally focused on.

There are many ways to do needs assessment depending on what you discover in the feasibility study. For example, if there is very little awareness of the problem of bullying (teachers choose to look the other way, or dismiss it as something that can't be changed, then you will need to gather data to convince your colleagues that there truly is a need to do something about bullying behavior. In many schools there has been some incident involving bullying (a shooting, a student suicide, threats of violence or other provocative behavior that awakens others to the seriousness of the problem.

It doesn't seem to help to just present national or state statistics about the problem. Like the fact that about 10% of students nation-wide drop-out because of bullying and harassment or that over 25% of high school students report being afraid to go to the rest rooms at school out of fear of being assaulted. If your school is in denial about the seriousness of the problem you may have to gather local data about bullying. The School Bullying Survey that is part of the evaluation package is a good place to start. Give the Survey to a sample of your students, score it and present your findings to the faculty. Below is a copy of the Bullying Survey that you could use for this purpose

The first level of a needs assessment is to make sure this project is feasible. You will need the right ingredients of money, time, dedicated people to assist you and a clear need that is crying to be met.

Use these checklists to answer feasibility questions before you begin this project:

Feasibility Checklist

- | | |
|---|---|
| <input type="checkbox"/> How much does it cost? | <input type="checkbox"/> What are the time requirements? |
| <input type="checkbox"/> Does it require staff training? | <input type="checkbox"/> Do we have access to the target population? |
| <input type="checkbox"/> How much space will we need? | <input type="checkbox"/> Do we have the necessary equipment? |
| <input type="checkbox"/> Can we access program materials? | <input type="checkbox"/> Does the program require any additional services (e.g., transportation)? |

Target Population

- | | |
|--|--|
| r Are program materials appropriate for our target population (e.g., age, gender, socioeconomic status)? | r Are members of the target population likely to accept the new program? |
| r Are program materials culturally relevant (e.g., language, customs, norms)? | |

School Climate

- | | |
|---|---|
| r Are school administrators and staff likely to accept the new program? | r Will you be able to obtain the buy-in of school administrators? |
| r Does the new program fit with existing prevention efforts? | r Will you be able to obtain the buy-in of staff? |
| r Do prevention programs have a favorable history in your school? | |

Community Climate

- r Are community members likely to accept a new program? r Will you be able to obtain the buy-in of key community leaders?
- r Does the new program fit with existing prevention efforts? r Will you have access to a referral network for program participants?
- r Do prevention programs have a favorable history in your community?

Evaluability

- r Is baseline data available? r Are financial resources available for evaluation?
- r Will you have access to participants over time? r Do you have access to appropriate evaluation skills?
- r Does the program design lend itself to straightforward evaluation (e.g., it does not include multiple components)?

Future Sustainability

- r Does the program require close collaboration between the school and community? r Can you depend on strong, ongoing leadership?
- r Will you have access to renewable financial support? r Does the program have a positive image in your community?
- r Does your initiative have a strong advocate(s) or spokesperson(s)?

C. Conduct a Needs Assessment

SCHOOL BULLYING SURVEY

Barry K. Weinhold, Ph.D.

For each of the following statements, choose how many times you did this activity or it happened to you in the LAST 30 DAYS. Circle the letter to show your answer.

Age ___ Boy ___ Girl ___ Grade _____ Name of school _____ Date _____

	<u>Never</u>	<u>1 - 2</u>	<u>3 - 4</u>	<u>5 - 6</u>	<u>7 +</u>
		<u>times</u>	<u>times</u>	<u>times</u>	<u>times</u>
1. I upset other students for the fun of it.	a	b	c	d	e
2. I made other students scared.	a	b	c	d	e
3. In a group I teased other students.	a	b	c	d	e
4. I fought students I could easily beat.	a	b	c	d	e
5. Other students picked on me.	a	b	c	d	e
6. Other students made fun of me.	a	b	c	d	e
7. Other students called me names.	a	b	c	d	e
8. I got hit and pushed by other students.	a	b	c	d	e
9. I enjoyed helping other students.	a	b	c	d	e
10. I helped harass other students.	a	b	c	d	e
11. I did kind things for other students	a	b	c	d	e
12. I teased other students.	a	b	c	d	e
13. I pushed, shoved, slapped, or kicked other students.	a	b	c	d	e
14. I got in a physical fight.	a	b	c	d	e
15. I threatened to hurt or hit another student.	a	b	c	d	e
16. I got into a physical fight because I was angry.	a	b	c	d	e
17. I took my anger out on an innocent person.	a	b	c	d	e
18. I hit back when someone hit me first.	a	b	c	d	e
19. I was mean to someone when I was angry.	a	b	c	d	e
20. I spread rumors about other students.	a	b	c	d	e
21. I started (instigated) arguments or conflicts.	a	b	c	d	e
22. I encouraged people to fight.	a	b	c	d	e
23. I excluded other students from my group of friends.	a	b	c	d	e
24. I stayed home from school because I was afraid.	a	b	c	d	e

Adapted from a longer survey by Dorothy Espelage, Ph.D.

Your results are likely to show much more bullying exists in your school than the faculty or administration is aware of. Previous research results using this instrument follow.

RESEARCH SUMMARY SHOWING THE EXTENT OF BULLYING IN SCHOOLS AND KASSI EFFECTIVENESS

Middle School Level Evaluative Study (1999)

1. Put-downs (6th Grade)
 - a. 75% reported being put-down by other students
 - b. 76% reported being put down by siblings
 - c. 35% reported being put down by their teachers
2. Bullying (6th Grade)
 - a. 57% reported being bullied (physically and emotionally) by other students
 - b. 62% reported being bullied by siblings
 - c. 30% reported being bullied by teachers
3. Put-downs (7th Grade)
 - a. 79% reported being put-down by other students
 - b. 71% reported being put-down by siblings
 - d. 51% reported by put-down by teachers
4. Bullying (7th Grade)
 - a. 54% reported being bullied by other students
 - b. 60% reported being bullied by siblings
 - c. 25% reported being bullied by teachers
5. Put-downs (8th Grade)
 - a. 76% reported being put-down by other students
 - b. 70% reported being put-down by siblings
 - c. 56% reported being put-down by teachers
6. Bullying (8th Grade)
 - a. 48% reported being bullied by other students
 - b. 52% reported being bullied by siblings
 - c. 33% reported being bullied by teachers

Middle School Put-down and Bullying Survey Results (2000)

1. 90% of 7th Grade students report being put-down or bullied in past 30 days
2. 72% of 7th grad students reported being put-down or bullied 5 or more times in the previous 30 days.
3. 34% of 7th grade students reported having put-down or bullied a fellow student 5 of more times in the previous 30 days.

Middle School Put-down and Bullying Survey Results (2001)

1. 88% of 6th and 7th grade student's put-down or bullied another student in the previous 30 days.

Evaluation Results (Three Middle Schools and One Elementary School 1998-2001)

1. Three separate Middle Schools reported an immediate drop of 30 to 32% in disciple referrals. (after an all school assembly and 3 weeks of Kindness Activities in the school and classrooms)

2. Put-downs as observed by teachers dropped by as much as 94% during the three weeks after the Kindness Campaign started.
3. Year-long study in an elementary school showed a 26% drop in discipline referrals.

Some of these results were presented to the faculty of these schools and they were shocked to learn how prevalent bullying behavior was in their schools and this helped them decide to implement KASSI.

Another way that we have gotten the attention of schools officials about this problem is by enlisting the help or pressure from interested parents. In some schools, parent groups have taken up this issue and have pressured the school to address it. They even have funded some of our initiatives to take away the final argument that they can't afford to do the program. A PTO or even just a small group of parents who are united on this issue, usually because they have had children in that school who have suffered from bullying and harassment.

Ultimately, in some cases where the school didn't listen to their requests, parents have taken their children out of that school or have threatened legal action. We worked with a school like that where a student who had been bullied, tragically committed suicide. The parent threatened legal action if the school didn't create a safer environment for its students. As a result, they created a bullying prevention program (not KASSI, unfortunately). You hope that it doesn't have to come to that extreme a situation for the school to act. However, school officials may be more sensitive to parent pressure than they might be to pressure from one of their staff members.

Resistance to change can run deep. We worked with the Jefferson County School District in Colorado about four years after the Columbine shooting and proposed to introduce KASSI into some of their schools. Immediately after the shootings, the school officials had tried to solve the problem by hiring more security guards, installing metal detectors and cameras and creating a Student ID system. These measures did not address the root causes of the problem or make their school any safer. After four years they were beginning to see that was true, but they still were resisting doing anything different. They had money that had been donated from all over the country that they could use to purchase our program. In the final analysis, they did nothing new and gave that money to the local Mental Health Center to pay for therapy for the survivors of the Columbine shootings. While there probably still was a need for that kind of support for the survivors, it did nothing to make their schools safer or kinder.

If the teachers and administrators in your school have an awareness of the problem then you don't have to present them with data to convince them. However, you may still need to make them aware of the unique approach used by KASSI to address the problem. Your school may have tried other bullying prevention programs and found that they did not work as promised. Most of the existing bullying prevention programs focus entirely on stopping the bullying behavior instead of focusing on its opposite as does KASSI. That is precisely why they didn't work. You may get the refrain from your colleagues that says, "Oh, we tried that before and it didn't work."

This approach is so unique that many will disbelieve that it can be effective. You may have to present the philosophy of KASSI to your faculty and hopefully, even though they might be skeptical at first, will be willing to try it as something different.

We have used two simple needs assessment instruments to identify how KASSI sees the problem. One of these is useful with school officials and the other with parents.

IS YOUR SCHOOL AS KIND AND SAFE AS IT COULD BE?

Answer the following questions about your school Yes or No.

- ___ 1. Do you have a plan in place to recognize and promote positive acts of kindness by students every day at your school?
- ___ 2. Are there more opportunities at your school for students to be recognized for positive, pro-social behaviors than opportunities to be recognized for negative or anti-social behaviors? How do you think your students would answer this question?
- ___ 3. Does your faculty or staff have established ways of recognizing and supporting the positive and kind acts that they do at this school?
- ___ 4. Do you have a school-wide program and/or policy for dealing with bullying?
- ___ 5. Have you developed an effective way to reduce or eliminate student-to-student put-downs?
- ___ 6. Do you teach all students effective conflict resolution skills?
- ___ 7. Have you been able to significantly reduce the number of discipline referrals, suspensions and expulsions?
- ___ 8. Do you have a peer mediation program to help settle student disputes peacefully?
- ___ 9. Is your school as safe as it could be?
- ___ 10. Are you satisfied with the effectiveness of your school discipline program?

Key: These questions reflect what the research suggests is needed to create a "Kind and Safe" school. If you answered "No" to any of the above questions, the Kind & Safe Schools Initiative can improve the climate of your school and help make it kinder and safer for all your students. In addition to helping a school start a program to teach students to be kinder and more respectful, KASSI can help a school, create a positive school climate that supports learning, develop a bullying prevention program, a peer mediation program, a conflict resolution curriculum and create a restorative justice approach to your school discipline program.

HOW KASSI CAN HELP YOUR SCHOOL

- Create a school-wide KASSI Committee to help plan activities for the school year.
- Purchase a copy of "Spreading Kindness: A Program Guide For Reducing Youth and Peer Violence in Schools." This Guide has over 180 activities to select from for your school.
- Have students design posters with positive messages or slogans like "Kindness is Cool at _____ School," or "School Kindness Zone--Kindness Happens Here."
- Begin the school day by having students read "attitude booster" messages created by students, teachers, administrators and parents.
- Design kindness T-shirts or sweatshirts with positive messages on them. Have a "Kindness Day" each week where everyone is encouraged to wear their shirts.
- Have a Kindness bulletin board with pictures from kindness activities at the school.
- Create laminated book covers with Kindness messages on them.
- Hold regular Kindness Awards in classrooms with periodic all-school Kindness Assemblies.
- Have a Kindness Drop Box to collect nominations of students, staff or faculty for Kindness Awards. Select winners each week and read them over the intercom.
- Have students write essays about how some act of kindness has touched or changed their lives.
- Develop an all-school anti-bullying, anti-put-down policy.
- Train students to become peer mediators.
- Teach a unit on conflict resolution skills to all students.
- Line up community service projects each week where students do acts of kindness.
- Set up a peer tutoring or have older students tutor younger ones.
- Ask students to write kindness songs or kindness poetry.
- Ask student to write and perform kindness skits at school assemblies.
- Have each classroom "adopt a hallway" or part of the school grounds to keep it clean.
- Hold special kindness events at school to help celebrate Valentine's Day.

DOES YOUR CHILD'S SCHOOL NEED THE KIND & SAFE SCHOOLS INITIATIVE?

The following quiz is designed for parents to ask their school principals these questions

These are questions for parents to ask the principal at the school where your children attend. (Yes or No):

- ___ 1. Does the school have a plan in place to recognize and promote positive acts of kindness by students every day at the school? Ask to see the plan.
- ___ 2. Are there more opportunities at this school for students to be recognized for positive, pro-social behaviors than opportunities to be recognized for negative or anti-social behaviors? Also, ask your child to answer this question.
- ___ 3. Does the faculty or staff have established ways of recognizing and supporting the positive and kind acts that they do at this school? Ask for examples.
- ___ 4. Does the school have a school-wide policy for dealing with bullying? Ask to see a copy.
- ___ 5. Has the school developed effective ways to reduce or eliminate student-to-student put-downs? Ask for examples.
- ___ 6. Does the school teach all students effective conflict resolution skills?
- ___ 7. Has the school been able to significantly reduce the number of discipline referrals?
- ___ 8. Does the school have a peer mediation program to help settle student disputes peacefully?
- ___ 9. How many students are suspended or expelled each year? What % are minority students?
- ___ 10. Are you satisfied with the effectiveness of your school discipline plan? Ask for reasons why they answer this question the way they do. Ask to see a copy of these plans.

Key: If the principal answers "No" to any of the above questions, ask him or her to contact the Kind & Safe Schools Initiative (KASSI) to help change the climate of this school and help make the school safer for your child. In addition to helping create a more positive school climate where students learn to be kinder and more respectful of each other, KASSI helps a school develop a bullying prevention program, a peer mediation program, a conflict resolution curriculum and a restorative justice program.

WAYS KASSI CAN HELP YOUR SCHOOL

- Purchase a copy of "Spreading Kindness: A Program Guide For Reducing Youth and Peer Violence in Schools." This Guide has over 180 activities to select from for your school.
- Create a school-wide Kind & Safe Schools Committee with parents, teachers & students to plan activities for the school year.
- Have students design posters with positive messages or slogans like "Kindness is Cool at _____ School," or "School Kindness Zone--Kindness Happens Here."
- Begin the school day by having students read "attitude booster" messages created by students, teachers, administrators and parents.
- Design kindness T-shirts or sweatshirts with positive messages on them. Have a "Kindness Day" each week where everyone is encouraged to wear his or her shirts.
- Have a Kindness bulletin board with pictures from kindness activities at the school.
- Hold regular Kindness awards in classrooms with periodic all school Kindness Assemblies.
- Have a Kindness Drop Box to collect nominations of students, staff or faculty for Kindness Awards. Select winners each week and read them over the intercom.
- Have students write essays about how some act of kindness has touched or changed their lives.
- Develop an all-school bullying & put-down prevention program & policy.
- Train students to become peer mediators.
- Teach a unit on conflict resolution skills to all students.
- Line up community service projects each week where students can sign up
- Set up a peer tutoring or have older students tutor younger ones.
- Have each classroom "adopt a hallway" or part of the school grounds to keep it clean.

D. Select Outcomes and Ways to Measure Them

I believe it is important at this stage of your planning process to look at possible outcomes that you want to reach and how you might measure them. Below is a list of outcomes that have been reached by other schools by implementing KASSI.

WHAT OUTCOMES CAN SCHOOLS EXPECT BY IMPLEMENTING THE KIND & SAFE SCHOOLS INITIATIVE?

- 1. A More Positive School Climate.** Our research results show that students who are recognized for positive acts are less likely to put-down or bully others.
- 2. Fewer Referrals to the Office for Fighting.** In our research, discipline referrals to the office immediately dropped by over 30% after the Kindness Campaign was introduced. Long-term results over the whole school year showed a 26% drop. Suspensions & expulsions are also markedly reduced.
- 3. Fewer Incidents of Bullying.** Teachers report a significant reduction in bullying behaviors after the Kindness Campaign is introduced. When students see others getting recognized for positive behaviors, they begin to seek this recognition.
- 4. Fewer Student-to-Student Put-Downs.** Our research shows that student-to-student put-downs dropped significantly when the Kindness Campaign was introduced. In some schools they dropped as much as 94% in the three weeks after the Campaign was introduced into their school.
- 5. Kids Resolve Conflicts Peacefully on Their Own.** Again, research shows that when the students are taught conflict resolution skills, they resolve conflicts without adult intervention.
- 6. School Achievement Will Increase.** In schools where the Kindness Campaign has been well integrated into the daily schedule, student achievement test scores increased. When the school climate is kinder and safer, students feel less anxious and are better able to learn.
- 7. School Attendance Will Increase.** Studies have shown that students stay home as much as once a month because of the fear of bullying or harassment. When the school climate improves, students are not afraid to come to school.
- 8. Students Will Have Increased Participation in School Activities.** The Kindness Campaign encourages students to participate in school activities and creates service-learning opportunities where students can participate in kindness activities inside and outside the school.
- 9. Students and Faculty Will Have Higher Self-Esteem.** When kindergarten kids were asked if they like themselves, 95% said "yes." When high school seniors were asked the same question, only 5% replied "yes." When the school climate is improved through the Kindness Campaign, students and faculty report more positive self-esteem.
- 10. Students Will Have Increased Empathy, Sensitivity, and Friendship Skills.** The Kindness Campaign teaches students to be aware of the impact of their behavior. They are confronted with the negative impact of their bullying behavior & put-downs on others.

11. Increased Resistance to Peer Pressures. Students are given support for setting limits and speaking up for themselves. This is a key outcome of the Kindness Campaign.

Here is another list of outcomes that looks at ways to measure them.

SCHOOL OUTCOMES AND MEASURING METHODS

Expected School Outcomes

- Reducing discipline referrals to the office
- Reduced incidents of student to student bullying
- Reduced put-downs
- Reduced suspensions and expulsions
- Increased School Achievement
- Increased attendance at school
- Increased participation in school activities
- Increased pro-social behaviors
- Increased self-esteem, personal power
- Increased non-violent resolution of conflicts
- Increased resistance to peer pressures
- Increased empathy, sensitivity & friendship skills
- Increased parent participation in the schools
- Increased teacher self-esteem

Methods for Measuring School Outcomes

- Number of discipline referrals - pre-post
- Bullying survey - pre-post
- Bullying Survey - pre-post
- Number of suspensions & expulsions – pre-post
- Average achievement test scores - pre-post
- Attendance records – pre-post
- Bullying Survey – pre-post
- Number of students participating in activities - pre-post
- Teacher reports of acts of kindness at the school - pre-post
- Results of student self-esteem inventory –& sense of purpose (student & teacher) pre-post
- Bullying survey – pre-post
- Bullying survey – pre-post
- Bullying survey – pre-post
- Number of parent volunteer hours – pre-post
- Teacher Self-Esteem Inventory – pre-post

AVISIONING PROCESS

After you have assessed the needs that you want this program to address, then begin considering how that might happen. Create a vision of the way you want it to happen. A good way to do that is to write a letter to a friend or colleague dated for the end of the school year. Tell this person in the letter all the changes that happened as a result of implementing KASSI. Then look at what you have written and begin to divide it up into time periods. If this is what you would like to see happen by the end of the school year, where do you need to be in one month, two months, the end of the first semester, by spring break.

You can divide the year into as many time period as you think you need and then become looking at what you need to get done in each of those time periods in order to reach your stated objective by the end of the school year. This will give you a place to start in your planning process. You might ask others on your committee to do the same activity and then have some people red their letters at the meeting to see how much you are "on the same page" with members of your KASSI Committee.

After selecting the outcomes and the ways to measure them, you have enough information to create a chart showing the outcomes you expect to measure and how you are planning to measure them. Below is a sample of an Evaluation Chart and a blank Form to create one for your school. It can be modified later if you need to but it gives you a structure to help you think about how to implement KASSI and evaluate its effectiveness.

SAMPLE EVALUATION CHART WITH SUGGESTED TIMES TO DO PRE-POST MEASURES

Expected Outcomes	Measurement Methods	Dates for Pre-testing	Number of Subjects	Dates for Post-Testing	Number of Subjects
Reduced discipline referrals	Count discipline referrals - pre-post	3 weeks before Assembly	All referrals	3 weeks after Assembly	All referrals
Reduced student-to-student bullying	Bullying Survey – pre-post	Just prior to Assembly	Random sample 25%	By next May 1	Same sample
Reduced student-to-student put-downs	Teacher observation Form & Bullying Survey	One day prior to Assembly	All students	Same day 3 weeks after Assembly	All students
Reduced suspensions & expulsions	Count suspensions & expulsions -pre-post	# from last year	All S & E's	# at end of year	All S & E's
Increased School Achievement	Ave. Achievement Test scores from previous year	Last year's results	All students	This year's results	All students
Increased school attendance	Attendance records pre-post & Bullying Survey	Average attendance before Assembly	All students	Ave. Attend. At end of year	All students
Increased participation in school activities	Count of students participating pre-post	# from last year	All students	# end of this year	All students
Increased pro-social behaviors	Bullying Survey- pre-post	# from pre-test	Rand. Sample 25%	# from post-test May 1	Random Sample 25%
Increased student self-esteem	Self-esteem Inventory for students - pre-post	Just prior to Assembly	Rand. Sample 25%	By May 1	Random Sample 25%
Increased integrity, honesty & responsibility	Self-esteem Inventory for students–pre-post	Just prior to Assembly	Rand. Sample 25%	By May 1	Random Sample 25%
Increased non-violent resolution of conflicts	Bullying Survey – pre-post	Just prior to Assembly	Rand. Sample 25%	By May 1	Random Sample 25%
Increased resistance to peer pressure	Bullying Survey – pre-post	Just prior to Assembly	Rand. Sample 25%	By May 1	Random Sample 25%
Increased empathy, friendship skills	Bullying Survey – pre-post	Just prior to Assembly	Rand. Sample 25%	By May 1	Random Sample 25%
Increased parent & volunteer participation	Number of parent & volunteers –pre-post	# from last year	All volunteers	# by end of year	All volunteers
Increased teacher Self-esteem	Self-esteem Inventory – for teachers- pre-post	Just prior to Assembly	All teachers	By May 1	All teachers

EVALUATION PLAN FOR _____ SCHOOL

Here is the blank form that you could use to create your own Evaluation Plan.

Expected Outcomes	Measurement Methods	Dates for Pre-testing	Number of Subjects	Dates for Post-Testing	Number of Subjects
Reduced discipline referrals	Count discipline referrals - pre-post				
Reduced student-to-student bullying	Bullying Survey – pre-post				
Reduced student-to-student put-downs	Teacher observation Form & Bullying Survey				
Reduced suspensions & expulsions	Count suspensions & expulsions -pre-post				
Increased School Achievement	Ave. Achievement Test scores from previous year				
Increased school attendance	Attendance records pre-post & Bullying Survey				
Increased participation in school activities	Count of students participating pre-post				
Increased pro-social behaviors	Teacher counts of acts of kindness - pre-post				
Increased student self-esteem	Self-esteem Inventory for students - pre-post				
Increased integrity, honesty & responsibility	Self-esteem Inventory for students–pre-post				
Increased non-violent resolution of conflicts	Bullying Survey – pre-post				
Increased resistance to peer pressure	Bullying Survey – pre-post				
Increased empathy, friendship skills	Bullying Survey – pre-post				
Increased parent & volunteer participation	Number of parent & volunteers –pre-post				
Increased teacher Self-esteem	Self-esteem Inventory – for teachers- pre-post				

E. Present KASSI to Faculty & Staff

It is important to get faculty buy-in to this program. There are a number of ways to do that and you will need to choose the ways that you think will work best in your school. It is not necessary to get everyone on board to make this Initiative work. In any school there will be some teachers and staff who will not want to get involved at all in this project and some who will actively lobby against the project and don't want you to succeed. They often have very good reasons for not wanting to be involved with the project. Their plates may be too full already or they may be cynical about new projects. You need at least half of the key faculty and administration behind you to be effective. What usually happens is those who resisted at the beginning are either marginalized or they eventually join the effort.

In some schools this process is best handled through small group meetings with key faculty members. This is very important in so-called Comer Schools where there is a governance process that is distributed among faculty and staff teams. Below is information on how KASSI was implemented in a Comer School.

THE KINDNESS CAMPAIGN AND COMER SCHOOLS

The Kindness Campaign was called in to consult with a Middle School that had been operating as a Comer School for five years. We met with The School Planning and Management Team, The Student and Staff Support Team and The Parent Team. Based on their evaluation, the consensus of all three groups was that while the Comer Process seemed to them to be effective in changing school governance, meeting the physical, cognitive, language and to some extent the ethical needs of the students, it had failed to create a more positive social climate and some psychological needs of the students were not being met. The parents we met with felt that the school did not do enough to protect students from bullying and put-downs.

We suggested administering our School Bullying Survey that measures some of these variables. The results clearly confirmed their evaluation and showed significant levels of bullying and put-down behaviors among the student body. We found that 88% of the 6th and 7th grade students had bullied or put-down a fellow student in the previous 30 days.

After reviewing the results of this survey and the results that the Kindness Campaign had achieved in other Middle Schools, they decided to implement the Kindness Campaign's Kind & Safe Schools Initiative for the next school year (2002-2003). It was design to operate in coordination with the existing Comer Process. We began with a half-day in-service workshop with the teachers and staff just before the school year began and then held an all-school assembly in the first month of the school year.

Throughout the year we met frequently with the Student and Staff Support Team to do formative evaluations of the program. The feedback from the members of this team showed us that the Kindness was having a positive effect. Discipline referrals went down, attendance went up and teachers reported seeing much fewer examples of student-to-student put-downs. We also met with the various grade level teams to discuss how to integrate Kindness activities into the regular curriculum. Finally, we met with groups of students to determine whether or not they were seeing a difference in bullying and put-down behaviors since the Kindness Campaign was implemented. The majority of the

students we interviewed told us that they had seen a noticeable drop in bullying, fighting, and put-downs.

We had intended to re-administer the School Bullying Survey at the end of the school year, but following the passage of a bond issue, they decided to close the school earlier than planned in the spring so they could do additions to the school and have them completed before the next school year began. This meant there was no time to re-administer the School Bullying Survey. We are confident from the anecdotal formative evaluations we conducted all year that the results of that survey would have confirmed the significant drop in bullying and put-down behaviors that the teachers, staff and students had reported to us when we met with them.

Overall, we were impressed with the structure of the Governance part of the Comer Process and some of the other processes we observed. We did not attempt any direct evaluation of the six developmental pathways. Perhaps it promises more than it can actually deliver. One of the main problems at this school was the large teacher and student turnover. About one-half of the staff and the students were new every year.

In other schools, you will need to meet with the faculty and introduce KASSI and then if there is initial buy-in do an in-service for them to help them see their role in the implementation process. Below are sample outlines of how we introduced KASSI in one school and then how we did an in-service for the faculty prior to the beginning of the school year.

FACULTY PRESENTATION (20 minutes)

I. Handout Outline of KASSI

II. Question: "Is it easier for you to get noticed or recognized in this school for doing something positive or something negative?"

III. Give brief background on the Kindness Campaign & KASSI

IV. Handout implementation steps and go over them

V. Answer Questions:

VI. Break into small groups

- What positive changes would you like the KASSI to help facilitate next school year?
- What might prevent these changes from happening?

VII. Report from each small group

- Write responses on flip chart

VIII. Questions

F. Conduct In-Service for The Faculty, and Parents/Staff

In order to get faculty buy-in you may have to conduct an in-service for the faculty, staff and parents. This also can help you recruit faculty, staff and parents for you KASSI Committee. This in-service can be several hours or a half-day. It ideally should be presented just before school starts. Below is a suggested outline for a faculty and staff in-service training.

**IN-SERVICE TRAINING
FOR IMPLEMENTING THE KIND & SAFE SCHOOLS INITIATIVE**

8:00 a. m. - 12:00 noon

1. Do Introductions and then read humorous student excuses that have been collected as a warm-up to the training (8:00 - 8:10)
2. Overview of the Training: Discuss the meaning of "It is the plate." The need to get everybody on the same page in supporting a positive school culture. "No good deed should be left unrecognized" (8:10-8:15)
3. Hand out Character Traits Survey and ask them to fill out and return it. (We will tally the results immediately and announce the consensus choices of the staff before the end of the morning.) They may want to do the same process with the PTO before developing the consensus list. These will become the values and character traits around which you can build your program. (8:15-8:30)
4. Demonstration: Crumpled Heart Exercise: (8:30-8:40)
5. Follow this with the Purple Hands Pledge. Explain the purpose of this pledge. Hand out a sheet of paper with the pledge on it and have them draw their hands. (8:40-8:50)
6. Ask them the Question: "Is it easier for you to get recognized or noticed here at this school for doing something positive or something negative?"
7. Talk about the notion of what you pay attention to you get more of.
8. Tell the faculty that at the School Assembly about one month after school starts, you will ask the students the same question. (8:50-9:05)
9. Describe the elements of the "The Kind & Safe Schools Initiative." (9:05-9:15) Hand out Outline
10. Reading essay, "Who You Are Makes a Difference" with small group brainstorming of ideas about How to let students know they make a difference (9:15- 10:00 a.m.)
11. Break (10:00-10:15)
12. Small group brainstorming about ways to be kind to each other (10:15-10:35)
13. What are some ways we can be more kind to each other?
14. What are some ways that we can be more kind to ourselves?
15. Reports from each of the small groups (10:35-10:45)
16. Report of the results of the survey. Discuss how they might integrate these into their ongoing character education program. (10:45 -10:50)
17. Small groups (3-4) where each participant leads the group in one
18. of the activities from the Spreading Kindness Program Guide (10:50-11:20)
19. Brainstorming ideas in small groups on ways to integrate the
20. activities from the Program Guide into the existing curriculum and the regular school day. (11:20--11:40)
21. Reports from small groups (11:40-11:55)
22. Each small group reports out their ideas
23. Evaluation of the in-service (11:55-12:00)
24. Hand out and collect Evaluation Forms
25. The content for the Power Point Presentation mentioned in the above In-Service is included below. All you have to do is make Power Point slides using the information provided or add some additional slides that relate to your particular school.

**(Slide # 1) WELCOME TO
THE KINDNESS CAMPAIGN
THE KIND & SAFE SCHOOLS INITIATIVE**

(Slide # 2) WHY IS THIS INITIATIVE NEEDED?

- According to Maslow's hierarchy of human needs, safety and security needs have to be met before love/belonging and self-esteem needs can be met
- The climate of schools in the U. S. has become more negative and unsafe for students
- Recent study shows that 74% of 8-11 year-olds report a teasing & bullying problem at their school. More of a problem than smoking, drinking, sex or drugs
- 86% of 12-15 year-olds said that teasing and bullying are more serious problems than racism, AIDS, pressure to have sex, try alcohol or try drugs

(Slide #3)

- Researcher: "They are little things, then they start adding up after first, second & third grade. By middle school, a lot of kids are afraid of going to school."
- Our research at a middle school showed that 94% of the 7th grade boys & 88% of the 7th grade girls had bullied someone in the past 30 days. Over 25% of M.S. students report being bullied by their teacher
- A study in Colorado showed that 5% of high school students stay home once a month because of a fear of bullying. National average is 10%
- 20% of high school students report they are afraid to go to the restroom
- 10% of all school dropouts are the result of bullying
- Follow-up research shows that 60% of all male bullies in middle school were convicted of one crime by age 23. 35% had three or more convictions by that age

(Slide #4)

- Boys identified as bullies at age eight were three times more likely to be in jail by age 30 than non-bullies
- Those who were bullied in middle school were more depressed, had lower self-esteem & were prone to suicide ten years later
- A negative school climate may be a cause of low-test scores. Our research showed up to a 25% gain in test scores when the school's climate was improved
- Character education has become a national priority
- Some state legislatures have mandated that every public school have a bullying prevention program (although most of them are unfunded mandates)

(Slide # 5) THE GOALS OF THE INITIATIVE

- To create kind and safe schools to maximize the emotional, social and academic learning of all students free from the fear of bullying, put-downs, disrespect, intolerance, harassment and ostracism
- To develop the necessary skills and understandings to bring about a systemic change in the climate, student culture and the curriculum in schools in order to insure the sustainability of this initiative
- To conduct a systematic evaluation of this initiative to determine its efficacy as an effective way to eliminate the increasing amount of bullying, put-downs and other disruptive behaviors in schools

(Slide #6) COMPONENTS OF THE INITIATIVE

- “Spreading Kindness,” Two comprehensive K-12 Program Guides for schools, developed by Barry K. Weinhold and available through the Carolina Institute for Conflict Resolution and Creative Leadership
- A Guide to Implementation of KASSI.
- And materials from other character education programs & materials such as “Power of Positive Students” and “Cooperative Learning”
- An evaluation of the effectiveness of KASSI with a written report at the end of the school year

(Slide # 7) TARGET AUDIENCE FOR THIS INITIATIVE

- The 2500 schools that are part of Ingles Markets “Tools for Schools” program in six southeastern states
- North Carolina schools wanting to implement this initiative to meet the state mandate to have a bullying prevention program in place this year
- Schools across the country that have adopted either the DLAM curriculum and/or the Kindness Campaign curriculum and now want to add additional components to it
- Schools that want to adopt a character education/bullying prevention program that has been successful

(Slide # 8) HOW THIS INITIATIVE WORKS

- Sign up online and receive all the Program Guides and Evaluation materials
- Schools can sign up for Tools for Schools program, visit our web site and use their TFS dollars to purchase this program
- Schools select in-school coordinator(s) & sign contract with KASSI for year-long program
- Schools create a KASSI Committee to work with the School Coordinator in planning the implementation of the Initiative
- Create and carry out an evaluation plan

(Slide # 9) STEPS IN IMPLEMENTING KASSI IN A SCHOOL

- Getting Started: Using the Guide to Implementation to plan the program
- Develop an implementation plan for your school
- Use the 300 activities in the two Program Guides

- Complete the Evaluation Process and receive a written evaluation report

(Slide # 10) GETTING STARTED:

- Appoint a School Coordinator
- Do a needs assessment
- Present the program to the faculty
- Select KASSI Committee
- Determine your outcomes and how to measure them
- Develop evaluation plan & administer pre-tests
- Review Spreading Kindness materials and select activities that fit your school

(Slide # 11) IMPLEMENTATION

- Establish a plan for at least the first semester
- Schedule monthly meetings with the KASSI Committee
- Conduct pre-testing
- Plan & conduct a kick-off assembly
- Review progress and plan second semester
- Utilize Program Guides to create a daily implementation plan

(Slide # 12) COMPLETION OF EVALUATION PROCESS: RECEIVE FINAL REPORT

- Conduct post-testing & send data to KASSI office
- Receive written evaluation report on the effectiveness of the program with recommendations for sustaining it

(Slide # 13) DESCRIPTION OF KASSI: BACKGROUND

- A violence prevention/character education program started in 1994 that focuses on stopping bullying and school violence.
- Designed to recognize pro-social behaviors in order to create a positive school climate, healthy student culture and a supportive curriculum
- Basic premise: To eliminate a negative behavior (bullying, put-downs, etc.) you need to focus everyone's attention on its opposite: Kindness
- Started in over 125 schools in Southern Colorado reaching over 80,000 students
- Curriculum used in over 600 other schools nationwide reaching over 400,000 students
- A violence prevention/character education program started in 1994 that focuses on stopping bullying and school violence.
- Designed to recognize pro-social behaviors in order to create a positive school climate, healthy student culture and a supportive curriculum
- Basic premise: To eliminate a negative behavior (bullying, put-downs, etc.) you need to focus everyone's attention on its opposite: Kindness
- Started in over 125 schools in Southern Colorado reaching over 80,000 students
- Curriculum used in over 600 other schools nationwide reaching over 400,000 students

(Slide # 14) GOALS OF KASSI

- To help create a positive learning climate, a healthy student culture and a supportive curriculum in schools that makes it impossible for bullying, put-downs and other forms of school violence to take hold
- To organize primary prevention programs in schools and communities that address the underlying systemic causes of violence

(Slide # 15) HOW DOES KASSI MEET THESE GOALS?

(Slide # 16) THE FIVE MAIN INTERVENTIONS OF KASSI

- Created Program Guides with over 300 field-tested activities
- Improve the social learning climate in schools
- Create a “culture of kindness “ and bullying prevention programs for schools
- Start peer mediation programs in schools
- Teach conflict resolution skills to all students
- Implement restorative justice programs in schools
- These are usually implemented over two years with the first year focusing on school climate and bullying prevention

(Slide # 17) TEACHER SKILLS NEEDED TO CREATE A POSITIVE SOCIAL LEARNING CLIMATE

- Leadership skills
- Skills in modeling kindness & respect for others
- Effective relationship skills
- Empathy skills
- Positive recognition skills
- Respect for differences
- Cooperation skills
- Listening skills
- Healthy sense of humor

(Slide # 18) DEVELOPED PROGRAM GUIDES FOR ELEMENTARY, MIDDLE & HIGH SCHOOLS

(Slide # 19) PROGRAM GUIDES HELP SCHOOLS ORGANIZE THEIR EFFORTS

(Slide # 20) VOLUME III: KINDNESS AND BULLYING PREVENTION ACTIVITIES

- Contains all-school, classroom and counseling activities divided into five sections:
- Kindness and Character Education Activities
- Service Learning Activities

- Cooperative Learning and Kindness Activities
- Power to Positive Students Activities
- Bullying Prevention Activities

(Slide # 21) VOLUME II: PEER MEDIATION, CONFLICT RESOLUTION AND RESTORATIVE JUSTICE ACTIVITIES

- Peer Mediation Activities
- Conflict Resolution Activities
- Restorative Justice Activities

(Slide # 22) HELP SCHOOLS DEVELOP A KINDNESS CODE (EXAMPLE)

- We will say and do kind things for others in this school
- We will recognize the kind things that other people say and do for us.
- We will help those who are having trouble being kind

(Slide # 23) DEVELOP A BULLYING PREVENTION PROGRAM FOR THE SCHOOL

- KASSI's bullying prevention program includes---
- Creating a plan that all faculty and students agree to
- Stopping bullying & put-downs as soon as possible after they are identified
- Mobilizing everyone in the school to stop bullying
- Preventing bullying by creating clear policies and positive behavioral norms
- Providing counseling help for bullies and victims
- This approach works best when you first create a positive learning climate before implementing the bullying prevention program

(Slide # 24) AN EXAMPLE OF A SCHOOL-WIDE BULLYING PREVENTION POLICY

- Teachers and staff will confront all incidents of bullying & put-downs that they see
- Students will come to the aid of those being bullied or put-down or get adult help
- Students, teachers and staff will include everyone in their activities - No one will be marginalized

(Slide # 25) A STUDENT PLEDGE

I, (name), commit to becoming more tolerant of the differences in others. I will avoid put-downs and bullying of others and instead will say and do kind things for others

I commit to becoming a member of the helping majority that becomes a friend to other students who are being taunted. I will include others and invite them to join me in what I am doing.

Signature _____ Date _____

(Slide # 26) HELP CREATE A PEER MEDIATION PROGRAM

- Students with leadership and interpersonal skills are trained to mediate peer conflicts
- Mediators are usually supervised by a teacher, counselor or administrator
- Has been shown to stop peer conflicts from escalating into physical violence

(Slide # 27) HELP ESTABLISH A CONFLICT RESOLUTION CURRICULUM

- Kansas City has mandated K-12 curriculum on conflict resolution
- 8,500 of the 86,000 U.S. schools teach conflict resolution
- Need to teach a unit of conflict resolution for at least 6-8 weeks in length to all students
- Research shows that when students are taught conflict resolution skills they will resolve their conflicts peacefully without adult help

(Slide # 28) DEVELOP A RESTORATIVE JUSTICE PROGRAM

- Helps restore the relationship between the victim and the offender
- Designed to reintegrate the offender into the school/community
- Establish a continuum of restorative practices
- Train teachers & administrators to develop empathy skills and effective restorative responses
- Integrate restorative practices into the overall violence prevention/school discipline program

(Slide # 29) SKILLS NEEDED TO START A RESTORATIVE JUSTICE PROGRAM

- Empathy skills
- Counseling skills
- Group leadership skills
- Listening skills
- Confrontation skills
- Conflict resolution skills
- Mediation skills
- Negotiation skills
- Reconciliation skills (amends, forgiveness, taking responsibility for your behavior)

(Slide # 30) OTHER PROGRAMS & SERVICES OF THE KINDNESS CAMPAIGN

- Offer an Activity Guide for Pre-Schools
- Present a Kindness Guide for parents
- Help other communities organize a Kindness Campaign
- Teach peace leadership skills to students
- Give Community of Kindness Awards to recognize individuals & groups for exemplary acts of kindness

- Organize special community celebrations of kindness
- Create Action Teams to help solve neighborhood & community problems

PARENT TRAINING OUTLINE

- A. Overview of KASSI
- B. Goal: To create the most positive supportive school learning environment as possible. Our motto: "Recognize all kind acts" The reason is that what you focus your attention on you get more of.
- C. The Kindness button: How we use it to recognize acts of kindness.
 - a. Tell story about visiting over 100 schools and what I found
 - b. Do the Crumpled Heart Exercise – Talk about the difference between a trauma and an "owie."
 - c. Pass out the Booklets and talk about Family Meetings
- D. Ask how many already do Family Meetings?
- E. Go over the outline in the book
 - a. Read the Essay "Who you are makes a difference"
 - b. Break into small groups and answer the following questions?
- F. What are some things our family could do to recognize acts of kindness at home?
- G. What questions do you have that you would like us to address?

G. Select A KASSI Planning Committee

Your KASSI Committee is crucial for the planning and implementation of this Initiative. It is important to choose wisely and include people who are already supportive of the project. A naysayer on this Committee can cause you undue grief and slow things down.

Key faculty who will work to get others on board is important as well as key staff member. You need a number of motivated students on the Committee.

As a rule of thumb for an elementary level intervention at least 3 students should be on the Committee. At the Middle School level about one-half of the Committee can be students. At the high school level, the majority of the Committee should be students. If you can, get some motivated parents on your Committee. The PTO can select some or if you have any good relationships with some parents, ask them to join the Committee. You may be limited to parents who can attend daytime meetings during school hours. This is the most convenient time for faculty, staff and students.

The first task will be to have members of the Committee read the Volume III of Spreading Kindness. You can make several copies of the manual or divide it up into sections and circulate the sections among the Committee members. You may also pre-select some activities from the Program Guide and circulate them among the Committee members.

H. Develop a Plan/Calendar for Every Week of the First Semester

After the Committee has selected some start up activities, you can begin to organize the first semester around theme weeks and fit the activities into each theme. A way of creating theme weeks is to administer a Character Traits Survey to the Faculty and develop a consensus list of five or six Character Traits. Then create a theme of activities around each of these Character Traits for a week. A copy of an activity regarding the use of this survey is in Volume III of the Program Guide.

Below is a copy of the Character Traits Survey that we have used with faculties to develop a consensus list. Also below is a list of suggested theme weeks that we gathered from working with several schools.

II. IMPLEMENT THE KINDNESS CAMPAIGN

A. Getting Started

This instrument can be administered to teachers to determine key traits that best express the character of your school.

THE KIND AND SAFE SCHOOLS INITIATIVE CHARACTER TRAITS SURVEY

Today's date _____

Take a few minutes and rank order the following character traits in terms of their importance in being able to represent the overall character of your school. (Use #1 to = the most important, down to #13 to = the least important).

___ Acceptance

___ Caring

___ Compassion

___ Generosity

___ Genuineness

___ Helpfulness

___ Honesty

___ Integrity

___ Kindness

___ Respect

___ Responsibility

___ Understanding

___ Others (specify) _____

Once you have pooled a cross-section of the school community, you can focus on developing a consensus list of the top five or six traits and create activities to highlight and promote them in your school community.

KASSI THEME WEEKS

Use one week for each of the consensus character traits (Compassion Week, Caring Week, etc)

Make a Difference Week (Third week in October or other appropriate time)

World Kindness Week (Week of Nov. 13)

Kindness Week (Week of Valentine's Day)

Peace Leadership Week (During the Season for Nonviolence honoring ML King and M Gandhi)

Community Service Week (Arrange service learning experiences in the community)

Kindness to Animals Week (Work with the Humane Society, emphasis kindness of pets)

Kindness to the Environment Week (Focus on recycling, conservation, clean-up activities)

Friendship Week (Do special kind acts for friends, focus on friendship building skills)

Kindness Toward Senior Citizens Week (Visit retirement centers, invite seniors to school)

Kindness Toward Family Members Week (Show appreciation with special kind acts)

Kindness Toward Teachers and Staff Week (Show appreciation with special kind acts)

Kindness Toward Ourselves Week (Focus on nutrition, exercise, good hygiene, etc.)

Kindness Toward other Students Week (Special focus on kind acts toward others)

Kindness Toward Other Schools (Do exchanges of students and staffs, show appreciation toward rival schools at athletic events)

Kindness Toward Our Neighborhood Week (Help clean up the neighborhood, do kind acts for elderly neighbors, etc.)

Kindness Toward Other Cultures (Focus on cultural uniqueness, respect and understanding for differences and pride)

Kindness Toward Our Bodies Week (Focus activities on diet, nutrition, exercise, proper hygiene)

Performance Week (Activities supporting students during achievement testing)

Citizenship Week (Kids Voting and activities on qualities of good citizenship)

Kindness Toward New Students (Special activities to welcome and recognize all new students)

Kindness Toward the Needy Week (Volunteer at local soup kitchen, donate used toys and clothing)

Kindness and Thanksgiving Week (Use the week of Thanksgiving Day)

Community Giving Week (Good to use prior to December holidays)

After you and your Committee have reviewed the activities in the Program Guide, you can begin to plan activities for each week of the year. It is good to plan just the first semester and then after doing a mid-year round of testing, decide what to focus on the second semester. Generally, the first semester should focus on creating a positive school climate and you and your committee should have that objective in mind when you develop a plan of activities. Below is a sample plan/calendar of activities.

OUTLINE OF SUGGESTED SEMESTER SEQUENCE FOR IMPLEMENTING KASSI IN AN ELEMENTARY SCHOOL

August

Coordinator selects KASSI Committee and schedules an initial meeting.

September

September 6 – KASSI Committee meets with Principal & Coordinator to review implementation plan. Coordinator begins a process of having the Committee review the Curriculum materials. Begin planning for the Kick-off Assemblies.

September 6 – Faculty meeting - Coordinator and Principal present overview of the program and pass out Character Traits Survey for teachers to fill out. By tallying the results, create the consensus list of Character Traits to focus on. Teachers and staff are introduced to an informal process of creating a positive learning climate. “No good deed shall go unnoticed.”

September 13 – KASSI Planning Safe learning Environment Team meets to begin planning Kick-off Assemblies and discuss which activities to use in the school from the review of the Curriculum materials. Begin planning for implementing Character Trait Theme Weeks starting after Kick-off Assembly in October. KASSI staff member will be present at this meeting to answer questions.

September 26 – Administer the pre-tests (Bullying Survey, Self Esteem Inventory to students and teachers; have teachers and student leaders complete Put-Down Report Form.

October

October 4 – Introduce Implementation Plan to faculty at Faculty Meeting.

October 10 - Begin “Purple Hands Pledge Week” (See suggested activities)

October 10 - Schedule Parents In-Service Training Session, 6:30 –7:30 just prior to Kick-off Assemblies – KASSI staff will conduct an in-service with parents centered on the “Raising Kind Kids” booklet. Parents will also fill out pre-tests (Bullying Survey: Parents Version and a version of the Put-down Report Form)

October 11- Meeting of the Safe Learning Environment team – Develop plans for theme weeks.

October 14 - Kick-off Assemblies – KASSI staff will be there (with Leo for the younger kids)

October 17 – Begin “You Can Make a Difference Week” Plan special all-school, community and classroom service learning activities built around this theme perhaps culminating in an all-school awards assembly on Friday, October 21 where awards are presented (You could use the “Who You Are Makes A Difference” activity and give out one blue ribbon to students to wear and two to distribute like in the essay)

October 22 – “Make a Difference Day” community service learning activities and Community Celebration at the school in the afternoon.

October 24 – Begin first week of all-school and classroom activities devoted to one of the six valued character traits selected by faculty and parents. (Example: “Compassion Week At Jones Elem.”).

October 31- Begin second week of all-school and classroom activities built around one of the valued character traits.

November

November 7 – Build all-school and classroom activities around the theme of “world kindness” in honor of World Kindness Day

November 8 – Meeting of the Safe Learning Environment Team to review progress of the program and plan activities for World Kindness Day and the rest of the fall (Until Christmas break)

November 13 – World Kindness Day Celebration. Students will take part in the program with creative presentations that they have developed with their teachers.

November 14 – Begin third week of all school and classroom activities built around one of the valued character traits.

November 21 – Build all-school and classroom kindness activities around the theme of Thanksgiving & kindness

November 28 – Begin the fourth week of all-school and classroom activities built around one of the valued character traits.

December

December 5 – Begin the fifth week of all-school and classroom activities built around the valued character traits.

December 12 – Begin sixth week all-school activities built around the valued character traits. Sometime during this week hold a special awards assembly honoring the “Kindest Students and Faculty.”

December 13 – Meeting of the Safe Learning Environment Team to make suggestions and plans for the program after Christmas break

December 19 – Build this week around the theme of “Community Giving” to lead up to Christmas.

December 26 – Christmas Break time

OUTLINE OF SUGGESTED YEARLY SEQUENCE FOR IMPLEMENTING KASSI IN AN ELEMENTARY SCHOOL

October

Coordinator selects KASSI Committee and schedules an initial meeting.

Coordinator and the KASSI Committee meet to review implementation plans and answer questions. Coordinator initiates the Committee's review of the Curriculum materials Administer Character Traits Survey to teachers and possibly to middle and high school students. (See Volume III for copy of Survey and instructions on how to utilize it).

By end of October – Administer the pre-tests: (Bullying Survey, Self Esteem Inventory to students and teachers); (Put-Down Report Form to teachers and student leaders).

Develop an Implementation Plan in consultation with KASSI staff.

November

Introduce Preliminary Implementation Plan to faculty at Faculty Meeting and get feedback.

Meet with KASSI Committee to plan theme weeks and all school assembly.

Begin "Purple Hands Pledge Week" (See suggested activities)

Hold kick-off assembly that week with students. (Incorporate Purple Hands Pledge into the assembly)

Schedule Parents In-Service Training Session near to kick-off assembly – Conduct an in-service with parents centered on the "Raising Kind Kids" booklet.

Hold Kick-off Assemblies: Have students participate with skits

Implement a World Kindness Week theme into some all-school and classroom activities around the theme of "world kindness" in honor of World Kindness Day, Nov 13.

Begin a week of activities around the theme of Thanksgiving.

Begin first week of all-school and classroom activities devoted to one of the six valued character traits selected by faculty and parents. (Ex: "Compassion Week At...").

December

Begin second week of all-school and classroom activities built around one of the valued character traits.

Meeting of the KASSI Committee to review progress of the program and plan activities for the rest of the fall (Until Christmas break)

Begin third week of all-school and classroom activities based on a valued character trait.

Build this week around the theme of "Community Giving" to lead up to Christmas break.

January

Organize a Kindness to New Students Week to welcome new students.

Meeting of the KASSI Committee make suggestions and plans for the program for Kindness Week and the rest of the school year.

Begin week four of all-school and classroom activities with activities based on a valued character trait.

Build the fifth week of all-school and classroom activities around valued character traits.

Begin "Kindness Toward Other Cultures" Week, perhaps as part of Black History Month.

February

Re-administer Bullying and Put-down Surveys to assess the need for a Bullying Prevention Program & Policy.

Use results from Bullying and Put-Down Surveys to introduce Bullying Prevention Week with activities focused on creating awareness of the specific problems that showed up from the surveys. (See Volume III for activities)

Begin Peace Leadership Week to honor Martin Luther King & Mahatma Gandhi and the beginning of the Season for Nonviolence

Hold Kindness Week activities (Week of Valentine's Day). You may want to emphasize community service during Kindness Week

Meet with KASSI Committee to assess Kindness Week to plan follow-up activities.

Begin sixth week all-school activities built around the valued character traits. Sometime during this week hold a special awards assembly honoring the "Kindest Students and Faculty."

Hold Kindness Toward Ourselves Week (See Volume III for teaching self-esteem skills).

March

Hold Kindness Toward Other Students Week.

Hold Kindness Toward Other Schools Week. Do special exchanges of students and faculty. Pick sports rivals and pledge to treat each other with kindness and respect.

Meet with KASSI Committee to assess progress and plan additional follow-up activities.

Hold Kindness Towards Our Neighborhood Week. Do Service activities in the neighborhood of the school. Hold "kindest neighbors" recognition ceremony.

April

Hold a Performance Week – Schedule this during achievement testing and do activities around supporting students to do their best

Begin Citizenship Week – (Kids voting & activities about the qualities of good citizenship.

Hold Kindness towards Teachers & Staff Week – do special acts of kindness for the teachers and staff

Hold a Kindness Toward the Needy Week – Another opportunity to schedule service-learning activities.

May

Schedule and conduct the post-testing for KASSI.

Hold a Who You Are Makes a Difference Week – Focus on the accomplishments of the year and hold an appreciation assembly (See Volume III for ideas)

Begin Kindness Toward Our Bodies Week – Focus on nutrition, diet, and exercise activities

Hold a Kindness Toward Senior Citizen's Week – Invite seniors to attend school and visit those in nursing homes and retirement centers.

Kindness Toward the Environment Week – focus on clean-up activities around the schools and things like recycling, conservation

June

Kindness to Animals Week – Work with the Humane Society on proper care of pets and how to protect animal from abuse and bullying.

Kindness Toward Family Members – Invite parents to school assembly honoring them or combine it with an end of the School Year Kindness Awards Assembly – Honor students, staff, teachers and parents.

SAMPLE EVALUATION PLAN AND SUGGESTED TIMES FOR PRE-POST MEASURES

Here is what an Evaluation Chart might look like if filled in for a school.

Expected Outcomes	Measurement Methods	Dates for Pre-testing	Number of Subjects	Dates for Post-Testing	Number of Subjects
Reduced discipline referrals	Count discipline referrals - pre-post	3 weeks before Assembly	All referrals	3 weeks after Assembly	All referrals
Reduced student-to-student bullying	Bullying Survey – pre-post	Just prior to Assembly	Random sample 25%	By next May 1	Same sample
Reduced student-to-student put-downs	Teacher observation Form & Bullying Survey	One day prior to Assembly	All students	Same day 3 weeks after Assembly	All students
Reduced suspensions & expulsions	Count suspensions & expulsions -pre-post	# from last year	All S & E's	# at end of year	All S & E's
Increased School Achievement	Ave. Achievement Test scores from previous year	Last year's results	All students	This year's results	All students
Increased school attendance	Attendance records pre-post & Bullying Survey	Ave attendance before Assembly	All students	Ave. Attend. At end of year	All students
Increased participation in school activities	Count of students participating pre-post	# from last year	All students	# end of this year	All students
Increased pro-social behaviors	Bullying Survey- pre-post	# from pre-test	Rand. Sample 25%	# from post-test May 1	Random Sample 25%
Increased student self-esteem	Self-esteem Inventory for students - pre-post	Just prior to Assembly	Rand. Sample 25%	By May 1	Random Sample 25%
Increased non-violent resolution of conflicts	Bullying Survey – pre-post	Just prior to Assembly	Rand. Sample 25%	By May 1	Random Sample 25%
Increased resistance to peer pressure	Bullying Survey – pre-post	Just prior to Assembly	Rand. Sample 25%	By May 1	Random Sample 25%
Increased empathy, friendship skills	Bullying Survey – pre-post	Just prior to Assembly	Rand. Sample 25%	By May 1	Random Sample 25%
Increased parent & volunteer participation	Number of parent & volunteers –pre-post	# from last year	All volunteers	# by end of year	All volunteers
Increased teacher Self-esteem	Self-esteem Inventory – for teachers- pre-post	Just prior to Assembly	All teachers	By May 1	All teachers

OUTCOMES & EVALUATION PLAN FOR _____ SCHOOL

Here's a form to use in your KASSI planning Committee. If you decide to use slightly different outcomes or ways to measure them, feel free change this outline.

Expected Outcomes	Measurement Methods	Dates for Pre-testing	Number of Subjects	Dates for Post-Testing	Number of Subjects
Reduced discipline referrals	Count discipline referrals - pre-post				
Reduced student-to-student bullying	Bullying Survey – pre-post				
Reduced student-to-student put-downs	Teacher observation Form & Bullying Survey				
Reduced suspensions & expulsions	Count suspensions & expulsions -pre-post				
Increased School Achievement	Ave. Achievement Test scores from previous year				
Increased school attendance	Attendance records pre-post & Bullying Survey				
Increased participation in school activities	Count of students participating pre-post				
Increased pro-social behaviors	Teacher counts of acts of kindness - pre-post				
Increased student self-esteem	Self-esteem Inventory for students - pre-post				
Increased non-violent resolution of conflicts	Bullying Survey – pre-post				
Increased resistance to peer pressure	Bullying Survey – pre-post				
Increased empathy, friendship skills	Bullying Survey – pre-post				
Increased parent & volunteer participation	Number of parent & volunteers –pre-post				
Increased teacher Self-esteem	Self-esteem Inventory – for teachers- pre-post				

B. Administer the Pre-Tests

After school has been in session for over one month, schedule the administration of the pre-tests. Select a random sample of no more than 20-25% of your student body for the testing. Pick out classes at each grade level to take the School Bullying Survey and the Self-Esteem Inventory. Also have all your teachers fill out the Teacher Version of these two instruments. Finally, schedule your teachers to do observations of student-to-student bullying and put-down behaviors and to record what they observed on the form provided.

Below are copies of the Inventories and forms to be used for the pre-testing. A word or two about each of these Inventories. The School Bullying Survey was adapted with permission from a longer Survey developed by Dorothy Espelage, Ph.D. a Professor at the University of Illinois. I like this instrument, after trying several others, because it asks students to report actual behaviors or things that they did. It is much better to identify the behaviors rather than ask if they "bullied someone," which can cover a lot of different behaviors. It is also useful for the teacher because it targets specific behaviors that they may or may not have previously identified as bullying behaviors.

The Self-Esteem Inventory is also a useful instrument because of what it can tell you about the student who filled it out. This inventory is based on an established theory of self-esteem (Clymer and Bean) that postulates that self-esteem has four main components: the ability to connect with others, the ability to appreciate one's unique qualities, one's sense of personal power and the ability to maintain a somewhat constant good feeling about oneself. Items #1-5 measure the first construct, #6-10 the second, #11-15 the third and #16-20 the last construct.

The goal of high self-esteem is to have high scores on all of these constructs, but in reality most students have a strong suit and a weak suit with the other two in-between. When you get a large percentage of the students in your sample scoring low on one or more of these constructs, it may suggest a systemic problem that needs to be addressed. For example if a large percentage of the students score low on "belongingness" it may suggest that the school is not doing enough to make its students feel welcome or a meaningful part of the school. This is a "fixable" problem that can be addressed if the pre-test result shows that a large percentage of students are scoring low on this or any of the other three constructs.

The Teacher Version of the Self-Esteem Inventory can also be useful to see how the school climate might be affecting the teachers. An improvement in school climate should result in an improvement in teacher self-esteem. If the pre-test shows a trend such as a low sense of belonging by the teachers, you can address this need.

That is why it is important to score the pre-tests and use the results to plan your interventions. The School Bullying Survey should yield data about where and what kind of problems your students are having. It will show you where to target your interventions and make wise use of your resources. If you find, as the Survey will show you, that there is a problem of several students being bullied repeatedly in a certain class or grade level, you can plan to target that class with support services for those students.

We had a situation recently in a school where KASSI was being implemented where one student was being targeted by a group of his classmates for harassment and cruel teasing about the way he dressed, which was different from the dress of others in his class. He did not reveal this problem to his parents, although they noticed that he

seemed sad more often than happy when he came home from school. Fortunately, some of his classmates who had been given classroom presentations on the effects of bullying on students, went to the school counselor and asked her to intervene on his behalf. What the counselor decided to do was to help these students create a skit about the harmful effects of bullying and present it to this class and all the other social studies classes in that grade level.

The results were that these students invited all the students in that grade to do a "Dress Different Day" where all the students dressed like this boy. That intervention, shifted the consciousness of all the students at the school and they had fun dressing in clothing that they may not have previously worn to school. It called attention to the problem without ever even mentioning this boy, but everybody got the message and the bullying stopped at once. Peer pressure is one of your most powerful tools if you can get it moving in the same direction as the objectives of the program. Suddenly, it can become "not cool" to bully or make fun of others who are different in some way.

SELF-ESTEEM INVENTORY
STUDENT VERSION

Age ____ Boy ____ Girl ____ Grade ____

Name of School _____ Date _____

Directions: On the separate answer sheet, blacken the letter that shows what is true for you in this class. (a =Almost Never, b=Sometimes, c=Usually, d= Almost All the Time)

1. I feel like I am an important part of this school.
2. My classmates treat me like I am important to them.
3. My classmates treat me in kind and respectful ways.
4. When I need help from my teacher or counselor, I can ask for it without feeling silly or stupid.
5. I take an active part in the activities in this school and enjoy being involved.
6. I like the things that are unique about me.
7. My classmates like me because I am different from them in important ways.
8. I can express my ideas freely in this school regardless of what others might think of me.
9. There are times when I really enjoy doing things by myself.
10. I like to be creative and do fun things with my classmates.
11. My peers seem to enjoy being with me.
12. I enjoy being a student in this school.
13. I can make good things happen for me and prevent bad things from happening to me in this school.
14. I can ask directly for what I want from others in this school.
15. I enjoy volunteering to take part in new activities at this school.
16. If I make a mistake, I learn from it and do not feel guilty.
17. If someone criticizes what I do, I can still feel good about myself.
18. I believe that I deserve to be treated kindly and with respect by others.
19. I can express how I feel without putting others down.
20. I treat others with the same kindness & respect that I want from them.

**SELF-ESTEEM INVENTORY
TEACHER VERSION**

M __ F __ Yrs. Exp. ____ Grade(s) Taught ____
Name of School _____ Date _____

Directions: On the separate answer sheet, blacken the letter that shows what is true for you in this class. (a =Almost Never, b=Sometimes, c=Usually, d= Almost All the Time)

1. I feel like I am an important part of this school.
2. My students treat me like I am important to them.
3. My students treat me in kind and respectful ways.
4. When I need help from my principal or supervisor, I can ask for it without feeling silly or stupid.
5. I take an active part in the activities in this school and enjoy being involved.
6. I like the things that are unique about me.
7. My colleagues like me because I am different from them in important ways.
8. I can express my ideas freely in this school regardless of what others might think of me.
9. There are times when I really enjoy doing things by myself.
10. I like to be creative and do fun things with my students.
11. My students seem to enjoy being with me.
12. I enjoy being a teacher in this school.
13. I can make good things happen for me and prevent bad things from happening to me in this school.
14. I can ask directly for what I want from others in this school.
15. I enjoy volunteering to take part in new activities at this school.
16. If I make a mistake, I learn from it and do not feel guilty.
17. If someone criticizes what I do, I can still feel good about myself.
18. I believe that I deserve to be treated kindly and with respect by others.
19. I can express how I feel without putting others down.
20. I treat others with the same kindness & respect that I want from them.

KASSI PUT-DOWN REPORT FORM

Name of Teacher/Staff Member

Name of School

Grade Level
of students observed

Baseline number of put-downs (select a day before the Kind & Safe Schools kick-off assembly in your school this year):

Date and Day of the week you observed put-downs

List below the places in the school where you observed the put-downs and list the number of put-downs you observed in each place:

___ Classroom

___ Hallways

___ Playground

___ Cafeteria (lunchtime)

___ Locker room

___ Library

___ Bus

___ School Activity

___ Total number of put-downs observed

Comments: (include any unusual circumstances that might have influenced your tally)

Repeat this process about three weeks after the kick-off assembly. Pick the same day of the week to do your observation. This process should be repeated again about mid-year before designing the Bullying Prevention Policy and Program. Finally, it should be done again near the end of the school year as part of the post-testing process.

Score the pre-tests and use the data in you planning and interventions

The pre-tests contain valuable information that can help you and the KASSI Committee to plan the activities that will have the greatest effect on the school climate. You can ask the members of your KASSI Committee to assist you in scoring the pre-tests. The Student Bullying Survey can yield information on a number of the objectives that you are measuring. For example:

- Number and frequency of students bullying other students
- Number and frequency of students being bullied by other students
- Number and frequency of kind acts performed by the students with each other
- The last question relates to school attendance
- Number and frequency of non-violent resolution of conflicts
- Number and frequency of friendship skills
- Number and frequency of positive peer relationships

It is likely that the Teacher Version will not show as many incidents of bullying or put-downs because the teachers do not see all the incidents. Some research shows that teachers only are aware of 10% of the bullying and put-downs that actually take place in a school.

Below are the scoring protocols you can use for this Survey. The scoring is the same on both the Student and the Teacher Versions. Take the number of responses (b through e) and multiply them by the number at the top of each column. The (a) or “Never” response is counted as a “0.” Add the total across each response and then add the totals down the right side to get an over-all total for that variable by grade and by gender. Be sure to count the total number of respondents and record that number at the top of the chart.

Bullying Others: Girls ___ Boys ___ Grade ___ N ___

Question #	Never (a)	(b)=1	(c) = 2	(d) = 3	(e) = 4
1					
2					
3					
4					
10					
12					
13					
14					
15					
16					
17					
18					
19					

Being Bullied: Girls ___ Boys ___ Grade ___ N ___

Question #	Never (a)	(b) = 1	(c) = 2	(d) = 3	(e) = 4
5					
6					
7					
8					
24					

Kind Acts: Girls ___ Boys ___ Grade ___ N ___

Question #	Never (a)	(b)=1	(c) = 2	(d) = 3	(e) = 4
9					
11					

Conflict Resolution-Girls ___ Boys ___ Grade ___ N ___

Question #	Never (a)	(b)=1	(c) = 2	(d) = 3	(e) = 4
13					
14					
15					
16					
17					
18					
19					
21					

Friendship Skills: Girls ____ Boys ____ Grade ____ N ____

1					
2					
3					
4					
12					
17					
20					
21					
23					

Attendance: Girls ____ Boys ____ Grade ____ N ____

Question #	Never (a)	(b)=1	(c) = 2	(d) = 3	(e) = 4
3					
10					
23					
24					

Peer Relations-Girls ____ Boys ____ Grade ____ N ____

Question #	Never (a)	(b)=1	(c) = 2	(d) = 3	(e) = 4
3					
10					
23					
24					

SELF ESTEEM SCORING INVENTORIES

The Self-Esteem Inventories also have similar scoring protocols as included below.

Student Self-Esteem Pre-test

Item	1	2	3	4	Total
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
Total					

**Teacher Self-Esteem
Pre-test**

Item	1	2	3	4	Total
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
Total					

CREATE PRETEST EVALUATION REPORT

After you have scored the inventories, you can put together a short Evaluation Report on the Pre-test Data for your KASSI Committee and possibly for the faculty. Below are several samples of Pre-test Evaluation Reports:

Results of Bullying Survey Pretest for An Elementary School Fall 2005

5th Grade Girls = 12/16 (75%) reported being bullied and 3/16 (19%) reported bullying others

5th Grade Boys = 12/18 (67%) reported being bullied and 10/18 (56%) reported bullying others

4th Grade Girls – 4/7 (57%) reported being bullied and 6/7 (86%) reported bullying others

4th Grade Boys = 3/6 (50%) reported being bullied and 3/6(50%) reported bullying others

3rd Grade Girls = 5/7 (71%) reported being bullied and 2/7 (29%) reported bullying others

3rd Grade Boys = 4/5 (80%) reported being bullied and 3/5 (60%) reported bullying others

A total of 42 students out of a total of 59* reported being bullied = 71%

A total of 25 students out of a total of 59* reported bullying others = 42%

* Some surveys were discarded because they were not marked correctly.

Interpretations

Being Bullied:

The 5th Grade Girls is the biggest problem area with 12 out of 16 (75%) reporting being bullied by others. Looking closer at the data you see a group of about five 5th Grade Girls who are being targeted with name calling, ridicule, and feeling picked on.

Next, is the 3rd Grade Girls where 5 out of 7 (71%) report being bullied. It looks like all five feel picked on, made fun of, and called names.

Finally, 12 out of 18 (67%) 5th Grade Boys reported being bullied.

About 8 to 9 of the 5th Grade Boys are being targeted. About 3 boys seem to feel singled out and are getting the worst treatment.

Bullying Others:

The biggest problem of students bullying others seems to be 4th Grade Girls with 4 out of 7 (67%) reporting having bullied others.

It looks like a group of 2 to 3 of the 4th Grade Girls is involved in bullying others, some of which is physical bullying. Bigger in terms of numbers are the 5th Grade Boys who bullied others with 12/18 involved.

You may already know where the problem areas are, but if you weren't sure these

data may help pinpoint the problem.

Results of Student Self-Esteem Inventory N= 105

Possible Problem Areas

Item # 1: "I feel like I am an important part of this school." 21 students marked "Almost Never" and another 44 marked "Sometimes" out of 105. This is 65 or over half of the sample group. The sense of belonging seems to be something to work on.

Item # 7: "My classmates like me because I am different from them in important ways." 56 students marked either "Almost Never" or "Sometimes."

Item # 8: "I can express my ideas freely in this school regardless of what others might think of them." 43 students marked "Almost Never" or "Sometimes."

Item # 14: "I can ask directly for what I want from others in this school." 43 students marked "Almost Never" or "Sometimes."

Possible Strong Areas

Item # 4: "80 students answered "Usually" or Almost Always."

Item # 6: "83 students answered "Usually" or "Almost Always."

Item # 10: 81 students marked "Usually" or "Almost Always."

Item # 12: 85 students marked "usually" or "Almost Always."

Item # 18: 87 students marked "Usually" or "Almost Always."

Item # 20: 87 students marked "Usually" or "Almost Always."

Results of Teacher Self-Esteem Inventory

N= 18

The lowest area was Q's 6-10 which measures their ability to express their uniqueness.

The highest area was Q's 1-5 which measures their sense of belongingness at the school.

PRETEST RESULTS OF THE SCHOOL BULLYING SURVEY AT A MIDDLE SCHOOL

BOYS

Grade/Section	Bullied Others	Bullied Others	Helped Others	Total #	Total Bully Scores
6-1	24	20	21	25	246
6-2	16	14	13	19	160
7-1	15	9	11	15	180
7-2	14	10	9	15	140
Total#	69*	36**	54	74	726

*Percent of 6th & 7th Grade boys who put-down or bullied others in the past 30 days = 93%

** Percent of 6th & 7th Grade Boys who were put-down or bullied in the past 30 days = 49%

GIRLS

Grade/Section	Bullied Others	Bullied By Others	Helped Others	Total #	Total Bullying Scores
6-1	23	20	23	23	308
6-2	14	17	21	21	132
7-1	15	11	14	15	252
7-2	16	18	20	21	205
Total #	68*	66**	78	80	897

*Percent of 6th & 7th Grade girls who put-down or bullied others in the past 30 days = 85%

**Percent of 6th & 7th Grade Girls who were put-down or bullied in the past 30 days = 83%

C. Organize Student Kick-off Assembly

The Program is finally introduced to the student body at a Kick-off Assembly. The KASSI Committee needs to plan to assembly to occur shortly after the pre-testing has occurred and after any faculty in-service. One of the initial activities could be the introduction of the Purple Hands Pledge to kick-off the program.

A good strategy is to use a series of activities the week leading up to the assembly to provide some suspense about the assembly. You can introduce the Purple Hands Pledge as part of the build-up to the assembly with the actual signing of the Purple Hands Pledges at the assembly by the Principal and the KASSI Committee followed by a signing in the classrooms immediately following the assembly.

What is the Purple Hand Pledge you might ask? It is a pledge to not use your hands or your words to hurt someone else. Here is a copy of the Pledge and a suggested series of activities to lead up to the student assembly and the signing of the Pledge by everybody in the school.

THE PURPLE HANDS PLEDGE

You are invited and encouraged to join us in helping sow the seeds of peace everywhere. Share the vision and you will make a difference.

The Purple Hands Pledge is designed to help people of all ages PAY ATTENTION to the things they say and do to themselves and others that cause pain. It is also about paying attention to what others are saying and doing to us and asking for help if they are saying or doing things to us that are hurting us.

Take the pledge and aspire to live by these words.

**“I WILL NOT USE MY HANDS OR MY WORDS
FOR HURTING
MYSELF OR OTHERS.”**

Today you will get a purple pledge sheet on which you are to trace your hands. Please sign your name and add the date, then cut out your hands. Your right hand will become the border around the pledge poster that will hang in your classroom. Your left hand will be hung along with your classmates' hand, in the hallways around the building. Peace REALLY is in your hands.

HANDS ARE NOT FOR HURTING ACTIVITIES

(How to Introduce the Purple Hands Pledge)

Monday, September 26

- Morning announcements should include “Purple Hand” teasers.

Example: What is a Purple Hand? What has “purple hands” and can make us all safer? Announce a school wide contest to see who can guess what the “Purple Hands Pledge” is. The winner gets to have lunch with the Principal.

Tuesday, September 27

- Classroom Activity – “Food For Thought – Vocabulary Exercise”
 1. Have your class pair up and begin a list of “ways to communicate” – list both positive and negative ways (i.e. Positive: praise, compliments, smiles, etc, or Negative: put-downs, swearing, name-calling, etc.
 2. Have each pair share their list with the class -make a master list of responses.
 3. Lead a discussion with the following questions:
 - a. Which do you hear more often?
 - b. Which do you personally use more often?
 - c. Why do you think more negative come out of our mouths than positives?
 - d. Do you think we complain more than we thank?

What do you think would happen if we were all more careful about choosing our words?

Wednesday, September 28

- All School Assembly –Start with demonstration of the “Crumpled Heart” Exercise followed by an explanation of the Purple Hands Pledge. Have those on the stage trace their hands (including the Principal and other dignitaries) and then sign the pledge. These will be displayed in the office area.
- Students return to their classroom after the Assembly and do the following activity.
- Classroom Activity: Pledge Signing – Read (as a group) the Pledge Information

All students draw around their left and right hands on purple paper

1. Students then sign and date their pledge and then cut out both of the hands.
2. Prepare a white poster with the pledge written in the middle and paste the right hand of each student around the edge of it. This stays in the classroom.
3. Prepare another white poster with the pledge in the middle of it and ask each student to paste his/her left hand to it. This poster will be displayed in a prominent place in the school. An alternative is to make a chain of purple hand pledges to hang in a prominent place in the school. You can create a ceremony where each student pastes hand his/her pledge on the chain.

See the next page for sample outlines of Kick-off Assemblies:

SUGGESTED OUTLINE FOR ELEMENTARY KICK-OFF ASSEMBLIES

This is a plan for two assemblies in a K-8 school, one for the K-4 and another for 5-8)

K-4 Assembly

2:00 –2:05 – Introductions of participants (including students leaders)

2:05-2:10 – School Coordinator talks about KASSI and asks students question: “Is it easier for you to get noticed and recognized for doing something positive or for doing something negative?” Ask for a show of hands for each response

2:10 –2:20 – Crumpled Heart Exercise and Introduction to Purple Hands Pledge

2:20 – 2:20 – Skits by students (how not to behave and then how to behave)

2:30 - Students return to their classroom

5-8 Assembly

2:45-2:50 – Introduction of Participants (Students leaders will do the introductions)

2:50-3:00 - Crumpled Heart Exercise and Introduction to the Purple Hands Pledge

3:00-3:15 – Panel Discussion with student leaders (School Coordinator will interview them)

3:15-3:25 – Skits performed by the students (how not to behave and then how to behave)

3:25- Students return to classroom or for dismissal?

SUGGESTED OUTLINE FOR MIDDLE SCHOOL ASSEMBLY

1. Introductions
2. School Coordinator explains about KASSI and the purpose of the assembly
3. School Coordinator asks the students the following question: "Is it easier to get noticed or recognized at this school for doing something good or something bad? Let's see a show of hands "how many of you find it easier to get be noticed or recognized for doing something good like being kind to someone." Now another show of hands: "how many of you find it easier to be noticed or recognized for doing something bad like making a mistake."
4. School Coordinator does the "Crumpled Heart" exercise. (He/she asks for examples of things that people say and do that hurt peoples' hearts.)
5. School Coordinator introduces a skit with the students (optional)
6. School Coordinator or the Principal announces "kindest students" award winners. They each come forward and get a kindness button. The School Coordinator pins the button on them.
7. The School Coordinator explains how the kindness buttons will be used in the school.
8. The School Coordinator or the Principal explains the why and how of the Purple Hands Pledge.
9. Principal, counselors and students, who are part of the KASSI Planning Committee, demonstrate the process by drawing, signing and dating their "purple hands" in front of the student body.
10. The School Coordinator or the Principal dismisses the students

Note on Kindness Buttons:

You may have noticed the reference to Kindness Buttons in the Student Assembly and perhaps elsewhere in Volume III of the Program Guide. Used effectively this activity can be one of the most powerful one you can lead off with. It takes very little class-time and gives each teacher the task of looking for kind acts instead of their opposite. We all know that we get what we look for.

Here is how it can work. Give each teacher a supply of two or three Kindness Buttons and instruct them to put their name on the back. Then they are to wear a button and "catch a student" being kind to another student. Give them your button or pin in on them if it isn't too disruptive to what you are doing at the time. Ask them to wear the button and also look for an opportunity to catch someone being kind and give them your button. The student with the button at the end of the school day is to return it to the teacher whose name is on the back of the button.

This can dramatically increase the teacher's ability to spot and publicly recognize the kind acts that they may have ignored previously and it can help students join in the Campaign and begin recognizing acts of kindness during the school day. This simple intervention can help shift the school climate away from an over-focus on catching students doing something negative to catching them doing something positive.

These buttons are available to purchase from the Kindness Campaign at \$.50 each (S&H included). You only need approximately enough buttons to give two or three to each teacher so the cost is not going to be high and it can have a great impact. If you don't want to purchase these buttons you can make them yourself if you have a button-

maker at your school. Some schools with a button-maker also had the students design their own buttons to use with the Campaign.

D. Meet Regularly with the KASSI Committee

The strength of your KASSI Committee can make or break your program. You will need to meet with them often enough to keep them involved in a meaningful way. Delegate tasks to them and set up ad-hoc Sub-Committees, if necessary, to get certain tasks completed.

E. Design an On-going Evaluation of Your Objectives

This can be a legitimate function of your KASSI Committee. Assign Committee members to get regular feedback from students, teachers, staff and parents on how the Initiative is progressing and if there are some trouble spots that need to be addressed. If you did your visioning exercise I suggested earlier, you can use that to design checkpoints where you plan to meet with your KASSI Committee to report on progress or the lack thereof. If you build in these checkpoints, you should be able to respond effectively to any unexpected events.

F. Re-administer the Pre-test Instruments Mid-Year

AGENDA FOR MID-YEAR MIDDLE SCHOOL MEETING WITH THE KASSI COMMITTEE

1. Get a subjective assessment of how things are going
 - a. What parts are going well?
 - b. What indicators do they have of how it is going with the students, staff?
 - c. What are the problems? What ideas do they have to correct the problems?

2. Go over pre-test results with the staff. There are some clear indicators of problem areas from the pre-tests.

3. Present the additional data on
 - a. Referrals to the office three weeks before the kick-off assembly
 - b. Referrals three weeks after the kick-off assembly
 - c. Average attendance before the kick-off assembly (official beginning)
 - d. Average attendance since the kick-off assembly
 - e. Number of suspensions before and after the kick-off assembly
 - f. Number of expulsions before and after the kick-off assembly (if applicable)

4. Need to redo the Teacher Put-Down Report Form. Pick the same day of the week that the first one was done, with the same teachers.

5. Recommendations:
 - a. Re-administer the Bullying Survey to the groups where the bullying is the worst as indicated by the pre-test data. Wait to do that until the first week in February so they have 30 days of school since the Christmas break to use as a reference time.
 - b. Start with targeted classroom lessons on bullying in grades or sections where it seems the worst.
 - c. Set target date for the end-of-year post-testing so that it doesn't get lost in the end of the year activities.

G. Begin Planning For Second Year By Reviewing Volume II of Spreading Kindness

Mid-year it is a good time to begin thinking about the next phase of this program and begin some preliminary planning for next year. The second year involves creating a conflict resolution class, starting a peer mediation program and adopting a restorative approach to your school discipline program. Ideally, you need to select ad hoc task forces to investigate each of these interventions. Volume II of Spreading Kindness contains an outline for a six-weeks conflict resolution class with all the classroom activities for the class. It also has suggestions, forms and activities needed to start a peer mediation program. Finally, Volume II presents a rationale and activities necessary to start a restorative justice approach to school discipline.

The conflict resolution class may involve finding a six-weeks space in the curriculum to offer this class. It could become part of a social studies class or a health class and can be taught to one grade at a time. For elementary schools, probably 4th grade is ideal and for middle schools 6th grade is a good place to begin this kind of program.

A peer mediation needs to be carefully planned from how to select the peer mediators to how to train them and finally how to employ them in the school. Usually, you need a staff member take responsibility for coordinating the peer mediation program. In many schools, a school counselor is the best choice for the Coordinator.

A restorative approach to discipline requires the buy-in of those who have the responsibility of administering the school discipline program. It is usually the Assistant Principal or a Dean of Students. They have to be willing to learn this new way of handling discipline cases that are referred to them. It is good to get teachers involved because they are generally the first line of contact regarding discipline problems in their classroom or around the school.

Read through Volume II and begin talking to faculty, staff and administrators about why you think these interventions would be a natural second step next year following the creation of a more positive school climate and a bullying prevention program and policy. You might be able to utilize the data from the School bullying Survey and the Teacher Observations to support you case.

III. Create a Bullying Prevention Program & Policy

After creating a more positive school climate, the next objective is to create a bullying prevention program and policy. Below are some of the steps we suggest that you use to implement this intervention.

A. Getting Started

Analyze Data From Mid-Year Administration of Evaluation Instruments

The place to start is by analyzing data on bullying and put-downs from the School Bullying Survey. We suggest that you re-administer the survey mid-year and compare the results with the pre-test you gave near the beginning of the school year.

In addition, ask the teachers to fill out the Teacher Version of the School Bullying Survey. This will show you where you need to start. It will help you design the most effective interventions to implement this part of KASSI. Also ask your teachers to take one day to record their observations of bullying they see in the school. Here is the form that they need to use. Have them pick the same day of the week to do their observations that they used in the fall.

KASSI PUT-DOWN REPORT FORM

Teacher/Staff Member

Name of School

Grade Level of
students observed

Baseline number of put-downs (select a day before the Kind & Safe Schools kick-off assembly in your school this year):

Date and Day of the week
put-downs observed

List below the places in the school where you observed the put-downs and list the number of put-downs you observed in each place:

___ Classroom

___ Hallways

___ Playground

___ Cafeteria (lunchtime)

___ Locker room

___ Library

___ Bus

___ School Activity

___ Total number of put-downs observed

Comments: (include any unusual circumstances that might have influenced your tally)

Repeat this process about three weeks after the kick-off assembly. Pick the same day of the week to do your observation. This process should be repeated before the Bullying Prevention Policy and Program is in place.

SAMPLE MID-TERM ASSESSMENT REPORT TO THE FACULTY

Here is a mid-term assessment of how we are doing in our efforts to implement KASSI at our school. It is working. Below are some of the results that provide clear indications of the progress that is being made. There is still more that can and should be done, but these results clearly indicate that we are on the right track.

There were 24 usable Mid-Term Bullying Surveys from 24 of our teachers. I had Pre-Test Bullying Surveys from 38 teachers, so with the identifying data on the survey I was able to match a set of 24 Pre & Mid-Term Surveys.

The results indicated that there was a 29.5% reduction in observed bullying incidents from mid-November to mid-January. Factoring in the Holiday break it is about 6 weeks between the two surveys. This is a significant reduction in bullying and put-down behaviors as observed by the teachers.

There was a drop in every question and the biggest drops occurred in the following questions:

- #2 Making other students scared - 50%
- #3 In a group, teasing other students - 41%
- #4 Fighting students they could easily beat - 53%
- #10 Harassing other students - 41% drop
- #15 Threatening to hurt another student - 48%
- #18 Hitting back after being hit - 43%
- #20 Spreading rumors about other students - 41%
- #22 Encouraging other students to fight - 59%

The most encouraging results were that the teachers observed a 67% increase in the kind acts students did to each other. This indicates that teachers are observing a definite shift in the right direction. This shows the program is "taking" in ways that teachers are seeing. Those data, plus others we are gathering should present a complete picture of the changes that are occurring at our school.

We need to keep doing either school-wide activities or the classroom character ed. activities that highlight acts of kindness and related positive behaviors and perhaps do some more to raise awareness of bullying and put-downs. The post testing of the student survey will tell the real story at the end of the year as to how much actual reduction in bullying and put-downs they experienced. Research at other schools tells us that the reduction should be at least 30% or more by the end to the year. A 50% reduction would be great. Since the teachers only observe a certain limited number of the student-to-student put-downs and bullying there is likely to be more going on than they see. Having said that, it is reasonable to assume that the reduction in student-to-student put-downs and bullying that the teachers observe might parallel that of the students.

We are gathering the other data about discipline referrals, suspensions and expulsions, attendance, etc. When we get those data we will have a broader picture of the changes that are occurring at your school.

B. Conduct Faculty In-service on How to Implement a Bullying Prevention Program

It is important to do an in-service with the faculty to introduce the bullying prevention part of the Initiative. It is good if you can summarize the data from the School Bullying Survey, the teacher observations and the Teacher Version of the School Bullying Survey. This can show graphically the extent of the problem that needs to be addressed. Hopefully, the data will provide information on pockets of bullying that need to be addressed in the bullying prevention program. Below is an outline of an in-service workshop for teachers on bullying prevention.

IN-SERVICE TRAINING MODEL FOR DEVELOPING A BULLYING PREVENTION PROGRAM AND POLICY

9:00 a.m. – noon

I. Introductions and Overview of the Training (9:00 - 9:10 a.m.)

II. Quiz on Bullying (Have them self-score and discuss the results) (9:10-9:30 a.m.)

III. Present Data from student School Bullying Surveys, Teacher Versions & Teacher Observations. (Indicate what gains were made by creating a positive school climate during first semester by the Kindness activities).

IV. Discuss: What are the most common bullying situations in our school?

- Where do they occur?
- What causes them to occur?
- How does bullying differ from grade to grade?
- How does bullying differ between boys and girls?

IV. Brainstorming session: How is bullying different from just a peer conflict? (9:30-10:00 a.m.)

• Generate ideas from the whole group and write them on the board. Have group respond to questions:

V. Lecture & Discussion: What has been found to be effective in eliminating bullying? (10:00- 10:30 a.m.) (Handout examples of effective school policies) Topics should include:

- How to develop a school-wide intervention program to help change bullying behavior?
- What classroom presentations can we do to raise awareness of the negative effects of bullying & put-downs?
(Handout classroom activities from *Spreading Kindness*)
- How can we empower the "silent majority" of children who witness bullying and do nothing? Remember it takes at least three people to create a bullying situation: a bully, a victim and a bystander. (Classroom discussions can help do this, as well as The Purple Hands or a similar Pledge)
- How can we create a strong bullying prevention policy enforced by the adults in the school? The goal must be to eliminate all bullying at school.
- How can we build an effective support system for protecting those who are picked on?
- Other ideas?

BREAK (10:30-10:45 a.m.)

VI. Brainstorming ideas in small groups. (10:45-11:15 a.m.) Break large group into small groups to consider the following questions. Group puts them on newsprint.

- What are the steps involved in creating and implementing a bullying prevention program and policy to combat bullying at our school?
- What should be included in a Bullying Prevention Policy at our school?
(Each group generates a list of 4-5 items.)

VII. Reports from small groups (11:15-11:30 a.m.)

- Each small group reports out their answers to these two questions.
- Discussion of next steps

VIII. Decisions about the next steps (11:30-11:50 a.m.)

List on the board: "Who is going to do what, by when?"

IX. Evaluation of the in-service (11:50-12:00 noon)

Handout evaluation form

Resource material for Bullying Prevention In-Service:

1. Summary of the Results of the Pre-Tests and the Mid-Term Tests
2. Handout on National Statistics on Bullying
3. Copies of the Activities in the Program Guide related to developing a school policy and classroom rules about bullying behavior
4. Copies of school policies on bullying behavior.

4. Handout on the difference between a bullying situation and a normal peer conflict situation:

In a bullying situation, there are six defining factors:

1. Intent to harm: The perpetrator finds pleasure in the taunting and continues even when the victim's distress is obvious.
2. Intensity and duration: The bullying continues over a long period of time and the degree of taunting is damaging to the self-esteem of the victim.
3. Power of the abuser: The abuser has power over the victim because of age, strength, size or gender.
4. Vulnerability of the victim: The victim is more sensitive to teasing, cannot adequately defend himself or herself, and has physical or psychological qualities that make him or her more vulnerable.
5. Lack of support: The victim feels isolated and exposed. Often, the victim is afraid to report the bullying for fear of retaliation.
6. Consequences. The damage to the victim's self-concept is long lasting and leads the victim to markedly withdraw from school or they become aggressive and retaliate.

In a normal peer conflict situation, none of the above elements are present so those involved in the conflict:

1. Do not insist on getting his or her own way.
2. Can give reasons why they disagree.
3. Can apologize or offer win-win suggestions.
4. Can bargain and negotiate to get their needs met.
5. Can change the topic and walk away.

Note: If you cannot schedule a one-half day in-service, ask for time at faculty meetings to present this material over several meetings, present at department meetings or present the information to your KASSI Committee and ask them to help you get the information to the faculty.

C. Develop Plan of Activities for the Second Semester

Similar to what you created for the first semester, you need to create a week-by-week Plan of Activities to implement the school-wide bullying prevention program and policy. Work with your KASSI Committee to get suggestions for themes and activities. In addition, use the feedback from the faculty and the results of the mid-term testing to plan your activities for the second semester.

D. Implement Classroom Activities Based on Results of Bullying Surveys

Again base this on the suggestions you got from the faculty at the in-service or the suggestions of the members of your KASSI Committee. It is important to have all students involved in discussions of the topic of bullying prevention and the creation of a bullying prevention policy so classroom activities that promote that kind of discussion is necessary. The activities in the Program Guide in the Bullying Prevention section will provide you with most of the activities you will need for this.

E. Develop Classroom and All-School Bullying Prevention Policy

CREATING A BULLYING PREVENTION POLICY

Here are the suggested steps for creating a School-Wide Bullying Prevention Policy:

Objectives of a Bullying Prevention Policy

- To create a strong bullying prevention policy enforced by the adults.
- To empower the "silent majority" of students who witness bullying and do nothing.
- Build an effective support system for protecting those who are picked on.
- Develop intervention programs to change the school climate so bullying is not possible.
- Recognize that bullies feel scared. Create ways to help bullies deal with their fears.
- Develop ways to help bullies experience positive social rewards.
- Survey students/teachers on their perceptions of bullying and put-downs.

Steps to Follow to Create a School-Wide Bullying Prevention Program

- Start with an in-service for the entire faculty and staff. Use results of the student/teacher surveys as part of the in-service.
- Involve parents. Hold meetings; send home information on results of student/teacher surveys on bullying and put-downs.
- Involve everyone in the school in the process of developing the policy.
- Conduct classroom discussions about bullying and put-downs. Use results of the survey to stimulate classroom discussion. KC Program Guide, Spreading Kindness, has suggested classroom activities.
- Have teachers and students establish 3-4 classroom rules such as these:
 1. We agree that no student will be permitted to bully or put-down any other student.
 2. We agree that we will come to the aid of any student being bullied or put-down by telling a bully to stop and/or by getting help from an adult.
 3. We agree to include all students in all activities at school or on the playground.
- Involve everyone in the school in developing 3-4 overall school rules such as these:
 1. All staff members will confront bullying and put-downs as soon as they are identified.
 2. Students agree to help those being bullied or put-down by speaking out and by getting adult help.
 3. All students agree to include everyone in their activities. No one is marginalized.
- Post these rules in every classroom and in all public areas such as restrooms, playgrounds, lunchrooms, etc. Think through how to best advertise the policy. Possibly have the School Board adopt the policy.

• Enforcement

1. Intervene quickly to enforce the policy
2. Has to be enforced consistently
3. Develop procedures for investigating incidents
4. Utilize the counseling program to teach bullies new ways to get their needs met.
5. Find positive ways to channel the bullying behavior

• Evaluation

1. Re-administer the survey after the policy is in effect and compare results
2. Compare # and kind of discipline referral pre and post.
3. Compare # of put-downs pre and post.

EXAMPLES OF A BULLYING PREVENTION POLICY

Here are some examples of classroom and all-school Bullying Prevention Policies:

1. Teachers and staff will confront all incidents of bullying & put-downs that they see
 2. Students will come to the aid of those being bullied or put-down or get adult help
 3. Students, teachers and staff will include everyone in their activities - No one will be marginalized
-

THE COLUMBINE COMMITMENT

...a personal commitment to become more tolerant of other's differences. I will avoid put-downs and bashing of others and instead replace them with a more positive form of communication.

...a personal commitment to become a member of the helping majority that becomes a friend to other students being taunted.

Signature _____ Date _____

THE CARMEL COMMITMENT

I, (name), commit to becoming more respectful of the differences in others. I will avoid put-downs and disrespect of others and instead say and do kind things for others

I commit to becoming a member of the helping majority that becomes a friend to other students who are being taunted. I will include others and invite them to join me in what I am doing.

Signature _____ Date _____

IV. Complete Final Evaluation

The final evaluation process should be done near the end of the school year. Pick a time preferably early as end of April or early May depending on what is scheduled at this time at your school.

A. Re-administer the Evaluation Instruments

The evaluation instruments were included earlier in this Program Guide. Be sure to test the same students and teachers that you tested in the fall and at mid-term. You may not have exactly the same number of students due to students who left the school or were absent when the testing is done. The number should be close to the same, however. We can correct for different sample sizes by comparing differences in Mean Scores, but a widely discrepant sample size can bias the results.

Be sure to gather the other data used to measure the various objectives such as information on discipline referrals, suspensions and expulsions, attendance, participation in activities, parent participation, and school achievement. For each of the 14 or more objectives, you should have some objective measure pre and post to see if there was any measurable change.

In addition to the evaluation instruments, it is a good idea to ask the faculty to provide you and your Committee with feedback on how they saw the program. This information will be useful in planning next year's program. On the next page you'll find a feedback form that used by one of our KASSI schools.

KASSI FEEDBACK FORM

Please take a few minutes to provide the KASSI Coordinators and Committee with some feedback by responding to the following questions:

1. What were the most effective elements of the KASSI program?

2. Were the activities easy to implement? ____ Yes No ____

If no, what suggestions do you have to make the activities easier to implement?

3. Please share any general suggestions you may have to improve KASSI

4. Use the back of this form to report any anecdotal feedback, stories and experiences that you may have had regarding the effects of KASSI on your students or the school

Thank you for taking time to share your feedback and ideas with the KASSI School Coordinators and the members of the KASSI Committee.

**KASSI EVALUATION REPORT
FOR A K-8 PRIVATE SCHOOL
2005-2006 SCHOOL YEAR**

By Barry K. Weinhold, Ph.D.

Background

This evaluation report is designed to give specific feedback to the staff of Smith School (not the real name of the school) who implemented elements of the Kindness Campaign's Kind and Safe Schools Initiative during the 2005-2006 school year. Smith School had approximately 400 students in grades K through 8. The School Coordinator for KASSI at Smith School was Dr. Kate Smith, the school counselor. She met with the KASSI School Coordinator, Ms. Gail Shulimson, several times during the school year to review the progress of KASSI, maintain email contact and they spoke on the telephone on numerous other occasions.

After several meetings during spring 2005 with the Principal, June Jones, and the counselor, Dr. Smith, we began making plans to implement KASSI in the fall of 2005. We met with the whole faculty on June 7 to introduce them to the Kindness Campaign and KASSI. After providing background information and answering questions about the Initiative, we asked the faculty to respond to the following questions:

1. What positive changes would you like KASSI to help facilitate next school year?
2. What might prevent this from happening?

The teachers met in small groups to address these questions and then each small group reported out their responses to these questions. We recorded their answers and used this information to help design a half-day faculty in-service before school started.

We held an in-service with the whole faculty August 12 just before school started. We asked for feedback on the in-service and we shared that feedback with the School Coordinator to help her plan the Initiative.

We also held a Parent's Orientation Meeting on September 26 just before the pre-testing and the kick-off assembly. Only about 6-7 parents attended but they were very interested in the Initiative. They filled out a Parent's Bullying Survey on their own children to get information on the kinds of bullying or put-downs between siblings at home. We intended to do a post-test with the same parents but we only had one return the post-test.

The Results of the Evaluation Process:

Objective # 1: Reduce discipline referrals, suspensions and expulsions

Results: There were no suspensions this school year and no expulsions. There are no records kept on discipline referral unless they involve serious offenses. No serious offenses were recorded this school year.

Recommendation:

1. Compare discipline referrals, suspensions and expulsions with last year to see if the implementation of KASSI had any effect on these events.

Objective # 2: Reduce student-to-student bullying behavior

Results: A Bullying Survey containing 24 items, modified by the school, was used to measure pre-post changes in bullying behaviors. The two sub-objectives to be measured were student reports of bullying other students and student reports of being bullied.

Below are two tables that show the results of both of these sub-objectives. They are each followed by an interpretation of the results and recommendations based on them.

Table #1
Smith School
Pre-Post Comparison of Bullying Others
By Grade & Gender
2005-2006

Grade & Gender	Pre-test Score/N	Pre-Test Mean Score	Post-test Score/N	Post-Test Mean Score	Diff./Mean Scores
3-Boys	24/7	3.4	20/9	2.2	- 1.2
3-Girls	13/14	.93	15/13	1.1	+ .17
4-Boys	31/13	2.4	31/14	2.2	-.2
4-Girls	1/4	.25	8/4	.50	+ .25
5-Boys	13/8	1.6	26/10	2.6	+1
5-Girls	22/13	1.71	25/15	1.66	- .05
6-Boys	15/8	1.9	14/8	1.75	-.24
6-Girls	19/14	1.36	38/14	2.7	+1.36*
7-Boys	41/9	4.55	26/8	3.25	- 1.3
7-Girls	5/6	.83	8/5	1.6	+ .77
8-Boys	15/6	2.5	16/6	2.66	+ .16
8-Girls	20/4	5	10/6	1.66	-3.34*
Totals	219/106	2.06	237/111	2.1	+ .04

*Significant Change

Interpretation of Results:

The pre-post results of the Bullying Survey showed no overall reduction in the number of bullying incidents at Smith School. In some cases the number of bullying incidents increased from pre to post testing. For example, the 6th Grade Girls reported only 19 bullying incidents in the previous 30-days on the pre-test but on the post-test they reported 38 bullying incidents, an increase of 50%. In the pre-test only 3 of the 14 girls reported bullying someone else but in the post-test up to 7 girls reported teasing and making fun of others students.

The only significant decrease was among the 8th Grade Girls where they reported 20 incidents on the pre-test and only 10 on the post-test or a decrease of 50%. In the pre-test 2 of the 4 girls reported making fun of others and excluding others from their group. In the post-test 3 of the 6 girls admitted to calling others names and making fun of other students but the frequency of these behaviors was reduced from what was reported on the pre-test.

It is difficult to account for the lack of reduction of bullying incidents. Perhaps the pre-test was administered too early in the school year before the patterns of bullying and put-down were established. Usually you need at least one month to six weeks before surveying the students. This pre-test was given barely one month into the school year. It could also reflect a “burn-out” of staff effort near the end of the year just prior to the administration of the Bullying Survey. Either explanation may be plausible since the other teacher observed measures of this variable showed a significant reduction in bullying and put-downs from fall to spring.

Recommendations:

1. More attention needs to be given to sensitizing students to the negative effects of bullying and putting-down others through classroom activities or possibly skits performed by a student group.
2. A mid-term re-administration of the Bullying Survey will help identify pockets of bullying behavior that then can be targeted with classroom interventions of activities.
3. May need to schedule regular all school activities such as an assembly to call attention to the problem of bullying and putting-down others. Ask students who have been bullied or put-down to be on a panel to discuss how bullying and put-downs have impacted their lives.
4. Create a peer mediation program to provide support for students who are being bullied or put-down.
5. Create support groups for students who are being bullied to provide them with coping strategies.
6. Bullying and put-downs are often intertwined with peer conflicts and students need skills to help them resolve their conflicts without resorting to name-calling or other put-downs. Teach a unit on conflict resolution to all students, if possible. You could begin with offering a short six weeks course to all sixth grade students and then each year teach the same grade. Over a period of three years you would reach all the older students who then can help the younger students to resolve conflicts peacefully.

Table # 2
Smith School
Pre-Post Comparison of
Students Reports of Being Bullied
By Grade & Gender
2005-2006

Grade & Gender	Pre-Test Score/N	Pre-test Mean	Post-Test Score/N	Post-Test Mean Score	Diff./Mean Scores
3 rd Boys	52/7	7.4	65/9	7.2	-.2
3 rd Girls	56/14	4	65/13	5	+1
4 th Boys	126/13	9.7	167/14	11.9	+2.2
4 th Girls	29/4	7.5	8/4	2	-5.5*
5 th Boys	32/8	4	40/10	4	0
5 th Girls	38/13	2.9	44/15	2.9	0
6 th Boys	10/8	1.25	33/8	4.1	+2.85
6 th Girls	132/14	9.4	101/14	7.2	-2.2
7 th Boys	92/9	10.2	48/8	6	-4.2*
7 th Girls	20/6	3.3	33/5	6.6	+3.3
8 th Boys	33/6	5.5	23/6	4.6	-.9
8 th Girls	18/4	4.5	29/6	4.8	+. 3
Total	638/105	6.1	656/110	6.0	-.1

* Significant Change

Interpretation of the Results:

The pre-post results of the Bullying Survey showed no overall reduction in the number of students who were being bullied at Smith School. In some cases the number of bullying incidents increased from pre to post testing. There were some significant changes in specific grades. For example, 6th Grade Girls cut their reports of being bullied almost in half (92 to 48). The same was true of the 4th Grade Girls who reduced their reported incidents of being bullied from 29 to 8 (72%).

In contrast, the 4th Grade Boys reported an increase in incidents where they were being bullied from 126 to 167, a 25% increase. Also, 6th Grade Boys reported an increase of incidents where they were bullied from 10 to 33 or a 30% increase. The causes of these increases are not easy to determine. A close examination of the data reported showed that in the case of the 6th Grade Boys, about 3 of the 13 boys were experiencing increased harassment by a group of other students. The same is true of the 4th Grade Boys. As many as 12 of the 14 boys in 4th grade reported being subjected to repeated incidents of name-calling, being made fun of and being excluded by others on their post-test. This behavior was not as prevalent on the pre-test.

It is difficult to account for the lack of reduction of bullying incidents, particularly since teachers reported seeing a significant reduction in bullying behaviors and put-downs. Perhaps the pre-test was administered too early in the school year before the patterns of bullying and put-down were established. Usually you need at least one month to six weeks before surveying the students. This pre-test was given one month into the school year.

It could also reflect a “burn-out” of staff effort near the end of the year just prior to the administration of the Bullying Survey. Either explanation may be plausible since these results were different from the results obtained from teacher observations.

Recommendations:

1. Introduce classroom and all school activities based on the Character Traits that were selected prior to the beginning of school early in the year. The implementation of this part of the program did not get started until March. We have found that they work best if integrated into the weekly themes starting in the fall. They help build the foundation for student recognition of positive character traits during the first semester.
2. Do a mid-term administration of the Bullying Survey to determine more precisely how to structure the activities of the second semester. This also helps pinpoint possible trouble spots that can be addressed during the second semester.
3. It is also good to have teachers do a mid-term observation day to see to determine areas of the school that may still need more supervision or attention.
4. Get more students involved in the KASSI Committee to get more on-going buy-in from the students.
5. Get regular reports from the teachers about what activities they have used and what the response was to each activity.
6. The KASSI Coordinator seemed to need more time to devote to the coordination of the program. She seemed over-worked and the school may need to consider expanding her hours so she can coordinate this kind of program in addition to her regular duties.
7. Create a peer mediation program to have trained students available to spot problems and offer support to those being bullied and to help resolve peer conflicts that can involve some put-downs and bullying.

Objective # 5: Reduce the number of student-to-student put-downs

Results: Through direct teacher observations and by having teachers complete a form of the Bullying Survey, we were able to show a significant reduction in put-downs by students. The following Tables show these results followed by interpretations of the results and recommendations.

Table #2
Pre-Post Teacher Observations
of Students Bullying other Students
2005-2006

Item	Pre-test Score/N=15	Post-test Score/N=14	Differences in Scores
1. Upsetting other students for the fun of it	22	21	-1
2. Making other students scared	12	5	-7
3. In a group, teasing other students	18	23	+5
5. Picking on other students	14	12	-2
6. Making fun of other students	15	17	+2
7. Calling other students names	12	14	+2
8. Hitting & pushing other students	23	12	-11
10. Harassing other students	12	8	-4
12. Intimidating other students	13	10	-3
14. Starting arguments with other students	23	27	+4
16 Taking anger out on an innocent person	12	4	-8
18 Excluding other students from their group	50	15	-35*
19 Making fun of other students	10	11	+1
20. Spreading rumors about other students	11	10	-1
21 Threatening to hurt another student	3	3	0
22. Being afraid of other students	9	5	-4
Totals	259	197	-62*

* 24% reduction in Teacher observed bullying behavior

* Significant reduction in bullying behavior

Interpretation of Results:

The results showed an overall reduction of 24% of teacher-reported bullying behaviors as measured by the Teacher Version of the Bullying Survey. This represents a significant reduction in teacher-reported bullying behaviors. The biggest reduction was in the area of students excluding other students from their group. Teachers reported 50 incidents of this bullying behavior on the pre-test and only 15 on the post-test. The limitation of this result is that the exclusion behaviors may have continued, only away from teacher contact.

Recommendations:

1. Repeat this process at mid-year to see any trends that are forming and to help identify any trouble spots that need to be addressed.
2. Follow up the Survey results with some interviews of students in certain classes to see if they confirm the reports of their teacher. This helps validate the results.

Results:

Teacher at the school were told that on a certain day just before KASSI was introduced to the students to observe and record the number and location of student-to-student put-downs. They were given a form on which they recorded their observations. This process was repeated in the spring on the same day of the week that teachers had used to observe

students in the fall. Table #4 below shows the results of teacher observations pre and post.

Table #3
Pre-Post Teacher Observations -
Student-to-Student Bullying/Put-Downs
2005-2006

Location	Pre-Test	Post-Test	Differences
Classroom	19	12	-7
Playground	13	7	-6
Cafeteria	0	4	+4
Bus	0	1	+1
Hallways	7	0	-7
	39	24	-15*

* 38.5% reduction of teacher observed bullying and put-downs

Interpretation of Results:

The procedure called for teachers to look for student-to-student put-downs one day during the week just before the kick-off assembly for KASSI in late September 2005 and then again the same day of the week just before conducting the post-tests in May 2006. The results show a clear pattern of significantly fewer bullying behaviors and put-downs as observed by teachers and staff from September to May (38.5%).

Particularly, there were noticeable reductions of bullying behaviors and put-downs in the classroom, the hallways and the playground. These are typical areas where bullying and put-downs occur. Teachers observed a slight increase in this behavior in the cafeteria in the post observations. These results are consistent with the objectives of KASSI and are a behavioral indicator that KASSI was effective in reducing student-to-student bullying and put-downs. Of course, we know that teachers and staff do not see all the bullying and put-downs that occur each day, but this should provide a representative sample.

Recommendations:

1. Do this procedure again in the fall after school has been in session for about one month and then again in January and a final time in the spring. Use the same day and the same teachers to do the observations. This is a quick way to assess the nature of the problem.
2. Adopt some form of bullying prevention pledge that all students sign. The Purple Hands Pledge can supply this but it needs to be kept in front of the students and have some significance. One way to do that is to get all visitors and parents to sign a Purple hands Pledge along with all the teachers. All new students should be "initiated" by having them sign the Pledge.
3. Display the pledge and have a way of keeping its significance in front of the students.
4. Do regular bullying awareness activities in the classroom, particularly during the second semester of the year.

5. Creating a peer mediation program can also give you more “eyes to see” bullying and put-down behaviors among the students and methods for them to intervene to stop them.
6. We know that bullying is repeated and some students are targets of bullying or taunting every day. You need to ask teachers to help spot these “targeted” students and plan interventions to stop the regular harassment of certain students.

Objective # 6: Increased Pro-Social Behaviors:

Results:

The Bullying Survey contained 10 items for students to indicate the number of pro-social behaviors (kind acts) they performed in the previous 30 days. The following table shows an overall 20% increase in kind acts as reported by Smith students from pre-test to post-test. The data was analyzed by grade and gender.

Table # 4
Smith School
Pre-Post Comparison of Kind Acts
By Grade and Gender
2005-2006

Grade/Gender	Pre-Test Scores/N	Mean	Post-Test Scores/N	Mean	Mean Difference
3-Boys	120/7	17	265/9	29	+12*
3-Girls	314/14	22	322/13	25	+3
4-Boys	285/13	22	352/14	25	+3
4-Girls	101/4	25	84/4	21	-4
5-Boys	165/8	21	201/10	20	-1
5-Girls	276/13	21	304/15	20	-1
6-Boys	131/8	16	151/8	19	+3
6-Girls	328/14	23	361/14	26	+3
7-Boys	147/9	16	141/8	18	+2
7-Girls	167/6	28	135/5	27	-1
8-Boys	126/6	21	126/6	21	0
8-Girls	103/4	26	176/6	29	+3
Totals	2132/105	20.3	2628/110	24	+3.7

* Significant change

Interpretation of Results:

The results show a 20% increase in the overall number of kind acts that were committed by students at Smith School. The overall Mean score showed a non-significant increase of over 3 points, but there was a significant increase of kind acts by 3rd Grade Boys. They increased their number of kind acts from 120 to 265 for an increase of 55%. There was also a slight increase (10%) of kind acts among the 3rd Grade Girls. The 3rd grade Teachers reported that the passing of Kindness Button had a very significant impact on the students and may have contributed to the significant gain.

No other grade or gender showed significant increases but most increased their kind acts from pre to post testing. The fact that the most significant increases occurred in 3rd grade is good because the school will continue to have these very kind students for the next 4-5 school years and can build on the early success they had.

The pre-test had already showed an unusually high incidence of kind acts present in the school. This did not leave much room for significant increases. Since the Inventory used to measure this variable was designed specifically by Smith School there is no way to compare these results with other schools that used the standard Inventory. Using the standard Inventory, we generally find an increase of kind acts in excess of 50% from pre to post testing.

Recommendations:

1. If you are going to use this Inventory in the future, it is important to test students very early in the school year in order to get their responses before students have been exposed to some of the program.

2. Consider more ways to bring kindness activities to the attention of the students. This may involve utilizing more classroom activities and introducing more all-school kindness recognition activities.

Objective # 7: Increased Student Self-Esteem:

Results: Students were given a self-esteem inventory in the fall and again in the spring. The results of that inventory are shown below in Table # 5 with an interpretation of the results and recommendations following.

Table # 5
Smith School
Overall Pre-Post Comparison of Self-Esteem
By Grade and Gender
2005-2006

Grade & Gender	N	Pre-Test Mean Score	N	Post-Test Mean Score	Diff./Mean Scores
3 rd Girls	14	62	13	63	+ 1
3 rd Boys	7	53	9	73	+ 20 *
4 th Girls	4	68	4	70	+ 2
4 th Boys	13	56	14	58	+ 2
5 th Girls	13	67	15	60	- 7
5 th Boys	7	64	8	55	- 9
6 th Girls	14	61	14	60	- 1
6 th Boys	8	61	8	58	- 3
7 th Girls	6	62	5	64	+ 2
7 th Boys	9	58	8	58	0
8 th girls	4	64	6	75	+ 11 *
8 th Boys	6	53	6	60	+ 7
Total	105	62	110	61.45	+ .55

* Significant changes in the predicted direction (higher self-esteem)

Background on this Inventory

This inventory is based on an established theory of self-esteem (Clymer and Bean) that postulates that self-esteem has four main components: the ability to connect with others, the ability to appreciate one's unique qualities, the sense of personal power and the ability to maintain a somewhat constant good feeling about oneself. Items #1-5 measure the first construct, #6-10 the second, #11-15 the third and #16-20 the last construct.

Interpretation of Results

The results showed a slight, but non-significant increase in student self-esteem from pre to post testing. The only significant increase was among 3rd Grade Boys, a difference of 20 Mean points. The significant increase showed up in each of the four constructs measured by this instrument so the gains were clearly across the board. This result correlates with the significant increase in kind acts toward other by 3rd Grade Boys. Being kind toward others is seen in those who have high self-esteem and vice-versa. Again the impact of the passing of Kindness Buttons may have been responsible for this significant change. The overall results were disappointing and indicate a need for additional attention to be devoted to improving student self-esteem.

There were some surprising results when examining the key items flagged in the pre-test: namely items 1, 8, 14, & 17. Item #1 asks students to indicate how important a part they feel of the school. On the pre-test, 40 out of 105 students (38%) marked "Almost Never" of "Sometimes" and on the post-test, 42 out of 110 students (38%) marked it the same way. This indicates that the sense of belonging to the school that should have improved did not improve.

Item # 8 asks students if they feel they can express their ideas freely without criticism or judgment. On the pre-test, 42 out of 105 students (40%) marked “Almost Never” or “Sometimes.” On the post-test, 48 out of 110 students (44%) marked this item the same way. This indicates a low confidence in their ability to express freely what they think or feel. This is a very important part of self-esteem and needs to be nurtured by the school.

Item # 14 asks if students can ask directly for what they want or need. On the pre-test 41 out of 105 students (39%) answered “Almost Never” or “Sometimes.” On the post-test, 51 out of 110 (46%) answered the same way. This indicates a low sense of personal power and needs to be addressed if there is going to be an increase in student self-esteem.

Finally, item # 17 asks students if they can feel good about themselves if they are being criticized. On the pre-test 39 out of 105 students (37%) answered “Almost Never” or “Sometimes.” On the post-test there was some improvement with 29 out of 110 students or (26%) answering it this way. This item relates to the ability to maintain a relatively constant positive sense of self. This improvement is encouraging, but still leaves much room for improvement.

Recommendations:

1. Careful and deliberate attention needs to be given to help students develop a solid sense of belonging to the school and a feeling of being an important part of the school. The following suggestions are offered:
 - Activities to recognize students for their contributions to the school are useful in developing this quality.
 - Awards assemblies where students are recognized for positive contributions to the schools might help develop this quality.
 - Making sure that there is as much or more recognition of positive behaviors of students as negative behaviors is also very important.
 - Another suggestion is to create a “buddy system” where 7th & 8th Grade students are paired with new or incoming students. This can pay off with big dividends.
 - Finally, students need to be given a meaningful role in areas of the operation of the school through student forums or student government.
2. Consider increasing the hours of your school counselor or KASSI Coordinator. This is a key position needed to implement this program and if the counselor does not enough time to facilitate the implementation of these ideas, the program will have more limited impact. These results suggest the need for more counselor time devoted to the initiative and/or the recruitment of a stronger team of teachers and staff to assist the KASSI Coordinator.
3. Consider utilizing more students on your KASSI team. Schools where students have a meaningful role in planning the KASSI activities find there is more student support of the program.
4. These results suggest the need for a course to teach all students conflict resolution skills and to offer a peer counseling or peer mediation program where students can assist other students in resolving their conflicts. Volume II of *Spreading Kindness* offers an outline for a six-week conflict resolution course to be offered

to all 6th Grade students. All the learning activities needed for the course are contained in this Manual. The Manual also contains information and activities designed to help a school create a peer mediation program.

5. By utilizing a restorative approach to school discipline, you can also increase a sense of belonging and personal power in your students. Volume II of *Spreading Kindness* contains information and activities to assist a school in starting a Restorative Justice approach to school discipline. We recommend that the school consider augmenting their regular discipline approach with restorative measures.

Objective # 8: Increased teacher self-esteem.

Results: The teachers showed an increase in self-esteem. Table # 6 below summarizes the results followed by an interpretation of the results and recommendation based on them.

Table # 6
Smith School
Pre-Post Evaluations of
Teacher Self-Esteem
2005-2006

Item/Content	Pre-Test Scores/N=12	Pre-Test Mean	Post-Test Scores/ N=13	Post-Test Mean	Diff./ Mean Scores
1- Feel Important part of school	42	3.5	45	3.5	0
2 - Students Treat Important	38	3.2	44	3.4	+2
3 –Students treat kind & respect	39	3.3	46	3.5	+3
4 – Can ask for help	44	3.6	48	3.7	+1
5 – Take part in activities	41	3.4	42	3.2	-.2
6 – Like uniqueness	44	3.6	47	3.6	0
7 - Others like my uniqueness	37	3.1	38	2.9	-.2
8 – Expresses ideas freely	41	3.4	38	2.9	-.5
9 – Enjoy being by myself	37	3.1	41	3.2	+1
10 – Fun things with students	39	3.3	44	3.4	+1
11 – Students enjoy me	33	2.75	41	3.2	+65*
12 – Enjoy being a teacher	29	2.4	42	3.2	+8*
13 – Personal power	35	2.9	43	3.3	+4
14 – Ask for what I want	38	3.2	44	3.4	+2
15 – Enjoy volunteering	31	2.6	41	3.2	+6*
16 – Learn from mistakes	37	3.1	41	3/2	+1
17 – Handle criticism	33	2.75	37	2.8	+05
18 – Deserve kindness	40	3.3	51	3.9	+6*
19 – Assertive w/o put-downs	36	3.0	45	3,5	+5*
20 – Treat other w/ kindness	38	3.2	48	3.7	+5*
Totals	752/12	62.6	866/13	66.6	4.0*

*Significant change (14% increase in teacher self-esteem scores)

Interpretation of Results:

There were significant changes in teacher reported self-esteem from pre to post. The Mean increase was 4 points that represented a 14% increase in self-esteem scores. Specific items show some of the significant increases. Teachers enjoyed teaching more (#12), felt the students enjoyed them more (#11), enjoyed volunteering more (#15), felt they deserved to be treated kindly more (#18), reduced their put-downs of others (#19) and treated others with more kindness (#20). These are all encouraging results that indicate that KASSI had positive impact on the self-esteem of the teachers.

We did not see any increase in their ability to see themselves as an important part of the school, their willingness to take part in activities, their appreciation of their own uniqueness and their perception that others appreciated their uniqueness. There also was

no increase in their perceived ability to handle criticism or learn from their mistakes. These results were a bit puzzling and were expected to increase. Perhaps an interview with several key teachers might uncover more information behind their responses.

Recommendations:

1. More focus should be given to developing ways to recognize the positive contributions of the teachers.
2. Develop a monthly recognition at each faculty meeting to honor “the kindest employee of the month.” Develop an agreed-upon method for making the selections. Perhaps purchase a glass apple that could be passed to the winning teacher each month or a photo of the winner on a poster displayed in a prominent place. Note should be made in the teacher’s personnel file of this award so it can become part of the criteria for awarding Merit Pay increases.
3. Ask each teacher to create a personal/professional development plan that involves some of the items on the inventory. Schedule regular meetings with teachers to review their development plan.

Objective #9: Increase Achievement Test Scores

Results: The only way to measure this objective is to compare the results of next October’s Achievement Test Scores with those of this October to see if there is any increase in scores.

Recommendation:

1. If possible, compare the results of the Achievement Tests to be given in October 2006 with the results from the same tests of October 2005.

Objective # 10: Increase School Attendance

Results: Attendance records were checked for the three weeks before KASSI began and then again three weeks after it began. There were no noticeable changes in the average attendance from the pre-test period to the post-test period.

Recommendation:

1. Compare attendance from last year with this year to see if there were any differences that might be attributed to participation in KASSI.

Other Objectives That Could Not Be Evaluated

Because the school modified the Bullying Survey it was not possible to evaluate the following objectives:

- Increased integrity, honesty and responsibility
- Increased non-violent resolution of conflicts
- Increased resistance to peer pressures
- Increased empathy, friendship skills.

In addition, we did not measure increases in parent involvement & volunteer participation because of the small number of parents who became involved in the Initiative nor did we measure increased student participation in school activities.

Recommendation:

1. Compare your records of student participation in school activities from last year with this year.

Overall Recommendations:

1. Compare discipline referrals, suspensions and expulsions with last year to see if the implementation of KASSI had any effect on these events.
2. More attention needs to be given to sensitizing students to the negative effects of bullying and putting-down others through classroom activities or possibly skits performed by a student group.
2. A mid-term re-administration of the Bullying Survey will help identify pockets of bullying behavior that then can be targeted with classroom interventions of activities.
3. May need to schedule regular all school activities such as an assembly to call attention to the problem of bullying and putting-down others. Ask students who have been bullied or put-down to be on a panel to discuss how bullying and put-downs have impacted their lives.
4. Create a peer mediation program to provide support for students who are being bullied or put-down.
5. Create support groups for students who are being bullied to provide them with coping strategies.
6. Bullying and put-downs are often intertwined with peer conflicts and students need skills to help them resolve their conflicts without resorting to name-calling or other put-downs. Teach a unit on conflict resolution to all students, if possible.
8. Introduce classroom and all school activities based on the Character Traits that were selected prior to the beginning of school early in the year. The implementation of this part of the program did not get started until March. We have found that they work best if integrated into the weekly themes starting in the fall. They help build the foundation for student recognition of positive character traits during the first semester.
9. Do a mid-term administration of the Bullying Survey to determine more precisely how to structure the activities of the second semester. This also helps pinpoint possible trouble spots that can be addressed during the second semester.
10. It is also good to have teachers do a mid-term observation day to see to determine areas of the school that may still need more supervision or attention.
11. Get more students involved in the KASSI Committee to get more on-going buy-in from the students.
12. Get regular reports from the teachers about what activities they have used and what the response was to each activity.
13. The KASSI Coordinator seemed to need more time to devote to the coordination of the program. She seemed over-worked and the school may need to consider

expanding her hours so she can coordinate this kind of program in addition to her regular duties.

14. Create a peer mediation program to have trained students available to spot problems and offer support to those being bullied and to help resolve peer conflicts that can involve some put-downs and bullying.
15. You could begin with offering a short six-weeks course to all sixth grade students and then each year teach the new 6th grade students. Over a period of three years you would reach all the older students who then can help the younger students to resolve conflicts peacefully. Volume II of *Spreading Kindness* contains the outline and activities to create this course.
16. Follow up the results of the Survey with some interviews of students in certain classes to see if they confirm the reports of their teacher. This is a way of validating the results.
17. Adopt some form of bullying prevention pledge that all students sign. The Purple Hands Pledge can supply this but it needs to be kept in front of the students and have some significance. One way to do that is to get all visitors and parents to sign a Purple hands Pledge along with all the teachers. All new students should be “initiated” by having them sign the Pledge.
18. Careful and deliberate attention needs to be given to help students develop a solid sense of belonging to the school and a feeling of being an important part of the school. The following suggestions are offered:
 - Activities to recognize students for their contributions to the school are useful in developing this quality.
 - Awards assemblies where students are recognized for positive contributions to the schools might help develop this quality.
 - Making sure that there is as much or more recognition of positive behaviors of students as negative behaviors is also very important.
 - Another suggestion is to create a “buddy system” where 7th & 8th Grade students are paired with new or incoming students. This can pay off with big dividends.
 - Finally, students need to be given a meaningful role in areas of the operation of the school through student forums or student government.
19. By utilizing a restorative approach to school discipline, you can also increase a sense of belonging and personal power in your students. Volume II of *Spreading Kindness* contains information and activities to assist a school in starting a Restorative Justice approach to school discipline. We recommend that the school consider augmenting their regular discipline approach with restorative measures.
20. More focus should be given to developing ways to recognize the positive contributions of the teachers.
21. Develop a monthly recognition at each faculty meeting to honor “the kindest employee of the month.” Develop an agreed-upon method for making the selections. Perhaps purchase a glass apple that could be passed to the winning teacher each month or a photo of the winner on a poster displayed in a prominent place. Note should be made in the teacher’s personnel file of this award so it can become part of the criteria for awarding Merit Pay increases.

22. Compare attendance from last year with this year to see if there any differences that might be attributed to participation in KASSI.

Summary

The results of the evaluation of 10 different objectives showed some reduction of bullying behaviors and put-down as reported and observed by the teachers. The student reports did not confirm these results. The results of the Bullying Surveys taken by the students showed little change in the overall number of incidents of being bullied or bullying others. Students in several grades did have significant reductions in being bullied and/or bullying others. In addition, there was an overall 20% increase in the number of kind acts performed by Smith students and a highly significant increase among 3rd Grade Boys (a 55% increase).

There was also a significant increase in teacher self-esteem and some significant changes in the self-esteem of students in several grades but no overall significant increases in student self-esteem.

Overall the results were mixed and no consistent pattern could be established to show how KASSI changed the school climate and the bullying behaviors of many of the students in this school. The interpretation of the results examined some of the possible reasons for this lack of a consistent pattern of results and provided recommendations that might improve the results for next year, if the school continues KASSI.

**EVALUATION REPORT FOR THE KIND & SAFE SCHOOLS INITIATIVE
FOR A MIDDLE SCHOOL
2005-2006 SCHOOL YEAR**

Background:

This evaluation report is designed to provide specific feedback to the staff of Smith Middle School who implemented elements of the Kindness Campaign's Kind & Safe Schools Initiative during the 2005-2006 school year. Smith Middle School had approximately 800 students in grades 6, 7, and 8. The School Coordinators were two counselors at the school. Gail Shulimson, the KASSI School Coordinator and I met with the two counselors and a group of teachers last October to present KASSI to them. After another group meeting they signed a contract November 1 and immediately began preparing to implement the Initiative. After they selected their KASSI Committee, we help them organize a Kick-off Assembly on November 14.

We also conducted a Parent's In-service Training session on November 15 attended by 8 parents and staff. We gave the parents who attended a free copy of our *Raising Kind Kids* book and showed them some ways they could utilize the activities in the book with their families. We also encouraged them to get involved with KASSI at this school.

The following week, November 21, we conducted an in-service training with the KASSI Committee and helped them brainstorm ideas for their program. The student members of the Committee took an active part in the training and were very helpful in suggesting ideas.

We maintained regular email and phone contact with the School Coordinators and The KASSI School coordinator a face-to-face meeting with the School Coordinators in January to prepare for the second semester. A series of recommendations were presented to the School Coordinators at that meeting.

Results of the Evaluation Process:

Limitations of This Report:

There were 14 different objectives to be evaluated. We received complete pre-post data on only 9 of the 14 objectives. Where possible we will still make recommendations regarding all 14 objectives. In addition, there were wide differences between the pre-test sample and the post-test sample. A total of 163 students filled out the pre-test School Bullying Survey (15 were thrown out because of a lack of identifying information) and only 116 filled out the post-test of the Survey. This means that 53 of the students who filled out the pre-test did not fill out the post-test. We received no explanation why there was this wide difference in the sample size.

This same discrepancy also showed up on the Student Self-Esteem Survey. A total of 185 students filled out the pre-test instrument and only 114 filled out the post-test inventory leaving 71 students who did not fill out the post-test. This unaccounted for discrepancy could bias the results in unknown ways and is a limitation of this evaluation report. In each case the results were corrected statistically by calculating a Mean Score

for each grade/gender for the pre and post-tests of both instruments and by calculating whether or not the Mean scores were significantly different.

In addition, we received pre-test data on teacher reported incidents of bullying and put-downs and mid-year data on teacher observed bullying and put-downs behaviors but no end-of-year data from the teachers on this measure. Finally, we received pre-test data on Teacher Self-Esteem, but no post-test data.

Objectives # 1 & 2: Reduce Discipline Referrals, Suspensions and Expulsions

Results:

There was no change in discipline referrals comparing the five weeks prior to the Kick-off assembly with the five weeks immediately after the assembly. There were 61 discipline referrals in the five weeks prior to the assembly and 62 in the 5 weeks after the assembly. We did not receive any data on suspensions and expulsions.

Recommendation:

1. It is recommended that the school officials go back post hoc and count these events for from the beginning of the year to November 14 and after that date to the end of the school year and compare the results. In addition, the school officials can count the numbers of these events for this school year since November 14 and compare them with the same time period last year.

Objectives # 3 & 4: Reduce Number and Frequency of Student-to-Student Bullying and Put-Downs

Results:

A School Bullying Survey is a self-report inventory containing 24 items. It was used to measure pre-post changes in bullying behaviors. The two objectives to be measured were student reports of bullying other students and student reports of being bullied. Our experience with this instrument is that because it is very concrete in asking students if they did specific acts, they are very honest and the results accurately reflect their actual behaviors.

We also have pre-test and mid-term data on from teachers these objectives and even though we lacked post-test data from the teachers the data we have showed some important trends. Below are three tables that show the results of both of these objectives. They are each followed by an interpretation of the results and recommendations based on them.

Table 1
Pre-Post Comparison of Incidents of Bullying Others
By Grade and Gender

Grade/Gender	Pre-test Score/N	Pre-test Mean Score	Post-test Score/N	Post-test Mean Score	Diff./ Mean Scores
6- Boys	111/22	5.05	108/15	7.2	+2.15
6- Girls	170/30	5.67	92/16	5.75	+ .08
7- Boys	327/41	7.98	276/27	10.2	+2.24
7- Girls	252/27	9.3	149/22	6.77	-2.53
8- Boys	342/30	11.4	281/20	14.05	+2.65
8- Girls	130/25	5.2	92/16	5.75	+ .55
Totals	1332/148	9.0	998/116	8.6	-.4

Interpretation of Results:

While there was a slight reduction in students bullying other students, the amount of improvement was not statistically significant and could be the result of chance factors. In case of the 6th, 7th & 8th Grade Boys there were more incidents of bullying others on the post-test than on the pre-test. The only positive trend in these two grades was that the number of incidents of physical bullying was reduced, but the amount of verbal bullying actually increased to washout that gain.

There was an overall reduction among 6th Grade Girls in bullying others and specifically the number of girls who said they excluded others from their activities dropped from 16 on the pre-test to 8 on the post-test.

Recommendations:

1. Recheck to make sure the same students who filled out the pre-test also took the post-test. The discrepancy in sample size could account for the results.
2. The lack of validation by not having teachers report their observations of bullying behaviors on the School Bullying Survey on a post-test filled out at the same time as the student reports makes it impossible to say these results are accurate.

Table 2
Pre-Post Comparison Being Bullied
By Grade and Gender

Grade & Gender	Pre-test Score/N	Pre-test Mean Score	Post-test Score/N	Post-test Mean Score	Diff/ Mean Score
6-Boys	29/22	1.3	36/15	2.4	+1.1
6-Girls	169/30	5.6	70/16	4.4	-1.2
7-Boys	148/41	3.6	150/27	5.6	+2
7-Girls	166/27	6.1	102/22	4.6	-1.5
8-Boys	121/30	4.0	85/20	4.25	+ .25
8-Girls	47/25	1.88	33/16	2.06	+ .18
Totals	680/148	4.6	476/116	4.1	-.5

Interpretation of Results:

Again there was a slight reduction in the number and frequency of being bullied by others. This was not a statistically significant result and could be caused by chance factors. Most of the reductions occurred among 6th and 7th Grade Girls. For example, 7 6th Grade Girls reported being bullied repeatedly on the pre-test and only 3 on the post-test. Among 7th Grade Girls, 6 girls reported being bullied on the pre-test and only 2 girls reported being bullied on the post-test.

Recommendations:

1. In spite of the attention that the Carolina Kindheels Presentation created about the negative impact of bullying and name calling, there needs to be a more sequential effort to get this message to all students. This may mean more classroom discussions on the topic and a recommitment of all students to this effort during spring semester through something like the Purple Hands Pledge.
2. Keep efforts like the Purple Hands Pledge in front of the students with reminders and assemblies that feature this topic. Some schools have every visitor, guest speaker and new student sign the Purple Hands Pledge publicly in classes and in assemblies. This keeps the intent of the Pledge fresh in students' minds.
3. Have regular assemblies where you recognize students who have contributed in some positive way to being kind to other students. Think of regular public ways to recognize pro-social behavior. It is so easy to return to focusing mostly on the negative behaviors, particularly during the spring semester.

Table 3
A Comparison of Teacher Observations of Bullying Behaviors
Pre and Mid-Term

Pre-test Score/N	Pre-test Mean Score	Mid-term Score	Mid-term Mean Score	Diff/ Mean Scores
731/24	30.45	522/24	21.75	8.7*

* Significant reduction in teacher reported bullying behaviors

Interpretation of Results:

We had complete pre-test and mid-term data from 24 teachers at Smith. The results show a significant drop in bullying behaviors as observed by teachers. This result represents a 29% drop in bullying behaviors. There was a reduction in every question relating to bullying and put-downs.

Some of the reductions were significant such as fighting (down 53%), encourage fights (down 59%) and threatening to hit another students (down 48%). The pre-testing was done in mid-November 2005 and the mid-term testing January 9 & 10, 2006, a period of about two-months. If you eliminate the Christmas break, the time period was more like six-seven weeks. This was a very promising result and showed that the Kindness Campaign was working to create a more positive school climate that naturally led to a reduction of bullying behaviors and put-downs.

The post-test data from the students indicated that this trend did not continue for the second semester shows that the second part of the program. The objective to focus on bullying prevention during the second semester did not work as well as it should have. If the mid-term trend had continued, we should have seen a 40-50% decrease in bullying behaviors reported by the teachers and students by the end of the school year.

Recommendations:

1. The overall results of the mid-term observations of the teachers suggest that the first part of the Initiative, whose goal it was to create a more positive school climate, was working very well during the first semester. The final results suggest that there was an apparent letdown during the second semester in the bullying prevention part of the Initiative. If the school were to do the Initiative again we would recommend the following:
 - A short faculty in-service presentation on bullying prevention early in the second semester on what would be expected of the faculty and staff to make this part of the Initiative successful.
 - This in-service should focus on creating classroom discussion on the negative effects of bullying and put-downs and the creation of a classroom policy to prevent bullying behaviors.
 - A recommitment by the students to the Purple Hand Pledge or some other form of commitment to refrain from bullying or putting down others.
 - Creating a set of recommended classroom activities to give to teachers drawn from the *Spreading Kindness* book to focus everyone's attention on the negative effects of bullying and how to handle bullying or put-downs if you see them.

- Create special events focusing on the negative effects of bullying and put-downs such as assemblies with panels of students discussing this issue, use of films or student created skits such as the Carolina Kindheels skit. The goal would be to have some all-school activity and some classroom activities each week to reinforce the need to prevent bullying and put-downs.

2. Make every effort to get the teachers to fill out the School Bullying Survey at the end of the school year at the same time as the students. This provides a good source of validation of the results of the student surveys.

Objective # 5: Increased School Achievement

Results:

The school did not provide us with any data to evaluate this objective.

Recommendations:

1. We recommend that the school compare the Achievement Test results from last spring with those of this spring to see if there is any gain in test scores. You may do the same for next school year if you plan to continue the program.
2. We also recommend that, if possible, a comparison be made in grades from the first grading period, which was before the Kindness Campaign began, and the second grading period when the Kindness Campaign was in full swing.
3. We recommend that if you do these post hoc comparisons you share them with the KASSI Office. In these times where test scores have become over-emphasized we would like to find concrete evidence of a link between a positive school climate and increased test scores. We have had some preliminary findings that suggest this link is there and we need more data to confirm it.

Objective # 6: Increased School Attendance

Results:

From the data collected by the school there appears to be no improvement in overall school attendance during the time when the data was collected. For the five weeks prior to the Kick-off Assembly they had 95.9% of their students present and for the five weeks after the assembly they had 95.4% of their students present. This equals about one student missing per day of school. One question on the School Bullying Survey addressed school attendance. It asked students to report if they stayed home from school out of fear of being bullied. The pre-test showed that students stayed home 37 times because of a fear of being bullied. The post-test results showed that those in that sample had only stayed home 19 times because of a fear of being bullied. The table below breaks out the data by grade and gender.

Table 4
Pre-Post Comparison of Missed Days Due to Bullying
By Grade & Gender

Grade & Gender	Pre-test Score/N	Pre-test Mean Score	Post-test Score/N	Post-test Mean Score	Diff/ Mean Scores
6- Boys	0/22	0	1/15	.06	+. 06
6- Girls	11/30	.361	1/16	.06	-.301
7- Boys	4/41	.98	5/27	.185	-.795
7- Girls	10/27	.37	8/22	.36	-.01
8- Boys	10/30	.33	3/20	.15	-.18
8- Girls	2/25	.08	1/16	.06	-.02
Totals	37/148	.25	19/116	.16	-.09

Interpretation of the Results:

These results show that the objective to increase school attendance was forwarded by the presence of the Kindness Campaign. Clearly fewer students felt they had to stay home to avoid being bullied after the Kind & Safe Schools Initiative was started at Smith Middle School. The pre-test data indicated a problem with 11 days missed by 6th Grade Girls and 10 days missed by 8th Grade Boys. The fact that even one student would feel unsafe enough to stay away from school is a problem that must be addressed.

Recommendations:

1. Compare school attendance for the year after mid-November (the date of the Kick-off Assembly) with the same time period last year.
2. Utilize the pre-test data to locate students who fear being bullied enough to stay home from school. These students must be identified and assisted so they no longer fear coming to school.
3. Create a peer mediation program to provide support for students who are being bullied or put-down. Peer mediators may also help identify students who are not coming to school because of the fear of being bullied and then provide safety for them.
4. Create support groups for students who are being bullied to provide them with coping strategies.

Objective # 7: Increased Participation in School Activities

Results:

No data was provided from the school to evaluate this objective.

Recommendation:

1. Compare the number of students participating in school activities (clubs, music, drama, athletics, intramural sports, etc.) this year with the number from last year.

Objective # 8: Increased Pro-Social Behaviors

Results:

There was a slight increase in the Mean number of Kind Acts reported by students on the School Bullying Survey. Two questions on the survey asked for this information. The table below breaks out the results by grade and gender.

Table 4
A Pre-Post Comparison of Kind Acts
By Grade & Gender

Grade & Gender	Pre-test Score/N	Pre-test Mean Score	Post-test Score/N	Post-test Mean Score	Diff/ Mean Scores
6- Boys	84/22	3.8	59/15	3.9	+. 1
6- Girls	126/30	4.2	80/16	4.2	0
7- Boys	93/41	2.3	114/27	4.2	+1.9
7- Girls	245/27	9.1	162/22	7.4	-1.7
8- Boys	128/30	4.3	69/20	3.45	-.85
8- Girls	118/25	4.7	77/16	4.8	+. 1
Totals	794/148	5.36	561/116	4.84	-.52

Interpretation of the Results:

The results show only a slight, non-significant increase in the Mean frequency of Kind Acts by students from pre-test to post-test. This is a surprising result because the teacher's mid-term report showed a 67% increase in Kind acts by students. It seems that by the end of the school year when the post-testing of the students was done this gain had washed out. It is hard to know why this happened and in fact if it did. Again, without the post-test of the teacher observations we can't validate the student results. Typically, teachers only witness a part of the transactions of the students, but we could have extrapolated from the end of year teacher data to the end of year student data.

Recommendations:

1. If you do the Campaign again be sure to get the teachers to fill out the end of year survey on bullying behaviors. This is a very important source of information on the effectiveness of the program.
2. The results suggest that the activities to promote kind acts need to be emphasized throughout the school year. The Kindness Buttons are an easy way to continue this effort plus recognition assemblies and on-going classroom activities.

Objective# 9: Increased Self-Esteem

Results:

There was an increase in self-esteem as shown by the results of the pre-post inventories filled out by the students. While the overall results were not statistically significant, there were specific items where significant increases in self-esteem occurred. Below is a table that shows the results by item. The tests were not organized by grade or gender.

Table 5
Pre-Post Comparisons of Self-Esteem
Smith Middle School 2005-2006
Pre-test N= 185 **Post-test N=114**

Item # & Content	*Pre # 1 & 2	Pre % 1 & 2	Pre # 3 & 4	Pre % 3 & 4	Post # 1 & 2	Post % 1 & 2	Post # 3 & 4	Post % 3 & 4	% Change 1 & 2
1: Feel like important	101	55%	83	45%	52	46%	62	54%	-9% *
2: Treated like important	72	39%	112	61%	44	39%	70	61%	0%
3: Treated kindly	59	32%	125	68%	35	30%	79	70%	+2%
4: Ask for help teach. or coun.	86	47%	98	53%	44	39%	70	61%	-8%
5: Participate in activities	73	40%	111	60%	41	36%	73	64%	-4%
6: I like my uniqueness	45	24%	140	76%	16	14%	98	86%	-10% *
7: Others like my differences	56	30%	128	70%	35	31%	79	69%	+1%
8: Can express self freely	59	32%	125	68%	42	37%	72	63%	+5%
9: Enjoy being by myself	87	47%	97	53%	39	34%	75	66%	-13% *
10: I have fun with others	54	29%	130	71%	18	16%	96	84%	-13% *
11. Peers enjoy me	51	28%	133	72%	23	20%	91	80%	-8%
12: I enjoy this school	50	27%	134	73%	34	30%	78	70%	+3%
13: Personal Power	53	29%	131	71%	29	25%	85	75%	-4%
14: Ask directly for wants/needs	78	42%	106	58%	46	40%	68	60%	-2%
15: Enjoy volunteering	87	47%	97	53%	50	44%	64	56%	-3%
16: Guilt for mistakes	64	35%	120	65%	42	37%	72	63%	+2%
17: Feel good after criticism	78	42%	106	58%	43	38%	71	62%	-4%
18: Deserve to be treated kindly	33	18%	158	82%	14	12%	100	88%	-6%
19: No put-downs	47	26%	137	74%	23	20%	91	80%	-6%
20: Treat others with kindness	38	21%	145	79%	19	17%	95	83%	-4%
Overall Mean	58				61				

* Significant pre-post changes in the predicted direction (increased self-esteem).

*1 & 2 = Almost Never & Sometimes; 3 & 4 = Usually & Almost Always

Interpretation of Results:

Assuming that the sample size for the pre-test and post-test (185 to 114) were both representative of the student body and comparable, (that is, the same but fewer students filled out both pre-and post-tests) these results yielded several significant changes in the predicted direction. Despite the fact that the overall Mean differences between the pre-test and post-test results were not significantly different (58 to 61), there were significant pre-post differences with some of the key items in the Inventory. The most significant gains in self-esteem of the student body showed up in items within two of the four key variables measured by this instrument: 1) the ability to connect to the school and to other students (items #1-5) and 2) the ability to see oneself as a unique individual (items #6-10).

The total number of students who indicated a lack of connection to the school and to other students dropped from 101 or 55% of the total on the pre-test to 52 or 46% of the total on the post-test. This is a positive trend but still leaves much room for improvement since almost half of the students sampled indicate no strong connection to the school or other students. This certainly can be tied to potential discipline problems and can predict students who may drop out of school. More effort needs to be made to strengthen the ability of students to feel more connected to the school and to other students.

In the pre-test, 45 students or 24% of the sample indicated that they did not appreciate their uniqueness while only 16 students or 14% of the post-test sample indicated that this was a problem for them. This too is an important developmental marker, because Middle School students are in the process of identifying their unique qualities and need to know that their teachers and their peers value their uniqueness. Other significant changes also showed up from pre to post. Item #9 asks if students enjoy being by themselves and 87 or 47% indicated in the pre-test that they didn't, while on the post-test only 39 or 34% indicated they disliked being by themselves. This result shows a stronger development of an independent "self," particularly when paired with the gains in shown in the next item: feeling that others "I have fun with others." In the pre-test 54 or 29% of the students indicated that they didn't believe their peers enjoyed being with them. In the post-test only 18 or 16% indicated a lack of connection to others. This kind of student can enjoy being with others and by him or herself. It is a quality that could be emphasized and strengthened by publicly recognizing the unique qualities and/or contributions of individual students.

These are two very important developmental tasks for Middle School students that should help them better cope with the peer pressures of adolescence. If they had shown more ability to connect with the school and others without the gains they made in their ability to identify their own unique qualities, they may have become more conforming and less of an individual. This is important so they can make independent decisions that are in their own best interests and not "going along with the crowd" when it comes to drugs, alcohol or other peer pressures.

Balancing these positive results is a lack of gain and some slippage with the other two key areas of self-esteem: personal power and object constancy (items # 11-20). These reflect possible areas of concern that may require more attention. For example, teaching students skills to help them resolve their conflicts peacefully helps strengthen both

personal power and object constancy. In addition, peer mediation provides additional support for students who need some help to resolve their conflicts. Finally, a restorative approach to discipline also supports the development of personal power and object constancy.

Recommendations:

- 1) Consider teaching at least a 6 week-module on conflict resolution training to all students. This would strengthen the personal power of the students and improve their object constancy. This could be offered in a social studies class or a health class or could be integrated into the Anchor period. By offering it to the incoming 6th graders each year you could phase it in. So in three years you would have reached all students. Consider purchasing Volume II of KASSI package, which contains a suggested class schedule and all the activities for a six-weeks course in conflict resolution.
- 2) Consider developing a peer mediation program. This could provide necessary support to students who may need it and could improve the personal power of these students as well as strengthen their object constancy. If you can solve the logistical problems (time to identify and train students, on-going supervision and space limitations) this intervention could improve the self-esteem of your student body even more. Consider purchasing Volume II of the KASSI package, which contains activities, forms and other resources to start a peer mediation program.
- 3) Consider implementing a restorative approach to school discipline. This approach definitely increases the personal power and object constancy of students. The traditional approach that is based on detention, suspension and expulsion has not proven effective and is disempowering to students. Consider purchasing Volume II of the KASSI package, which contains activities and resources for introducing a restorative approach to school discipline. It can be phased in over a school year and integrated with the traditional program.

Objective # 10: Increased Non-violent Resolution of Conflicts

Results:

Eight items on the School Bullying Survey measure the use of bullying, put-downs and other similar methods to resolve peer conflicts. A reduction in the frequency of use of these methods from pre to post-testing indicates less use of these methods to resolve peer conflicts. The pre-post results indicate a slight reduction in the Mean frequency of bullying and put-downs to resolve conflicts. The chart below breaks out the results by grade and gender.

Table 6
Pre-Post Comparison of Conflict Resolution Skills
By Grade & Gender

Grade & Gender	Pre-test Score/N	Pre-test Mean Score	Post-test Score/N	Post-test Mean Score	Diff/ Mean Scores
6-Boys	51/22	2.3	51/15	3.4	+1.1
6- Girls	86/30	2.86	39/16	2.44	-.42
7- Boys	183/41	4.46	151/27	5.59	+1.13
7- Girls	124/27	4.59	86/22	3.91	-.68
8- Boys	182/30	6.06	144/20	5.7	-.36
8- Girls	54/25	2.16	45/16	2.81	+. 65
Totals	680/148	4.59	616/116	4.4	-.19

Interpretation of the Results:

While there was an increase in the frequency of bullying and put-down behaviors to resolve conflicts among 6th and 7th Grade Boys, there was a slight decrease in the frequency of these behaviors in the other grade and gender groups. Apparently there was still considerable use of bullying and put-downs to resolve peer conflicts. This could reflect a lack of skills in how to resolve these conflicts in any other way. The research shows that when students are taught effective non-violent conflict resolution skills they use them and the amount of peer conflict is significantly reduced.

Recommendations:

1. Bullying and put-downs are often intertwined with peer conflicts and students need skills to help them resolve their conflicts without resorting to threats, name-calling or other put-downs. Teach a unit on conflict resolution to all students, if possible. You could begin with offering a short six-weeks course to all sixth grade students and then each year offer the course to the same grade. Over a period of three years you would reach all the older students who then can help the younger students to resolve conflicts peacefully. Volume II of *Spreading Kindness* contains an outline for a six-weeks course for sixth grade students with all the learning activities included.
2. Short of offering a course in conflict resolution, some of the classroom activities in Volume II of *Spreading Kindness* could be offered to students where there is evidence of poor skills in this area. A look at the pre-test data can give you information on where to target this kind of intervention.

Objective # 11: Increased Resistance to Peer Pressures

Results:

Four questions in the School Bullying Survey address this issue. They ask students if they participated in any group efforts to bully or harass other students. A reduction in the score on these four questions indicates resistance to peer pressures to bully others in a group situation. The pre-post test results indicate a slight, but non-significant decrease in this behavior.

Table 7
Pre-Post Comparison of Peer Relations
By Grade & Gender

Grade & Gender	Pre-test Score/N	Pre-test Mean Score	Post-test Score/N	Post-test Mean Score	Diff/ Mean Scores
6-Boys	29/22	1.3	32/15	2.1	+ . 8
6- Girls	55/30	1.8	28/16	1.75	-.05
7- Boys	63/41	2.3	54/27	2	-.3
7- Girls	84/27	3.1	36/22	1.6	-1.5
8- Boys	63/30	2.1	51/20	2.55	+ . 45
8- Girls	31/25	1.24	23/16	1.44	+ . 2
Totals	325/148	2.2	224/116	1.93	-.27

Interpretation of Results:

This objective involved improving peer relationships by reducing group initiated bullying or harassment. There was a slight increase in the group Mean for this behavior among 6th Grade Boys, 8th Grade Girls and 8th Grade Boys. The other grade and gender groups experienced a slight decrease in this behavior.

Recommendation:

1. More emphasis needs to be placed on locating pockets of this behavior early in the school year and then providing interventions to protect students from harassment and group initiated bullying. Research suggests that this kind of behavior starts as early as the sixth week of school and continues for the whole year if nothing is done to stop it. By checking the pre-test results, pockets of this behavior can be spotted and interventions can be provided for students who are targets of this kind of bullying. It is one of the most damaging forms of bullying because the victim of the bullying is outnumbered and often isolated.

Objective # 12: Increased Empathy and Friendship Skills

Results:

Nine items on the School Bullying Survey measure indications of empathy and effective friendship skills, such as including others in your activities or social group. The pre-post test results show no reduction in the frequency of behaviors that show a lack of empathy and an attempt to exclude others from one's activities or group. The table below breaks out the data into grades and gender groups.

Table 8
A Pre-Post Comparison of Empathy and Friendship Skills
By Grade & Gender

Grade & Gender	Pre-test Score/N	Pre-test Mean Score	Post-test Score/N	Post-test Mean Score	Diff/ Mean Scores
6- Boys	58/22	2.6	46/15	2	-.6
6- Girls	82/30	2.7	49/16	3.1	+. 4
7- Boys	124/41	3	158/27	5.8	+2.8
7- Girls	131/27	4.9	69/22	3.1	-1.8
8- Boys	158/30	5.3	135/20	6.75	+1.45
8- Girls	66/25	2.64	49/16	3.1	+. 42
Totals	619/148	4.2	506/116	4.36	+. 16

Interpretation of Results:

This objective was to determine any changes in friendship relations skills involving bullying or harassing others. There was no reduction in Mean frequencies of this behavior and a slight increase from pre-testing to post-testing. The increases were with 6th Grade Girls, 7th Grade Boys, 8th Grade Girls and 8th Grade Boys. Encouragingly, the greatest reduction was with 7th Grade Girls. Although typically this behavior is a form of bullying used mostly by girls, these data indicate that both boys and girls used it frequently.

Recommendations:

1. This too reflects a lack of skill and a lack of sensitivity to others regarding how to develop friendships. A course in conflict resolution would be the best way to help teach students these skills. There is a push in education to help develop the emotional intelligence of students. This is an area that needs much more attention.
2. Identify through an examination of the pre-test results of the School Bullying Survey any pockets of these behaviors that exist in your school and design interventions to raise the awareness of the students to the negative effect of their behavior on those they are mistreating.

Objective # 13: Increased Parent & Volunteer Participation

Results:

The school did not provide us with any data to measure this objective so nothing can be added in this report.

Recommendations:

1. If records are kept on number and time related to parent involvement and volunteer involvement at the school for this year before and after the Kick-off Assembly, then a comparison could be made. This would be an important indicator of how KASSI helped draw more parents into the school to assist with the implementation of the Initiative.
2. More attempts need to be made to reach out to parents in the form of meetings and open-house gatherings to inform them on how they can participate in this Initiative.

3. Actively recruit parents to be on your KASSI Committee. Parents can provide important leadership and input to this Initiative.

Objective # 14: Increased Teacher Self-Esteem

Results:

Since the teachers did not fill out the post-test on self-esteem, this objective could not be evaluated. The highest score on the pre-test was 78 out of 80 and the lowest score was 45 out of a possible 80. The pre-test data supplied by the teachers showed that 6 of the 13 teachers who filled out the inventory expressed that they were having a difficult time freely expressing their ideas and were having difficulty enjoying doing things by themselves. These items relate to uniqueness as an important part of self-esteem. It would have been interesting to see if these perceptions changed as a result of the effects of KASSI.

Recommendations:

1. If the school continues this Initiative next year, try again to get teachers to fill out both the pre & post-tests. This information can help determine the effectiveness of KASSI on teacher self-esteem.

Teacher Feedback:

Results:

Teachers were asked at the end of the school year to provide constructive feedback to the School Coordinator to help them evaluate the effectiveness of the program. Below is a summary of these comments:

1. What were the most effective elements of the Kindness Campaign activities?

- Students taking responsibility to help another student who was being bullied.
- The conversations they (the School Coordinators?) “sparked” with the students.
- The activities w/ the students in the classroom.
- Having tangible symbols (buttons, hands on posters, etc.)
- The Jamaican speaker
- Student ownership (this aspect should be expanded)
- The kindness links and the kindness hands poster
- The lesson starters and the participation by so many. Students like them
- Passing along the buttons and having a student committee take ownership
- The buttons and presenting in front of a group was motivating

2. Were the activities easy to implement Yes=8 No=2

Comments:

- Had trouble keeping up with the buttons
- Make them less time-consuming and vary the topics to prevent boredom
- Students wanted more time to interact with the counselors
- Very much easy to implement
- Wish there was a better time than ANCHOR time, consider doing some in Social Studies classes
- Need more poster around the school to promote the Campaign

2. Personal suggestions to improve the Kindness Campaign

- Get parents involved
- Focus on the consequences of bullying
- Harsher punishments for bullying
- Need to breathe new life into the Campaign (recognize students at all assemblies)
- Ask students to prove that kindness is cool
- Student-led interactive assemblies by grade level
- Start ANCHOR time off with the novel *The Wave*. Discuss the power of propaganda/peer pressure/trends. Talk about ways the kids can cause a “Kindness Wave.”
- Do things more often-once a week
- Start a peer mediation program
- Be sure sound system works for kick-off assemblies
- Don’t leave poster or chains hanging around the building – it looks like vandalism
- Simplify all the programs; too many campaigns going on; hard to focus and do one really well.

Overall Recommendations:

1. Plan to continue KASSI next school year and utilize the recommendations in this report to further increase the effectiveness of this program. This was the first year of the Initiative in your school and some important gains were made that can be easily built on for next year.
2. It is recommended that the school officials go back post hoc and count the discipline referral, suspensions and expulsions for from the beginning of the year to November 14 and after that date to the end of the school year and compare the results. In addition, the school officials could count the numbers of these events for this school year since November 14 and compare them with the same time period last year.
3. Recheck to make sure the same students who filled out the pre-test also took the post-test. The discrepancy in sample size could account for the results.
4. The overall results of the mid-term observations of the teachers suggest that the first part of the Initiative, whose goal it was to create a more positive school climate, was working very well during the first semester. The final results suggest that there was an apparent letdown during the second semester in the bullying prevention part of the Initiative. If the school were to do the Initiative again we would recommend the following:
 - A short faculty in-service presentation on bullying prevention early in the second semester on what would be expected of the faculty and staff to make this part of the Initiative successful.
 - This in-service should focus on creating classroom discussion on the negative effects of bullying and put-downs and the creation of a classroom policy to prevent bullying behaviors.
 - A recommitment by the students to the Purple Hand Pledge or some other form of commitment to refrain from bullying or putting down others.
 - Creating a set of recommended classroom activities to give to teachers drawn from the *Spreading Kindness* book to focus everyone’s attention on the

negative effects of bullying and how to handle bullying or put-downs if you see them.

- Create special events focusing on the negative effects of bullying and put-downs such as assemblies with panels of students discussing this issue, use of films or student created skits such as the Carolina Kindheels skit. The goal would be to have some all-school activity and some classroom activities each week to reinforce the need to prevent bullying and put-downs.
5. Make every effort to get the teachers to fill out the School Bullying Survey at the end of the school year at the same time as the students. This provides a good source of validation of the results of the student surveys.
 5. Utilize the pre-test data to locate students who fear being bullied enough to stay home from school. These students must be identified and assisted so they no longer fear coming to school.
 6. Create a peer mediation program to provide support for students who are being bullied or put-down. Peer mediators may also help identify students who are not coming to school because of the fear of being bullied and then provide safety for them.
 7. Consider teaching at least a 6 week-module on conflict resolution training to all students. This would strengthen the personal power of the students and improve their object constancy. This could be offered in a social studies class or a health class or could be integrated into the Anchor period. By offering it to the incoming 6th graders each year you could phase it in. So in three years you would have reached all students. Consider purchasing Volume II of KASSI package, which contains a suggested class schedule and all the activities for a six-weeks course in conflict resolution.
 8. Consider developing a peer mediation program. This could provide necessary support to students who may need it and could improve the personal power of these students as well as strengthen their object constancy. If you can solve the logistical problems (time to identify and train students, on-going supervision and space limitations) this intervention could improve the self-esteem of your student body even more. Consider purchasing Volume II of the KASSI package, which contains activities, forms and other resources to start a peer mediation program.
 9. Consider implementing a restorative approach to school discipline. This approach definitely increases the personal power and object constancy of students. The traditional approach that is based on detention, suspension and expulsion has not proven effective and is disempowering to students. Consider purchasing Volume II of the KASSI package, which contains activities and resources for introducing a restorative approach to school discipline. It can be phased in over a school year and integrated with the traditional program.
 10. More emphasis needs to be placed on locating pockets of group bullying behaviors early in the school year and then providing interventions to protect students from harassment and group initiated bullying. Research suggests that this kind of behavior starts as early as the sixth week of school and continues for the whole year if nothing is done to stop it. By checking the pre-test results, pockets of this behavior can be spotted and interventions can be provided for students who

are targets of this kind of bullying. It is one of the most damaging forms of bullying because the victim of the bullying is outnumbered and often isolated.

11. More attempts need to be made to reach out to parents in the form of meetings and open-house gatherings to inform them on how they can participate in this Initiative.
12. If the school continues this Initiative next year, try again to get teachers to fill out both the pre & post-tests. This information can help determine the effectiveness of KASSI on teacher self-esteem.

Summary:

The result of the evaluation of KASSI at Smith Middle School for the 2005-2006 school year showed some improvement of the school climate and some reduction in student-to-student bullying and put-downs. Considering the Initiative was begun in late November, it was a short time to work with to have any more substantial changes in the school climate. We recommend that the school utilize the experience it had this past year to initiate the program for the upcoming school year. In addition, there were some data missing from this year's effort. Next year, this could be easily overcome with more time to plan the Initiative.

e. Review the Evaluation Report and Begin Planning Next Year's Program

The Evaluation Report is your best resource to use in doing your final planning for next school year. This will happen in the summer, either before you leave for summer vacation or just after you return before the beginning of the school year. After you have reviewed this report you will know how best to proceed with your planning for next year.

f. Utilize Volume II to begin designing additional interventions for next year

Volume II provides activities that will help you extend the impact of the first year of the program. The addition of a course in conflict resolution, a peer mediation program and a restorative approach to school discipline will build on the impact the program had during the first year. If you continue the interventions you used during the first year, perhaps modified based on the feedback from the faculty and the Evaluation Report, and add some of these new interventions you will see even greater results.