

Bullying Prevention Project

Final Evaluation Report

March 2008

Introduction

In January of 1999, a survey was distributed to all third graders throughout the state of Maine to examine the frequency that students are exposed to bullying behaviors, their perceptions of safety, and how they react to being bullied. The results of this survey indicated that there is a need for actions to be taken to assure students receive an education in a safe and secure environment. The Maine Law and Civics Education program at the University of Maine School of Law has worked with schools throughout Maine to implement a comprehensive approach to bullying prevention. The program goal is to “work with schools that have a commitment to bullying prevention, through staff training, parent involvement, curriculum implementation, bullying intervention strategies and school climate improvement.” The program includes six phases summarized below.

1. Introduction of Program: This includes providing an awareness presentation, generating staff support, conducting a survey to collect baseline data, selecting a coordinating committee, and notifying parents.
2. Train Staff: This includes providing a staff development workshop in bullying prevention, training the coordinating committee, and introducing bullying education curricula and resources.

3. Develop Bullying Prevention Policies: This includes adopting school standards of conduct, school and class rules against bullying, providing community/parent awareness sessions, and initiating consistent documentation of bullying incidents.
4. Introduce Bullying Education Curriculum: This includes selecting and purchasing of age-appropriate curricula, integrating the curricula into classes, and initiating class meetings where students can discuss and learn about bullying prevention.
5. Reinforce Bullying Prevention: This includes providing appropriate interventions for students engaging in bullying behavior, creating a “community of caring,” updating staff and training new staff.
6. Evaluate the Program: This includes evaluating the program by reviewing policies, practices, and programs, re-administering the student survey to measure changes, and revising the program to meet changing needs.

The program adopted by the Maine Law and Civic program is based on the Bullying Prevention Program created by Dr. Dan Olweus (2001). This program is recommended by the U.S. Office of Juvenile Justice and Delinquency Prevention (OJJDP) as one of the *Blueprints for Violence Prevention* (2001). The program was first evaluated in 42 schools in Bergen, Norway between 1983 and 1985. Participants in the program included 2,500 fourth through seventh grade students from 42 schools. The evaluation design was quasi-experimental and included multiple measures of bullying behavior at the student, classroom, and school level. Measurements included: (1) a self-report student questionnaire administered several months before the program and again 8 and 20 months after the start of the program, (2) a self-report student questionnaire about anti-social behaviors in and out of school, (3) a classroom climate assessment, and (4) teacher ratings of bullying problems in the classroom. Findings showed that there was a

significant reduction in the frequency of students self-reports of being bullied and bullying others, a reduction in anti-social behaviors, and an improvement in the social climate of the classroom (Olweus, 1991). For example, Olweus (1993) states that there were “marked reductions – by 50% or more – in bully/victim problems during the two years following the introduction of the intervention” (p. 113). It is important to recognize that Olweus reports a 50% decrease in the percent of students who report being bullied, not a 50 percentage-point decrease. The difference in the reporting of the statistics is best explained through the following example. Suppose the pre-program survey shows that 10% of the students reported they have been bullied but on the post-program survey only 5% report they were bullied. There has been a five-percentage-point drop in the number of student who report being bullied but a 50% drop in the percent of students who report being bullied. The percent change formula is particularly sensitive to the number of responses used in the calculation. In this example a very small percentage of students reported they had been bullied, therefore, there is a dramatic difference between the percent change and percentage-point change.

It is also important to note that reductions in bullying were more evident 20 months after the introduction of the program than they were after 8 months of program implementation. This indicates that the longer a program is in place, the more impact it will have on bullying behaviors. A third key finding was that classes that had “implemented classroom rules against bullying and regular use of class meetings” had the greatest reductions in reports of bullying problems.

The Bullying Prevention Program was replicated with 6,388 fourth through sixth grade students in 39 schools in South Carolina. Students of African American descent and students eligible for free or reduced lunch comprised a significant portion of the participants. The

University of South Carolina conducted the evaluation. Two groups of school participated in the evaluation. Students in both groups completed a self-report questionnaire before the program and seven months after the start of the program. Only students in Group A received the program during the first year. Students in Group B served as a control group in year one and then received the program the second year. After seven months, students in Group A reported a 25% decrease in how often they bullied other children while the students in Group B reported an increase in their bullying of other children. The difference was found to be statistically significant. There were no significant differences in students' reports of being bullied. University of Maine evaluators assume that the reported 25% decrease in bullying is reported in the same manner as the Olweus results, that is a percent decrease not a percentage-point decrease. However, efforts to obtain a copy of technical report or speak with the evaluator were not successful.

Evaluation Design

The Maine Law and Civics Program contracted with the University of Maine's Center for Research and Evaluation to evaluate the Bullying Prevention Program in schools with whom they work. The evaluation consisted of two components. First, all participating schools conducted student surveys at the start of their efforts or soon thereafter and again at the end of the school year. The time between surveys ranged between 10 months and 18 months. Although the program continues in most schools, for the sake of clarity in this report the two surveys will be referred to as the pre- and post-survey.

The design for this component of the evaluation was a cohort design, which looked at students in similar grades before the intervention and after the intervention. Classroom teachers administered surveys. The survey was the same as that used in 1999 to measure the overall bullying climate among third graders. The survey was already in use when CRE became

involved in the evaluation. The second component of the evaluation consisted of a questionnaire inquiring about the implementation of both the program activities and evaluation activities that school project coordinators were asked to complete at the time students responded to the post-program survey. Data from all surveys was analyzed using SPSS software.

Reporting of Results

To account for the potential impact of maturity on students' experiences with, and perceptions of, bullying results are not reported at the student level. Data were not collected in a way that would allow us to match individual students' pre- and post-survey responses. Rather, comparisons between pre- and post-program surveys are based on students in the same grade. For example, the responses of third graders collected at the start of the program were compared with the post-program responses of third graders a year later. Students in participating grades were surveyed at both periods in time to capture the overall bullying climate in the school and how that changed.

Each school was provided with an individual report that consisted of tables displaying the pre- and post-survey responses. The intent of these individual reports was to help schools understand where the program is having an impact and/or where it may need improvement. Schools used the surveys administered at the beginning of the program as a guide to direct their efforts and may have chosen to concentrate on different areas of concerns identified in school reports.

This comprehensive report describes the results from the 18 schools that have submitted both pre- and post-surveys during the time period 2002 - 2007. Data were analyzed to examine change in students' feelings of safety, level of exposure to bullying, frequency of self-reported bullying behavior, source (male/female or older/younger) of bullying, location of bullying

incidents, and responses to bullying. Changes in responses were analyzed to determine statistical significance. Appendix A includes detailed tables displaying the responses to each question on the survey for the total sample and by grade. In the narrative and the corresponding tables, changes between the pre-program and year-end surveys are reported as a percent change as well as a percentage-point change. Results are presented for the total group of students, as well as by grade-level (elementary vs. middle) and gender. The reporting of the percent decrease enables the reader to consider the results in terms similar to those reported by Olweus (1993), and the inclusion of the percentage-point difference shows the reader how substantial that change really is.

Program Implementation

Surveys were distributed to the bullying program coordinators in each school to collect information on the implementation of the program. Questionnaires were distributed at the same time as the student surveys. Thirteen of the 18 schools included in the statewide report returned coordinator surveys between the spring of 2003 and the spring of 2007 (depending on the timing of the schools' programs). The following summarizes the information provided by these 13 schools.

Training

All respondents indicated that they had trained teachers, administrators, and education technicians. Four schools had trained support staff, seven also had trained bus drivers, three trained cafeteria and two trained custodial staff. Twelve schools have a coordinating committee in place, and ten provided additional training to the committee. Seven schools indicated that their coordinating committee meets at least bi-monthly, and in four schools the committee meets once

a quarter or once a semester. One school indicated their committee only meets once per year.

Nine schools reported that their administrator attends most of the meetings.

Administrator Involvement

Twelve respondents indicated that their administrator supported the acquisition of bullying prevention curriculum, and all respondents reported that their administrator attended staff training on bullying prevention. Ten schools indicated that their administrator supported anti-bullying awareness day for students. The other three schools had not arranged such a day.

Climate

Twelve respondents indicated they had conducted a climate survey. Nine schools have developed an action plan based on that survey, and two planned to develop one before the end of the school year. Twelve respondents reported that records such as discipline reports, detention records, classroom incident reports, suspension, and expulsion reports have been examined to check for incidents of bullying. One reported that the data had not been examined but planned to do so before the end of the year.

Preventing and Managing Bullying Incidents

Seven schools reported that rules about bullying have been developed in **all** classrooms, and six were in place in **some** classrooms. Ten schools have developed school-level rules about bullying, and three are in the process of developing or updating the rules. Six schools said that the supervision of students during unstructured time improved, six indicated that supervision is adequate, and one school reported that the school needs to address supervision during unstructured time. Nine schools reported they had developed and implemented a record-keeping system for bullying incidents, and three are either in the process of developing or revising one. Eleven schools have a consistent procedure in place for handling bullying incidents, and two are

in the process of developing a procedure. Of the schools that have a procedure in place, all have graduated consequences.

Education Efforts

Nine schools reported that they have selected age-appropriate bullying prevention curriculum and implemented that curriculum in classrooms. Five schools indicated that all their classrooms have regular class meetings. Three schools said that between 40% and 60% of the classrooms have such meetings, while three schools indicated that these meeting are held in less than 20% of the classrooms.

Parent and Community Involvement

Nine schools provided information to parents about bullying in meetings, one has provided no information to parents, and three did not respond to this question. Ten respondents reported that a procedure is in place to involve parents when addressing a bullying incident, and one school is currently developing a procedure. Three respondents said that the community is very aware of the bullying efforts in their school; nine believe that the community is somewhat aware.

Student Survey Information

When administering the student survey, ten respondents read the survey out loud to their students, one did not, and two did not respond to that question.

Level of Implementation

One of the findings from the Olweus study (1993) was that classes that had “implemented classroom rules against bullying and regular use of class meetings” had the greatest reductions in reports of bullying problems. An analysis was conducted to determine whether a similar trend was seen in Maine. To identify whether there were differences in the level of implementation

between school types and whether a relationship between level of implementation and changes in bullying behavior existed, the analysis included two key variables from the coordinator survey: the proportion of classrooms that meet on a regular basis and the proportion of classrooms that have implemented rules about bullying. The relationship between implementation and reductions in bullying behaviors was not clear. Schools which indicated that all classrooms met on a regular basis actually had slightly smaller reductions in the percentage of students that experience and/or witness bullying behavior frequently. Schools that indicated that all classrooms had implemented rules about bullying, however, showed slightly larger reductions than schools that indicated only some classrooms had rules about bullying. Please see Appendix B for the details of this analysis.

Student Survey Findings

The following is a summary of findings of the student surveys. Chi-square tests were used to determine if there were statistically significant changes between students' initial survey responses and those collected at the end of the school year. Often, when statistical significance is reported, the findings are based on an independent t-test. This test can only be used when a numerical value can be assigned to the respondents' answers and a mean can be computed for each question. When numbers cannot be assigned to the responses and a mean cannot be computed, a Chi-square test is used to examine the change in the proportion of students who select each of the possible responses. In the student survey used in this evaluation, a numerical value could not be assigned to many of the responses. For example, when students were asked how often a certain behavior occurred, their choice of responses included "everyday," "1 to 2 times a week," "1 to 2 times a month," "1-2 times year," and "never." Therefore, the Chi-square test was able to show when there was a statistically significant difference between the initial and

end-of-year responses. If a statistically significant change was found, the data were further analyzed to determine where there was a change in the proportion of responses. For example, if there was a statistically significant difference in the percentage of students who reported that they were bullied on the bus, the data would be further examined to see if the difference was between those who said they were bullied at least once a week, once a month, or once a year.

The reader needs to bear in mind that statistical significance is affected by sample size; it is easier to achieve statistical significance with a sample of 1,000 respondents than a sample of 100 respondents. Statistically significant means that change did not occur by chance alone. However, the magnitude of this change may be small. The sample used in this report has over 1,000 respondents to both the pre- and post-surveys; therefore, statistical significance does not necessarily indicate a **large** change between the pre- and post-survey responses.

Some questions on the survey asked students to check all the responses that applied enabling students to select multiple responses to one question. This option was given to students on questions that asked who is doing the bullying, what students do in response to the bullying, and who has tried to help them if they have been bullied. Statistical tests could not be run for these questions.

Results are reported by gender and grade-level (students in grades three through five are categorized as elementary students and students in grades six through eight are considered middle school students). Results that are reported by gender should be interpreted with caution since approximately one third of the respondents did not report their gender. Inadvertently, gender was omitted as a question on the original survey distributed to schools in year one. Teachers were asked to instruct their students to write their gender on the survey; however, not all classes or students did so.

Key Findings from Student Surveys

The key changes found between students' pre- and post-program surveys are reported below. Due to the large sample size, only statistically significant ($p < .01$) changes are noted. For those items that asked students to indicate how frequently they experienced or witnessed particular behaviors, only changes that showed a decrease or increase in the proportion frequently (defined as at least once a week) experiencing or witnessing the behavior are noted.

Frequency Experiencing and Witnessing Bullying

- Overall, there was not a statistically significant difference between the pre- and post-surveys in how often students reported experiencing bullying behaviors. The following changes were seen when examining the data by gender and grade-level:
 - There were no significant differences between surveys in the responses of both males and females.
 - The percentage of elementary students that reported they had frequently been teased, called hurtful names, threatened, and/or hit, kicked, or pushed decreased. The most notable declines were a 24% reduction (pre-survey = 21%, post-survey = 16%) in students that reported they had frequently been hit, kicked, or pushed and a 25% reduction in students that reported they had frequently been threatened (pre-survey = 11%, post-survey = 8%).
 - The percentage of middle school students that indicated they had frequently been called hurtful names increased from 24% to 28% (19% increase).
- Overall, there was a small decrease (11%) in the percentage of students that reported they had witnessed other students being frequently teased (49% to 44%) and/or hit, kicked or

pushed (34% to 30%).The following differences were seen when examining the data by gender and grade-level:

- There were no notable changes in the proportion of males or females that reported witnessing these behaviors at least once a week.
- Decreases were seen in the proportion of elementary students that reported they had witnessed frequent occurrences of each bullying behavior. The most notable changes were 26% decreases in the percentage of students that witnessed frequent teasing (pre-survey = 47%, post-survey = 35%) and the percentage of students that frequently witnessed other students being hit, kicked, or pushed (pre-survey = 31%, post-survey = 23%).
- There were no significant changes in how middle school students responded to these questions.

Self-Reported Bullying Behaviors

- There were no significant differences in the proportion of students that reported they frequently bully others. The following are the findings by gender and grade-level:
 - There were no differences between the pre- and post-surveys in how often males or females reported they bully other children.
 - There were decreases in the percentage of elementary students that reported they frequently engaged in each bullying behavior. The largest change was a 45% decrease in the percentage of elementary students that indicated they frequently call other children names (pre-survey = 11%, post-survey = 6%).
 - There were small increases in the percentage of middle school students that frequently tease others (17%), and/or call other people names (16%).

Where Students Feel Safe and Witness Bullying

- Overall, students reported feeling safest in the classroom and less safe on the bus, playground, and/or walking to or from school. There were no overall changes between the pre- and post-surveys in the responses to this question.
- The percentage of students that reported witnessing frequent bullying in the bathroom increased from 11% to 14% (25% increase). The findings by gender and grade-level were:
 - There were no significant differences between the pre- and post-survey responses pertaining to where males or females feel safe or witness frequent bullying.
 - The percentage of elementary students that reported feeling very unsafe or kind of unsafe at the bus stop decreased from 13% to 9% (31% decrease).
 - The percentage of elementary students that reported witnessing frequent bullying on the playground decreased from 46% to 39% (15% decline), and the percentage that witnessed frequent bullying at the bus stop declined from 12% to 9% (25% decrease).
 - There were increases in the proportion of middle school students that reported frequently witnessing bullying in the classroom, on the playground, in the lunchroom, and/or in the bathroom. The most notable change was a 50% increase in the percentage that witnessed frequent bullying in the bathroom (pre-survey = 12%, post-survey = 18%).

Responses to Bullying

- There were no significant changes between the pre- and post-surveys in what students reported they do and who they told when they are bullied. They were most likely on both surveys to indicate they tell an adult or tell the bully to stop.
- The percentage of students that indicated the situation got better after they told someone increased from 44% to 48% (9% increase) between the beginning and end of the program.

Who is Doing the Bullying

- Students were more likely to respond that both boys and girls had bullied them but that a boy had said mean things, teased, called them names, and/or tried to hurt them. There was little change between the pre- and post-survey in the responses to these items.
- Males were more likely than females to report having witnessed a boy doing the bullying while females were more likely than males to report having witnessed a girl or group of girls doing the bullying. There was little change between the pre- and post-surveys.

Demographics

Three thousand eight hundred and twenty six students from the 18 schools included in this report responded to the pre-program survey; 3,422 responded to the post-program survey. The following table details the number of students in each grade.

Table 1. Number of Students by Grade

	Pre	Post
	110	153
	972	919
	912	900
	983	911
	930	245
	481	303
	223	441

The following table displays the number of males and females that completed each survey. One thousand, four hundred and thirty-nine males and 1,382 females responded to the pre-survey; 1,224 males and 1,217 females responded to the post-survey. The gender was not provided for 1,005 students on the pre-survey and 981 students on the post-survey.

Table 2. Number of Students by Gender

	Pre	Post
	1002	981
	1439	1382
	1385	1317

Eighteen schools are included in this report. It should be noted that one middle school, Marshwood Jr. High School, had significantly more pre- than post-survey respondents. All students were surveyed before the program but due to a shortage of post-program surveys, the

coordinator at this site randomly selected students to fill out the post-survey. Table 3 displays the school names, grade spans, and enrollments.

Table 3. Schools Included in Results

School	Location	Grade Span	School Enrollment	Grades Responding to Bullying Survey
Year 1 Schools				
Benton Elementary	Benton	1 - 6	690	3
Eddington	Eddington	K - 4	183	3 - 4
Elm Street	Mechanic Falls	K - 8	399	3 - 8
G.H. Jewett	Bucksport	4 - 6	239	4 - 6
General Bryant E. Moore	Ellsworth	3 - 5	245	3 - 5
Marcia Buker	Richmond	K - 5	297	3 - 5
Richmond Middle	Richmond	6 - 8	150	6 - 8
Vinalhaven	Vinalhaven	K - 12	218	3 - 8
Year 2 Schools				
Jefferson Village	Jefferson	K - 8	241	3 - 8
Lyman Elementary	Lyman	K - 6	324	3 - 6
Teague	Caribou	PK - 4	313	3 - 4
Burchard A. Dunn	New Gloucester	3 - 5	438	3 - 5
Wells Elementary	Wells	K - 4	520	3 - 4
Bucksport Middle	Bucksport	5 - 8	343	5 - 8
Year 3 Schools				
Somerset Valley Middle	Hartland	5 - 8	264	5 - 8
Sebasticook Valley Middle	Newport	5 - 8	349	5 - 8
Newport Elementary	Newport	PK - 4	272	3 - 4
Marshwood Jr. High	Eliot	6 - 8	592	6 - 8

Frequency Experiencing and Witnessing Bullying

Students were asked how often they experienced and witnessed a variety of bullying behaviors. The behaviors included: being teased in a mean way, being called hurtful names, being left out of things on purpose, and being threatened or physically bullied. They were given five options to choose from: everyday, one or two times a week, one or two times a month, one or two times a year, or never. These five options were collapsed into three categories: (1) everyday or one or two times a week, (2) one or two times a month, and (3) one or two times a year or never.

Students were more likely to report being frequently (1 or 2 times a week or everyday) teased or called hurtful names on both surveys. There were no significant changes in how often students reported experiencing the bullying behaviors. Table 4 displays these results.

Table 4. Frequency Experiencing Bullying

	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Teased				
1 or 2 times a week or everyday	26%	24%	-1.5	-6%
1 or 2 times a month	15%	14%	-0.5	-3%
At least 1 or 2 times a year or never	60%	62%	2.0	3%
Called Hurtful Names				
1 or 2 times a week or everyday	25%	24%	-0.4	-2%
1 or 2 times a month	14%	14%	-0.1	-1%
At least 1 or 2 times a year or never	62%	62%	0.5	1%
Left Out of Things				
1 or 2 times a week or everyday	19%	18%	-1.0	-5%
1 or 2 times a month	13%	13%	0.1	1%
At least 1 or 2 times a year or never	69%	70%	0.9	1%
Threatened				
1 or 2 times a week or everyday	10%	10%	-0.6	-6%
1 or 2 times a month	8%	8%	-0.2	-3%
At least 1 or 2 times a year or never	82%	83%	0.8	1%
Hit or Kicked or Pushed				
1 or 2 times a week or everyday	19%	17%	-2.0	-11%
1 or 2 times a month	11%	10%	-1.2	-11%
At least 1 or 2 times a year or never	70%	74%	3.2	5%

There were no significant changes between the pre- and post-survey in how frequently males and females experience bullying behaviors. Table 5 displays these results.

Table 5. Frequency Experiencing Bullying by Gender

	Males				Females			
	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Teased								
1 or 2 times a week or everyday	28%	26%	-2.3	-8%	23%	23%	-0.2	-1%
1 or 2 times a month	14%	14%	-0.4	-3%	15%	14%	-0.4	-3%
At least 1 or 2 times a year or never	58%	60%	2.7	5%	62%	63%	0.6	1%
Called Hurtful Names								
1 or 2 times a week or everyday	27%	26%	-0.5	-2%	23%	23%	-0.1	0%
1 or 2 times a month	13%	13%	-0.7	-5%	15%	16%	0.2	1%
At least 1 or 2 times a year or never	60%	62%	1.1	2%	62%	62%	-0.1	0%
Left Out of Things								
1 or 2 times a week or everyday	18%	17%	-1.4	-8%	18%	19%	0.9	5%
1 or 2 times a month	11%	12%	1.6	15%	15%	13%	-2.2	-14%
At least 1 or 2 times a year or never	71%	71%	-0.3	0%	67%	68%	1.3	2%
Threatened								
1 or 2 times a week or everyday	12%	12%	0.3	3%	7%	7%	0.0	0%
1 or 2 times a month	9%	8%	-1.4	-16%	6%	8%	1.3	21%
At least 1 or 2 times a year or never	79%	80%	1.0	1%	86%	85%	-1.2	-1%
Hit or Kicked or Pushed								
1 or 2 times a week or everyday	24%	20%	-3.7	-16%	14%	14%	0.4	3%
1 or 2 times a month	13%	11%	-1.4	-11%	9%	8%	-0.3	-3%
At least 1 or 2 times a year or never	64%	68%	-4.0	7%	78%	78%	0.0	0%

The change between the pre- and post-survey responses of elementary students differed from the middle school students. There were decreases in the percentage of elementary students that indicated they had experienced being teased, called hurtful names, threatened, and/or hit, kicked, or pushed at least once a week. The most notable changes were a 24% decrease in the percentage that reported they had been frequently hit, kicked, or pushed (pre = 21%, post = 16%) and a 25% reduction in the percentage that reported they had been frequently threatened (pre-survey = 11%, post-survey = 9%). There was little difference between the pre- and post-survey in how often students in the middle grades experienced these behaviors. The only statistically significant difference was a 19% increase in the percentage that indicated they had frequently been called hurtful names (pre-survey = 24%, post-survey = 28%). Table 6 displays these data.

Table 6. Frequency Experiencing Bullying by Grade-Level

	Elementary (Grades 3 - 5)				Middle (Grades 6 - 8)			
	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Teased (Elem*)								
1 or 2 times a week or everyday	27%	21%	-5.4	-20%	24%	28%	4.1	17%
1 or 2 times a month	14%	13%	-1.0	-7%	15%	15%	0.6	4%
At least 1 or 2 times a year or never	59%	66%	6.4	11%	61%	56%	-4.7	-8%
Called Hurtful Names*								
1 or 2 times a week or everyday	25%	21%	-4.1	-16%	24%	28%	4.4	19%
1 or 2 times a month	14%	12%	-1.5	-11%	14%	16%	1.9	14%
At least 1 or 2 times a year or never	61%	66%	5.6	9%	63%	57%	-6.3	-10%
Left Out of Things								
1 or 2 times a week or everyday	21%	18%	-3.0	-14%	17%	18%	1.1	7%
1 or 2 times a month	12%	13%	0.3	2%	13%	12%	-0.3	-2%
At least 1 or 2 times a year or never	67%	70%	2.7	4%	71%	70%	-0.9	-1%
Threatened (Elem*)								
1 or 2 times a week or everyday	11%	8%	-2.7	-25%	9%	12%	2.6	28%
1 or 2 times a month	8%	7%	-0.7	-9%	8%	8%	0.2	3%
At least 1 or 2 times a year or never	82%	85%	3.5	4%	83%	80%	-2.9	-3%
Hit or Kicked or Pushed (Elem*)								
1 or 2 times a week or everyday	21%	16%	-5.1	-24%	16%	18%	2.0	12%
1 or 2 times a month	12%	9%	-3.2	-26%	9%	10%	1.0	11%
At least 1 or 2 times a year or never	67%	75%	8.4	13%	75%	72%	-2.9	-4%

* Significant difference between the pre- and post-survey ($p < .01$).

The types of bullying students reported witnessing were consistent with the forms that they indicated they had experienced. On both the pre- and post-surveys, students were more likely to report seeing someone teased, called hurtful names, and/or left out of things on purpose than they were to witness someone being threatened or hit, kicked, or pushed. There were statistically significant ($p < .01$) changes in how frequently students reported witnessing other students being teased, called names, and/or hit, kicked, or pushed. The largest changes were an 11% decrease in the percentage that reported witnessing frequent teasing (pre-survey = 49%, post-survey = 44%) and an 11% decrease in the percentage that reported witnessing students frequently being hit, kicked, or pushed (pre-survey = 34%, post-survey = 30%). Table 7 displays these results.

Table 7. Frequency of Witnessing Bullying Behaviors

	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Witnessed Teasing*				
1 or 2 times a week or everyday	49%	44%	-5.3	-11%
1 or 2 times a month	18%	16%	-1.8	-10%
At least 1 or 2 times a year or never	33%	40%	7.1	22%
Witness Called Names*				
1 or 2 times a week or everyday	46%	43%	-3.2	-7%
1 or 2 times a month	17%	15%	-1.8	-11%
At least 1 or 2 times a year or never	37%	42%	5.1	14%
Witnessed Left out of things				
1 or 2 times a week or everyday	45%	42%	-3.2	-7%
1 or 2 times a month	17%	18%	1.1	6%
At least 1 or 2 times a year or never	38%	40%	2.1	6%
Witnessed Being Threatened				
1 or 2 times a week or everyday	24%	23%	-1.0	-4%
1 or 2 times a month	14%	12%	-1.4	-10%
At least 1 or 2 times a year or never	62%	64%	2.5	-7%
Witnessed Hit or Kicked or Pushed*				
1 or 2 times a week or everyday	34%	30%	-3.7	-11%
1 or 2 times a month	15%	14%	-1.7	-11%
At least 1 or 2 times a year or never	51%	56%	5.2	10%

* Significant difference between the pre- and post-survey ($p < .01$).

Males were slightly more likely than females to report that they had experienced and/or witnessed another student being hit, kicked, or pushed on both the pre- and post-surveys. There was a small decrease (8%) in the percentage of both males and females that reported witnessing students being teased at least once a week.

The percentage of elementary students that frequently witnessed each bullying behavior decreased between the pre- and post-survey. The largest declines were in the percentage that witnessed frequent teasing (pre-survey = 47%, post-survey = 35%) and/or other students being hit, kicked, or pushed (pre-survey = 31%, post-survey = 23%); reductions of 26% were seen in the percentage that frequently witnessed both behaviors. There was little change seen in how often the students in the middle grades witnessed these behaviors; the only statistically significant change was a slight increase (8%) in the percent of students that witnessed frequent teasing (pre-survey = 52%, post-survey = 56%). Tables 8 and 9 show the results by gender and grade-level, respectively.

Table 8. Frequency of Witnessing Bullying Behaviors by Gender

	Males				Females			
	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Witnessed Teasing*								
1 or 2 times a week or everyday	50%	46%	-4.0	-8%	48%	44%	-4.0	-8%
1 or 2 times a month	18%	16%	-2.0	-11%	20%	17%	-3.0	-15%
At least 1 or 2 times a year or never	32%	38%	6.0	19%	32%	39%	7.0	22%
Witnessed Called Hurtful Names								
1 or 2 times a week or everyday	48%	44%	-4.0	-8%	46%	46%	0.0	0%
1 or 2 times a month	17%	16%	-1.0	-6%	19%	15%	-4.0	-21%
At least 1 or 2 times a year or never	35%	41%	6.0	17%	36%	40%	4.0	11%
Witnessed Left Out of Things								
1 or 2 times a week or everyday	46%	42%	-4.0	-9%	46%	44%	-2.0	-4%
1 or 2 times a month	16%	17%	1.0	6%	19%	19%	0.0	0%
At least 1 or 2 times a year or never	38%	41%	3.0	8%	35%	37%	2.0	6%
Witnessed Threatened (Males*)								
1 or 2 times a week or everyday	27%	28%	1	4%	22%	22%	0.0	0%
1 or 2 times a month	15%	11%	-4	-27%	13%	13%	0.0	0%
At least 1 or 2 times a year or never	58%	61%	3	5%	65%	65%	0.0	0%
Witnessed Hit or Kicked or Pushed								
1 or 2 times a week or everyday	39%	35%	-4.00	-10%	31%	29%	-2.0	-6%
1 or 2 times a month	16%	14%	-2.00	-13%	16%	14%	-2.0	-13%
At least 1 or 2 times a year or never	45%	51%	6.00	13%	54%	57%	3.0	6%

* Significant difference between the pre- and post-survey ($p < .01$).

Table 9. Frequency of Witnessing Bullying Behaviors by Grade-Level

	Elementary (Grades 3 - 5)				Middle (Grades 6 - 8)			
	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Witnessed Teasing*								
1 or 2 times a week or everyday	47%	35%	-12.0	-26%	52%	56%	4.0	8%
1 or 2 times a month	51%	49%	-2.0	-4%	19%	15%	-4.0	-21%
At least 1 or 2 times a year or never	37%	48%	11.0	30%	29%	29%	0.0	0%
Witnessed Called Hurtful Names (*Elem)								
1 or 2 times a week or everyday	41%	34%	-7.0	-17%	52%	55%	3.0	6%
1 or 2 times a month	17%	15%	-2.0	-12%	17%	15%	-2.0	-12%
At least 1 or 2 times a year or never	42%	50%	8.0	19%	31%	31%	0.0	0%
Witnessed Left Out of Things (*Elem)								
1 or 2 times a week or everyday	43%	37%	-6.0	-14%	48%	48%	0.0	0%
1 or 2 times a month	17%	19%	2.0	12%	18%	18%	0.0	0%
At least 1 or 2 times a year or never	41%	44%	3.0	7%	34%	34%	0.0	0%
Witnessed Threatened (*Elem)								
1 or 2 times a week or everyday	22%	17%	-5.0	-23%	27%	32%	5.0	19%
1 or 2 times a month	13%	11%	-2.0	-15%	14%	14%	0.0	0%
At least 1 or 2 times a year or never	65%	72%	7.0	11%	58%	55%	-3.0	-5%
Witnessed Hit or Kicked or Pushed (* Elem)								
1 or 2 times a week or everyday	31%	23%	-8.0	-26%	37%	39%	2.0	5%
1 or 2 times a month	14%	13%	-1.0	-7%	16%	13%	-3.0	-19%
At least 1 or 2 times a year or never	54%	63%	9.0	17%	47%	47%	0.0	0%

* Significant difference between the pre- and post-survey ($p < .01$).

Self-Reported Bullying Behaviors

Students were asked how often they bully other students in a variety of ways, including hitting, kicking, or pushing, saying mean things, or calling other children names. They were given five categories to choose from: everyday, one or two times a week, one or two times a month, one or two times a year, or never. These were then collapsed into three categories: (1) everyday or one or two times a week, (2) one or two times a month, and (3) one or two times a year or never.

The majority of the students indicated they never hit, kick or push other students, tease other students, say mean things, and/or call other students names. They were slightly more likely, on both surveys to indicate that they say mean things than tease others and/or call other children names. There were no significant changes in how often students reported engaging in these behaviors. Table 10 displays these results.

Table 10. Frequency of Self-Reported Bullying Behaviors

	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Hit, Kicked, or Pushed Others				
1 or 2 times a week or everyday	11%	11%	-0.3	-3%
1 or 2 times a month	8%	6%	-1.5	-19%
At least 1 or 2 times a year or never	81%	83%	1.7	2%
Say Mean Things to Others				
1 or 2 times a week or everyday	19%	17%	-1.6	-9%
1 or 2 times a month	14%	13%	-0.4	-3%
At least 1 or 2 times a year or never	68%	70%	2.0	3%
Tease Others				
1 or 2 times a week or everyday	13%	12%	-0.7	-5%
1 or 2 times a month	10%	10%	-0.4	-4%
At least 1 or 2 times a year or never	77%	78%	1.0	1%
Call Other People Names				
1 or 2 times a week or everyday	15%	13%	-1.3	-9%
1 or 2 times a month	10%	10%	0.0	0%
At least 1 or 2 times a year or never	75%	77%	1.3	2%

When examining the results by gender, males were more likely than females on both surveys to indicate that they hit, kicked, or pushed others. There were no significant differences between the pre- and post-survey in how males and females answered these items.

Consistent with the results seen when examining how often students experience and witness bullying, there were differences between elementary and middle school students in the changes in responses between the pre-survey and post-survey. Middle school students were more likely than elementary students to indicate they frequently engage in bullying behaviors. There were declines in the percentage of elementary students that reported frequently hitting, kicking, or pushing others (25%), saying mean things to others (36%), teasing others (33%), and/or calling other people names (45%). There were increases, however, in the percentage of middle school students that reported frequently teasing others (17%), and/or calling other people names (16%). Tables 11 and 12 display these results.

Table 11. Frequency of Self-Reported Bullying Behaviors by Gender

	Males				Females			
	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Hit, Kicked, or Pushed Others								
1 or 2 times a week or everyday	15%	15%	0.0	0%	7%	8%	1.0	14%
1 or 2 times a month	10%	8%	-2.0	-20%	5%	5%	0.0	0%
At least 1 or 2 times a year or never	75%	77%	2.0	3%	88%	87%	-1.0	-1%
Say Mean Things to Others								
1 or 2 times a week or everyday	22%	19%	-3.0	-14%	15%	16%	1.0	7%
1 or 2 times a month	15%	15%	0.0	0%	12%	12%	0.0	0%
At least 1 or 2 times a year or never	63%	67%	4.0	6%	73%	72%	-1.0	-1%
Tease Others								
1 or 2 times a week or everyday	17%	14%	-3.0	-18%	8%	10%	2.0	25%
1 or 2 times a month	12%	11%	-1.0	-8%	9%	8%	-1.0	-11%
At least 1 or 2 times a year or never	72%	74%	2.0	3%	83%	82%	-1.0	-1%
Call Other People Names								
1 or 2 times a week or everyday	20%	16%	-4.00	-20%	10%	11%	1.0	10%
1 or 2 times a month	13%	11%	-2.00	-15%	8%	9%	1.0	13%
At least 1 or 2 times a year or never	68%	73%	5.00	7%	82%	80%	-2.0	-2%

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Table 12. Frequency of Self-Reported Bullying Behaviors by Grade-Level

	Elementary (Grades 3 - 5)				Middle (Grades 6 - 8)			
	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Hit, Kicked, or Pushed Others (*Elem)								
1 or 2 times a week or everyday	8%	6%	-2.0	-25%	15%	18%	3.0	20%
1 or 2 times a month	7%	5%	-2.0	-29%	8%	9%	1.0	13%
At least 1 or 2 times a year or never	85%	90%	5.0	6%	77%	74%	-3.0	-4%
Say Mean Things to Others (* Elem)								
1 or 2 times a week or everyday	14%	9%	-5.0	-36%	25%	28%	3.0	12%
1 or 2 times a month	12%	10%	-2.0	-17%	15%	17%	2.0	13%
At least 1 or 2 times a year or never	74%	81%	7.0	9%	60%	55%	-5.0	-8%
Tease Others*								
1 or 2 times a week or everyday	9%	6%	-3.0	-33%	18%	21%	3.0	17%
1 or 2 times a month	9%	6%	-3.0	-33%	12%	15%	3.0	25%
At least 1 or 2 times a year or never	83%	88%	5.0	6%	70%	64%	-6.0	-9%
Call Other People Names*								
1 or 2 times a week or everyday	11%	6%	-5.0	-45%	19%	22%	3.0	16%
1 or 2 times a month	9%	7%	-2.0	-22%	12%	15%	3.0	25%
At least 1 or 2 times a year or never	80%	87%	7.0	9%	70%	63%	-7.0	-10%

* Significant difference between the pre- and post-survey ($p < .01$).

Where Students Feel Safe and Where They Witness Frequent Bullying

Students were asked to indicate how safe they felt in various areas they encounter throughout the school day. They were given five levels of safety to choose from: very unsafe, kind of unsafe, so-so, kind of safe, or very safe. These were collapsed into three categories: (1) kind of safe or very safe, (2) so-so, and (3) kind of unsafe or very unsafe. Students responded on both surveys that they felt safest in their classrooms but less safe on the bus, playground, or walking to or from school. There were no statistically significant changes in how safe students reported feeling in the various areas. Table 13 displays these results.

Table 13. Perception of Safety by Location

	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Classroom				
Very unsafe or kind of unsafe	4%	4%	0.7	19%
so-so	8%	9%	0.9	12%
Very safe or kind of safe	89%	87%	-1.6	-2%
Playground				
Very unsafe or kind of unsafe	12%	11%	-0.7	-6%
so-so	20%	18%	-1.2	-6%
Very safe or kind of safe	69%	71%	2.1	3%
Lunchroom				
Very unsafe or kind of unsafe	5%	6%	0.4	8%
so-so	11%	11%	0.0	0%
Very safe or kind of safe	84%	84%	-0.4	0%
Walking				
Very unsafe or kind of unsafe	16%	17%	0.7	4%
so-so	16%	16%	0.0	0%
Very safe or kind of safe	68%	67%	-0.8	-1%
Bathroom				
Very unsafe or kind of unsafe	8%	9%	0.2	2%
so-so	12%	12%	0.9	8%
Very safe or kind of safe	80%	79%	-1.1	-1%
Hall				
Very unsafe or kind of unsafe	7%	8%	1.0	15%
so-so	14%	13%	-0.5	-4%
Very safe or kind of safe	80%	79%	-0.5	-1%
Bus				
Very unsafe or kind of unsafe	16%	16%	-0.7	-4%
so-so	17%	16%	-1.0	-6%
Very safe or kind of safe	67%	68%	1.7	3%
Bus Stop				
Very unsafe or kind of unsafe	11%	10%	-0.5	-5%
so-so	11%	10%	-1.0	-9%
Very safe or kind of safe	79%	80%	1.5	2%

* Significant difference between the pre- and post-survey ($p < .05$).

There were no significant changes between the pre- and post-survey in the areas where both males and females reported feeling safe. There was a decrease (31%) in the percentage of elementary students that reported feeling unsafe at the bus stop (pre-survey = 13%, post-survey = 9%) and an increase (43%) in the percentage of middle school students that indicated they felt unsafe in the bathroom (pre-survey = 7%, post-survey = 10%). Tables 14 and 15 display these results.

Table 14. Perception of Safety by Location by Gender

	Males				Females			
	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Classroom								
Very unsafe or kind of unsafe	3%	6%	3.0	100%	4%	3%	-1.0	-25%
so-so	8%	9%	1.0	13%	7%	8%	1.0	14%
Very safe or kind of safe	89%	87%	-2.0	-2%	90%	89%	-1.0	-1%
Playground								
Very unsafe or kind of unsafe	11%	12%	1.0	9%	12%	10%	-2.0	-17%
so-so	21%	19%	-2.0	-10%	19%	20%	1.0	5%
Very safe or kind of safe	68%	68%	0.0	0%	69%	70%	1.0	1%
Lunchroom								
Very unsafe or kind of unsafe	5%	6%	1.0	20%	5%	5%	0.0	0%
so-so	10%	11%	1.0	10%	11%	11%	0.0	0%
Very safe or kind of safe	85%	83%	-2.0	-2%	84%	84%	0.0	0%
Walking								
Very unsafe or kind of unsafe	15%	14%	-1.0	-7%	17%	20%	3.0	18%
so-so	16%	16%	0.0	0%	18%	17%	-1.0	-6%
Very safe or kind of safe	69%	69%	0.0	0%	65%	62%	-3.0	-5%
Bathroom								
Very unsafe or kind of unsafe	9%	11%	2.0	22%	7%	7%	0.0	0%
so-so	12%	12%	0.0	0%	11%	13%	2.0	18%
Very safe or kind of safe	78%	77%	-1.0	-1%	82%	80%	-2.0	-2%
Hall								
Very unsafe or kind of unsafe	6%	8%	2.0	33%	7%	7%	0.0	0%
so-so	14%	14%	0.0	0%	14%	13%	-1.0	-7%
Very safe or kind of safe	80%	78%	-2.0	-3%	79%	80%	1.0	1%
Bus								
Very unsafe or kind of unsafe	16%	16%	0.0	0%	17%	17%	0.0	0%
so-so	16%	16%	0.0	0%	20%	18%	-2.0	-10%
Very safe or kind of safe	68%	68%	0.0	0%	64%	65%	1.0	2%
Bus Stop								
Very unsafe or kind of unsafe	8%	8%	0.0	0%	12%	13%	1.0	8%
so-so	10%	9%	-1.0	-10%	12%	12%	0.0	0%
Very safe or kind of safe	82%	83%	1.0	1%	76%	76%	0.0	0%

Table 15. Perception of Safety by Location by Grade-Level

	Elementary (Grades 3 - 5)				Middle (Grades 6 - 8)			
	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Classroom								
Very unsafe or kind of unsafe	2%	2%	0.0	0%	5%	7%	2.0	40%
so-so	6%	7%	1.0	17%	9%	11%	2.0	22%
Very safe or kind of safe	92%	91%	-1.0	-1%	85%	82%	-3.0	-4%
Playground								
Very unsafe or kind of unsafe	13%	11%	-2.0	-15%	10%	11%	1.0	10%
so-so	21%	21%	0.0	0%	17%	15%	-2.0	-12%
Very safe or kind of safe	66%	69%	3.0	5%	73%	74%	1.0	1%
Lunchroom								
Very unsafe or kind of unsafe	4%	4%	0.0	0%	7%	7%	0.0	0%
so-so	9%	9%	0.0	0%	12%	12%	0.0	0%
Very safe or kind of safe	87%	86%	-1.0	-1%	81%	81%	0.0	0%
Walking								
Very unsafe or kind of unsafe	19%	17%	-2.0	-11%	13%	16%	3.0	23%
so-so	17%	17%	0.0	0%	16%	16%	0.0	0%
Very safe or kind of safe	65%	66%	1.0	2%	71%	69%	-2.0	-3%
Bathroom (*Middle)								
Very unsafe or kind of unsafe	10%	7%	-3.0	-30%	7%	10%	3.0	43%
so-so	14%	14%	0.0	0%	9%	10%	1.0	11%
Very safe or kind of safe	77%	79%	2.0	3%	84%	79%	-5.0	-6%
Hall								
Very unsafe or kind of unsafe	6%	6%	0.0	0%	8%	9%	1.0	13%
so-so	14%	13%	-1.0	-7%	13%	13%	0.0	0%
Very safe or kind of safe	80%	81%	1.0	1%	79%	78%	-1.0	-1%
Bus								
Very unsafe or kind of unsafe	19%	17%	-2.0	-11%	13%	14%	1.0	8%
so-so	18%	17%	-1.0	-6%	17%	15%	-2.0	-12%
Very safe or kind of safe	63%	66%	3.0	5%	70%	71%	1.0	1%
Bus Stop (*Elem)								
Very unsafe or kind of unsafe	13%	9%	-4.0	-31%	9%	11%	2.0	22%
so-so	11%	10%	-1.0	-9%	11%	10%	-1.0	-9%
Very safe or kind of safe	77%	81%	4.0	5%	81%	80%	-1.0	-1%

* Significant difference between the pre- and post-survey ($p < .01$).

Students were also asked how often they witnessed various bullying behaviors in these areas. They were given five categories to choose from: everyday, one or two times a week, one or two times a month, one or two times a year, or never. These were collapsed into three categories: (1) everyday or one or two times a week, (2) one or two times a month, and (3) one or two times a year or never. There was a 25% increase in the proportion of students that witnessed bullying in the bathroom at least once a week (11% to 14%), but no change in the other areas. Table 16 displays these results.

Table 16. Frequency Witnessing Bullying by Location

	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Classroom				
1 or 2 times a week or everyday	25%	27%	2.1	9%
1 or 2 times a month	12%	11%	-1.0	-9%
At least 1 or 2 times a year or never	64%	63%	-1.0	-2%
Playground				
1 or 2 times a week or everyday	41%	39%	-2.0	-5%
1 or 2 times a month	17%	17%	0.0	0%
At least 1 or 2 times a year or never	41%	44%	2.1	5%
Lunchroom				
1 or 2 times a week or everyday	24%	25%	1.0	4%
1 or 2 times a month	13%	13%	0.8	6%
At least 1 or 2 times a year or never	64%	62%	-1.9	-3%
Walking				
1 or 2 times a week or everyday	18%	18%	0.2	1%
1 or 2 times a month	7%	7%	-0.1	-1%
At least 1 or 2 times a year or never	75%	75%	-0.2	0%
Bathroom*				
1 or 2 times a week or everyday	11%	14%	2.8	25%
1 or 2 times a month	8%	7%	-0.8	-10%
At least 1 or 2 times a year or never	81%	79%	-2.0	-2%
Hall				
1 or 2 times a week or everyday	22%	23%	0.4	2%
1 or 2 times a month	12%	11%	-1.1	-9%
At least 1 or 2 times a year or never	66%	67%	0.7	1%
Bus				
1 or 2 times a week or everyday	43%	40%	-2.5	-6%
1 or 2 times a month	13%	13%	-0.7	-5%
At least 1 or 2 times a year or never	44%	47%	3.2	7%
Bus Stop				
1 or 2 times a week or everyday	14%	13%	-0.9	-7%
1 or 2 times a month	5%	5%	-0.3	-6%
At least 1 or 2 times a year or never	81%	83%	1.2	1%

* Significant difference between the pre- and post-survey ($p < .01$).

There were increases in the percentage of males and females that reported having witnessed frequent bullying in the bathroom. The percentage of males indicating this increased from 13% to 18% (38% increase) and the percentage of females reporting this increased from 8% to 12% (50% increase). There were no significant changes in the other areas for both males and females.

There were decreases in the percentage of elementary students that reported witnessing frequent (at least once a week) bullying on the playground and/or at the bus stop. The percentage of elementary students reporting witnessing frequent bullying on the playground decreased from 46% to 39% (15% decline) and the percent that reported witnessing frequent bullying at the bus stop decreased from 12% to 9% (25% decline). There were increases, however, in the proportion of middle school students that reported frequently witnessing bullying in the classroom (22%), on the playground (17%), in the lunchroom (19%), and/or in the bathroom (50%). Tables 17 and 18 display these results.

Table 17. Frequency Witnessing Bullying by Location by Gender

	Males				Females			
	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Classroom								
1 or 2 times a week or everyday	25%	29%	4.0	16%	27%	27%	0.0	0%
1 or 2 times a month	13%	10%	-3.0	-23%	12%	12%	0.0	0%
At least 1 or 2 times a year or never	63%	61%	-2.0	-3%	61%	60%	-1.0	-2%
Playground								
1 or 2 times a week or everyday	44%	44%	0.0	0%	39%	38%	-1.0	-3%
1 or 2 times a month	16%	17%	1.0	6%	21%	18%	-3.0	-14%
At least 1 or 2 times a year or never	40%	40%	0.0	0%	41%	43%	2.0	5%
Lunchroom								
1 or 2 times a week or everyday	28%	28%	0.0	0%	21%	24%	3.0	14%
1 or 2 times a month	12%	13%	1.0	8%	15%	14%	-1.0	-7%
At least 1 or 2 times a year or never	60%	58%	-2.0	-3%	65%	63%	-2.0	-3%
Walking								
1 or 2 times a week or everyday	20%	19%	-1.0	-5%	15%	17%	2.0	13%
1 or 2 times a month	7%	7%	0.0	0%	8%	7%	-1.0	-13%
At least 1 or 2 times a year or never	74%	74%	0.0	0%	77%	77%	0.0	0%
Bathroom*								
1 or 2 times a week or everyday	13%	18%	5.0	38%	8%	12%	4.0	50%
1 or 2 times a month	9%	8%	-1.0	-11%	6%	7%	1.0	17%
At least 1 or 2 times a year or never	77%	74%	-3.0	-4%	86%	81%	-5.0	-6%
Hall								
1 or 2 times a week or everyday	24%	26%	2.0	8%	22%	22%	0.0	0%
1 or 2 times a month	12%	9%	-3.0	-25%	14%	13%	-1.0	-7%
At least 1 or 2 times a year or never	64%	65%	1.0	2%	64%	65%	1.0	2%
Bus								
1 or 2 times a week or everyday	45%	41%	-4.0	-9%	45%	45%	0.0	0%
1 or 2 times a month	13%	12%	-1.0	-8%	16%	14%	-2.0	-13%
At least 1 or 2 times a year or never	43%	47%	4.0	9%	39%	42%	3.0	8%
Bus Stop								
1 or 2 times a week or everyday	14%	15%	1.0	7%	14%	12%	-2.0	-14%
1 or 2 times a month	5%	4%	-1.0	-20%	5%	5%	0.0	0%
At least 1 or 2 times a year or never	81%	81%	0.0	0%	81%	84%	3.0	4%

* Significant difference between the pre- and post-survey ($p < .01$).

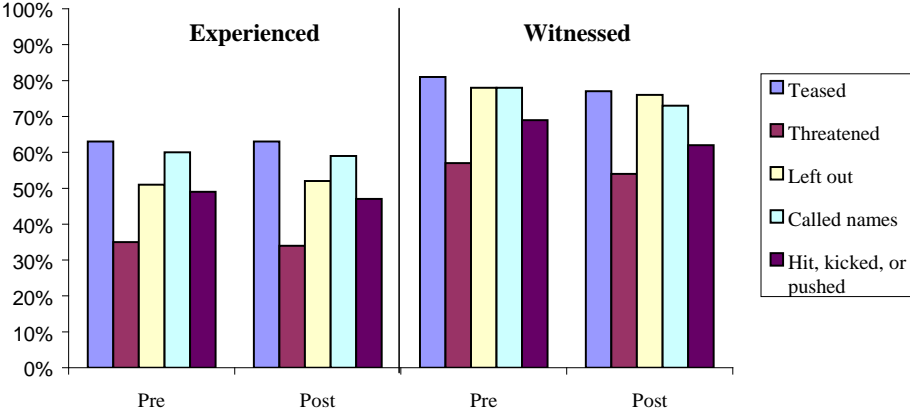
Table 18. Frequency Witnessing Bullying by Location by Grade-Level

	Elementary (Grades 3 - 5)				Middle (Grades 6 - 8)			
	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change	Percent of Students Pre	Percent of Students Post	Percentage Point Change	Percent Change
Classroom (*Middle)								
1 or 2 times a week or everyday	18%	18%	0.0	0%	32%	39%	7.0	22%
1 or 2 times a month	11%	9%	-2.0	-18%	12%	13%	1.0	8%
At least 1 or 2 times a year or never	71%	73%	2.0	3%	56%	48%	-8.0	-14%
Playground*								
1 or 2 times a week or everyday	46%	39%	-7.1	-15%	35%	41%	6.0	17%
1 or 2 times a month	17%	19%	2.0	12%	17%	14%	-3.0	-18%
At least 1 or 2 times a year or never	36%	43%	7.0	19%	48%	45%	-3.0	-6%
Lunchroom (*Middle)								
1 or 2 times a week or everyday	18%	16%	-2.0	-11%	31%	37%	6.0	19%
1 or 2 times a month	11%	11%	0.0	0%	15%	16%	1.0	7%
At least 1 or 2 times a year or never	71%	73%	2.0	3%	54%	47%	-7.0	-13%
Walking								
1 or 2 times a week or everyday	15%	11%	-4.0	-27%	21%	25%	4.0	19%
1 or 2 times a month	6%	6%	0.0	0%	9%	8%	-1.0	-11%
At least 1 or 2 times a year or never	80%	83%	3.0	4%	71%	67%	-4.0	-6%
Bathroom (*Middle)								
1 or 2 times a week or everyday	10%	11%	1.0	10%	12%	18%	6.0	50%
1 or 2 times a month	8%	7%	-1.0	-13%	7%	7%	0.0	0%
At least 1 or 2 times a year or never	82%	83%	1.0	1%	80%	75%	-5.0	-6%
Hall								
1 or 2 times a week or everyday	12%	11%	-1.0	-8%	33%	38%	5.0	15%
1 or 2 times a month	10%	9%	-1.0	-10%	15%	14%	-1.0	-7%
At least 1 or 2 times a year or never	78%	80%	2.0	3%	52%	49%	-3.0	-6%
Bus								
1 or 2 times a week or everyday	45%	38%	-7.0	-16%	41%	44%	3.0	7%
1 or 2 times a month	12%	14%	2.0	17%	15%	11%	-4.0	-27%
At least 1 or 2 times a year or never	43%	48%	5.0	12%	45%	45%	0.0	0%
Bus Stop (*Elem)								
1 or 2 times a week or everyday	12%	9%	-3.0	-25%	16%	18%	2.0	13%
1 or 2 times a month	5%	4%	-1.0	-20%	5%	5%	0.0	0%
At least 1 or 2 times a year or never	84%	87%	3.0	4%	79%	77%	-2.0	-3%

* Significant difference between the pre- and post-survey ($p < .01$).

Students were more likely to report having witnessed bullying than actually having been bullied. The percentage of students that indicated they had experienced each bullying behavior ranged from 35% to 63% while the percentage that reported they witnessed each bullying behavior ranged from 54% to 81%. Figure 1 displays this.

Figure 1. Student Reports of Experiencing and Witnessing Bullying Behavior



Responses to Bullying

Students were asked what they do and who they told when they are bullied. They were most likely to respond that they either tell an adult or tell the bully to stop. There was little difference between the pre- and post-surveys in the responses to these questions.

Students in the younger grades (grades 3 – 5) were more likely to report that they would tell an adult than the students in the older grades. The percentage that indicated the situation got better after they told someone increased by 9% (44% to 48%) between the beginning of the program and the end of the year.

Who is Doing the Bullying

Students were asked who had bullied them and who they had witnessed bullying others. They were asked to respond based on the type of bullying behavior (bullying, teasing, saying mean things, being called names, or hurting others). Students were more likely to respond that both boys and girls had bullied them but that a boy had said mean things, teased, called them names, and/or tried to hurt them. There was little change between the pre- and post-surveys on these responses.

When asked who they witnessed doing the bullying, both boys and girls were more likely to indicate they witnessed both genders doing the bullying. Males were more likely than females to report having witnessed a boy doing the bullying, while females were more likely than males to witness a girl or group of girls doing the bullying. There was little change between the pre- and post-surveys for these responses.

The youngest students (third grade) were more likely to indicate that someone in a higher grade bullied them. Students in grades four through eight were more likely to indicate they had been bullied by someone in the same grade but a different classroom on both surveys. There was little change between the pre- and post-surveys on these responses.

Discussion

There are limitations to this evaluation that must be recognized. The reader needs to be cautious not to draw conclusions about the impact of the Maine project by comparing to either the Norway or South Carolina evaluation results. The differences in the demographic makeup of students, evaluation design, and wording of survey questions all have an impact

on the results. Below are some key differences between this evaluation and the previous evaluations that need to be kept in mind when interpreting these results.

1. This evaluation did not use a control group; therefore, the design for this evaluation was neither experimental nor quasi-experimental. The design for this evaluation was a cohort design, which looked at students in similar grades before the intervention and after the intervention.
2. Some schools had begun implementing the Bullying Prevention Program prior to surveying students. Therefore, it is possible that student survey data underestimates the changes, which resulted from the schools' anti bullying initiatives.
3. The bullying questionnaires in both the South Carolina and Norway studies asked how often students were bullied within a recent time frame. The survey distributed to students in Maine, however, did not include a time frame such as, "During the last two months... This could have a significant impact on how students responded to the survey. We do not know how students interpreted the questions about having been bullied. Since no timeframe is given, when asked about being bullied a student may be referencing the same incident(s) on both the pre- and the post-survey. This makes it difficult to know if the program has had an impact.

There was some inconsistency with students' reporting of whether they had been bullied throughout the survey. Five questions on the survey gave the students a chance to respond that they either have never been bullied or don't get bullied. The number of students that indicated they had not been bullied varied from question to question. This could indicate some confusion among students about whether or not they had experienced bullying.

Given the limitations outlined above, it is encouraging that some decreases in the percent of students that reported being bullied, witnessing bullying, and engaging in bullying were identified, particularly at the elementary level. The reductions in the percentage of elementary students that indicated they hit, kicked, or pushed others, said mean things to others, teased others, and/or called other people names ranged from 25% to 45%, on par with the reductions seen in the South Carolina study of the Olweus bullying prevention program. What may be less promising are the increases seen in bullying behaviors at the middle school level. Two potential reasons for this increase may be: 1) implementation of the programs in middle schools may differ from the implementation of the programs in the elementary schools or 2) the bullying prevention program may lead to a greater awareness of bullying activities, particularly among older students. The results of the coordinator surveys were examined but due to the small number of schools examined, it was not possible to draw a definitive conclusion that middle schools implemented the program on a lower level than elementary schools. Additional examination, perhaps through interviews of the coordinators, may be necessary to uncover potential trends.

To get a clearer picture of how this program impacts bullying in schools, evaluators recommended that the survey be revised prior to its use with the new schools adopting the program. The survey has now been revised to provide the students with a specific time frame (within the last month) to reflect on when answering the questions. This revised survey is now being used with new schools engaging in the program.

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