

***Evaluation of the First Pilot Phase of “Dignity for All” A Safe and Supportive  
School Bullying Prevention Program***

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## EXECUTIVE SUMMARY

### BACKGROUND

Bullying has become a global problem for school-aged students with significant deleterious consequences lasting well into adulthood (United Nations Educational, Scientific and Cultural Organization, 2017). In the US, victimization rates hover around 21 percent with the rates higher for middle school than any other level of schooling (Ayers, et al., 2012; National Center for Education Statistics, 2018). Despite the many prevention programs that are available, bullying remains a persistent and almost intractable problem. In the 2017-2018 academic year, a new program- Dignity For All (DFA) - was piloted in New York City. DFA was developed by The National Urban Technology Center (Urban Tech), a not for profit organization, devoted to promoting educational change through digital storytelling, role-playing, critical reflection and social emotional learning. The DFA curriculum is premised on a trauma-informed understanding of the etiology of bullying, drawing upon multiple theoretical frameworks embedded in fields as diverse as neuroscience and the social sciences.

### PILOT SITES

The curriculum was piloted in New York City in two schools- a middle and special high school for students who identify as gay, lesbian, bisexual and transgender or who may have questions about their sexuality. The composition of the middle school population was as follows: 78 percent Black, 30 percent special need and 9 percent English Language Learners. At the high school, approximately 56 percent of enrolled students were Hispanic, 44 percent had a disability and 84 percent were economically disadvantaged.

The 2017-2018 pilot represented the first phase of a longer pilot study to determine the efficacy of the curriculum. During the pilot, the first level of the curriculum (QUEST 1) was implemented in reading periods, twice per week for four weeks, for all sixth and seventh graders in the middle school; and integrated in the LGBTQ English and Holocaust History curricula in the high school. Extensive professional development and support were provided to staff prior to and during phase one. This included out of class professional development training and in-class support in the form of modeling.

### EVALUATION OBJECTIVES

The evaluation was informed by two overarching purposes: (i) To document implementation, and how both teachers and students responded to the curriculum; and (ii) to test the assumptions in the logic model regarding student-level outcomes. The middle school was selected to be the study site for the evaluation. This decision was influenced by the fact that this site systematically implemented DFA in its sixth and seventh grade classrooms, while, at the high school, the focus was on developing lessons plans that integrated DFA in existing curricula with the intent to implement at a later time. The evaluation relied on a pre/posttest design in which baseline and posttest data were collected and analyzed. Multiple data collection strategies were employed in the study- for example, questionnaire administration and observational techniques.

## MAJOR FINDINGS

### Professional Development Support and Implementation

- Multiple layers of professional development opportunities were provided to teachers to aid and scaffold their implementation of the DFA curriculum.
- Those who participated in the training rated the DFA professional development sessions as highly effective.
- With respect to its organization, format, promotion of higher thinking order skills and sensitivity to the needs of diverse learners, the DFA curriculum was given high ratings by teachers.
- Teachers, based on their experiences with delivering the curriculum, found DFA to be pedagogically sound, easy to implement and highly effective in promoting positive levels of student in-class engagement.
- Findings from observational data indicate that in DFA classrooms empathic listening, restorative enquiry and collaboration were evident. Reflection and mindfulness were not observed.

### Changes in Student Knowledge and Attitudes toward Bullying

- While exposure to the DFA Quest 1 lessons resulted in a slight but non-significant improvement in student overall knowledge; on several of the individual knowledge items, the percent of students answering correctly increased from baseline to posttest. Significant changes were detected for the item measuring students' knowledge of power relations in bullying situations.
- There was a significant improvement in students' attitudes toward bullying. After being taught with the DFA curriculum, students' normative beliefs about bullying were less favorable. This change was found to be statistically significant ( $t= 3.707$ ,  $df 86$ ,  $p < .000$ ).
- Results from a multiple regression analysis suggest that female students were more likely than males to find bullying behaviors unacceptable (66.45 versus 63.2). Moreover, the average change in their beliefs between pre and post were likely to be twice as large 4.1 than that of males, 2.2.
- Students' who understood that bullying involved an imbalance in power relations between individuals were significantly less likely to find bullying to be acceptable than those who failed to understand this dimension of a bullying incident .

### Changes in Victimization Rates, Types of Bullying and Rates of Perpetration

- Victimization rates declined between the start of the pilot and its conclusion- falling from 23.0 percent to 17.9 percent, which is lower than the national rates for students in grades six and seven.
- At the start of the pilot, prevalence rates for females were higher (31.6 percent) than the rates for males (25.5 percent). However, at the end of the pilot, the rate of reported bullying by females (14.3 percent) was lower than that of males (23.4).

- At baseline, 63 percent of students indicated that they were teased, 56 percent that they were lied about, 36 percent that they were socially isolated and 33 percent that they were ignored on purpose.
- There was a decline in reporting for all types of bullying at the end of the pilot. For example, only 29.5 percent of students reported they were teased; 26 percent that they were lied on (again, is this 'bullied' or 'lied to?') and 17.8 that they were socially isolated.
- Half or 50 percent of the students in the study admitted to being the perpetrator of at least one incident of bullying against a classmate before the start of the pilot. At the conclusion, there was a decline of 10% in the percentage of students who engaged in the bullying of another student.
- Significant associations were found between student attitudes and behavior among those students who bully others. Specifically, among this subgroup of students, those who at the end of the pilot, found bullying to be unacceptable reported engaging less frequently in bullying their classmates than those with more favorable attitudes.

#### **Cyberbullying and Bystander Role-Baseline Findings Only**

- Two out of every 10 students indicated that they were the target of cyberbullying; and four out of 10 stated that one of their friends was a victim.
- Seventy-three percent of students at baseline reported that they helped someone who was bullied by either befriending them, notifying an adult, defend the person or Students in the sixth grade (78.9 percent were significantly (Chi Square 5.574,  $p < .018$ ) more likely to assist than students in the seventh grade (59.5 percent).

#### **Conclusions**

The findings from the pilot study suggest that DFA is a promising approach for addressing the ongoing dilemma of bullying in schools. More conclusions that are definitive will require a robust evaluation in which the effects of the curriculum can be determined based on a comparison of outcomes between students exposed to DFA and those who are not. Such a design will help meet the What Works Clearing House standards for establishing DFA as an evidenced- based curriculum. However, when we consider the evidence from the multiple perspectives that were presented in the study- teachers, independent observers and students, and the consistency and stability in the findings across these perspectives, one can reasonably conclude that the positive changes detected in the study were a function of the DFA

Bullying results in a number of co-occurring negative outcomes affecting students' emotional, academic and behavioral functioning. Consequently, the impetus to find effective approaches to redress this problem, particularly, in school settings remains an imperative. This evaluation suggests that the Dignity For All curriculum may be an effective approach to reduction of bullying incidence and sustaining safe and supportive classroom climate.

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## Introduction and Background

According to the National Center for Education Statistics, about 20 percent of students nationwide between the ages of 12 and 18 reported being bullied in school during the 2015-2016 academic year<sup>1</sup>. Victimization was more likely to occur in the middle grades (grade 6 – 31 percent; grade 7 -25 percent and grade 8- 22 percent) than in high schools where the rates ranged from 15 percent to 21 percent. Black (24.7%) and White students (21.6 percent) were more apt to have been bullied than Asian (15.6 percent) and Hispanic students (17.2 percent). Moreover, incidences of bullying were likely to be more prevalent in urban (21 percent) and suburban school systems (21 percent) than in rural settings (15 percent). As one of the most common forms of school violence, bullying has been shown to have adverse consequences for the victim, those who witness an incidence, the perpetrator, schools and classrooms in both the short and long run. For example, victims are likely to suffer from psychosocial maladjustment, low self-esteem, and feelings of loneliness, school avoidance, poor academic achievement and health. On the other hand, bullies are prone to exhibit other harmful behaviors such as elevated levels of substance abuse, impulsivity and delinquency, and like victims experience feelings of suicidal ideation (Swearer, et al., 2009). The deleterious effects associated with bullying also are evident in the psychosocial health of witnesses. Students who witness bullying have been found to suffer from feelings of anxiety, as well as what some authors describes as interpersonal sensitivity ; and schools in which bullying is pervasive tend to be have a negative school climate<sup>2</sup>

There have been varying definitions of bullying. However, common to most is the notion that bullying represents an element of aggressive behavior that includes an imbalance of power-, which distinguishes it from other forms of aggression. According to Hymel & Swearer (2015), bullying behavior can be either observable or non-observable and could take the form of relational and social aggression, as well as physical aggression. Because of its complexity, numerous theories have been used to explain the motivation behind bullying behavior and its effects. They include social cognitive theories, as well as theories that focus on social capital, dominance, restorative justice and social skills to name a few. School- based prevention programs have focused on curriculum adoptions, whole school policies, developing empathy, parental involvement, emotional regulation, teacher training and restorative approaches. Not-with-standing, the progress that has been made in the last forty years, bullying remains a significant phenomenon in schools in both the US and abroad. As noted previously, the prevalence rate in the US is still moderately high with one in every four students reporting being victimized in schools.

## Dignity for All: Overview

Dignity for All (DFA) is a comprehensive, standards-based whole school bullying prevention program. Premised on evidence from bullying research and findings in neuroscience, as well as constructs related

<sup>1</sup> Source: U.S. Department of Education, National Center for Education Statistics. (2018). *Indicators of School Crime and Safety: 2017* (NCES 2018-036), [Indicator 11](#)

<sup>2</sup> <https://www.apa.org/advocacy/interpersonal-violence/bullying-school-climate.aspx>

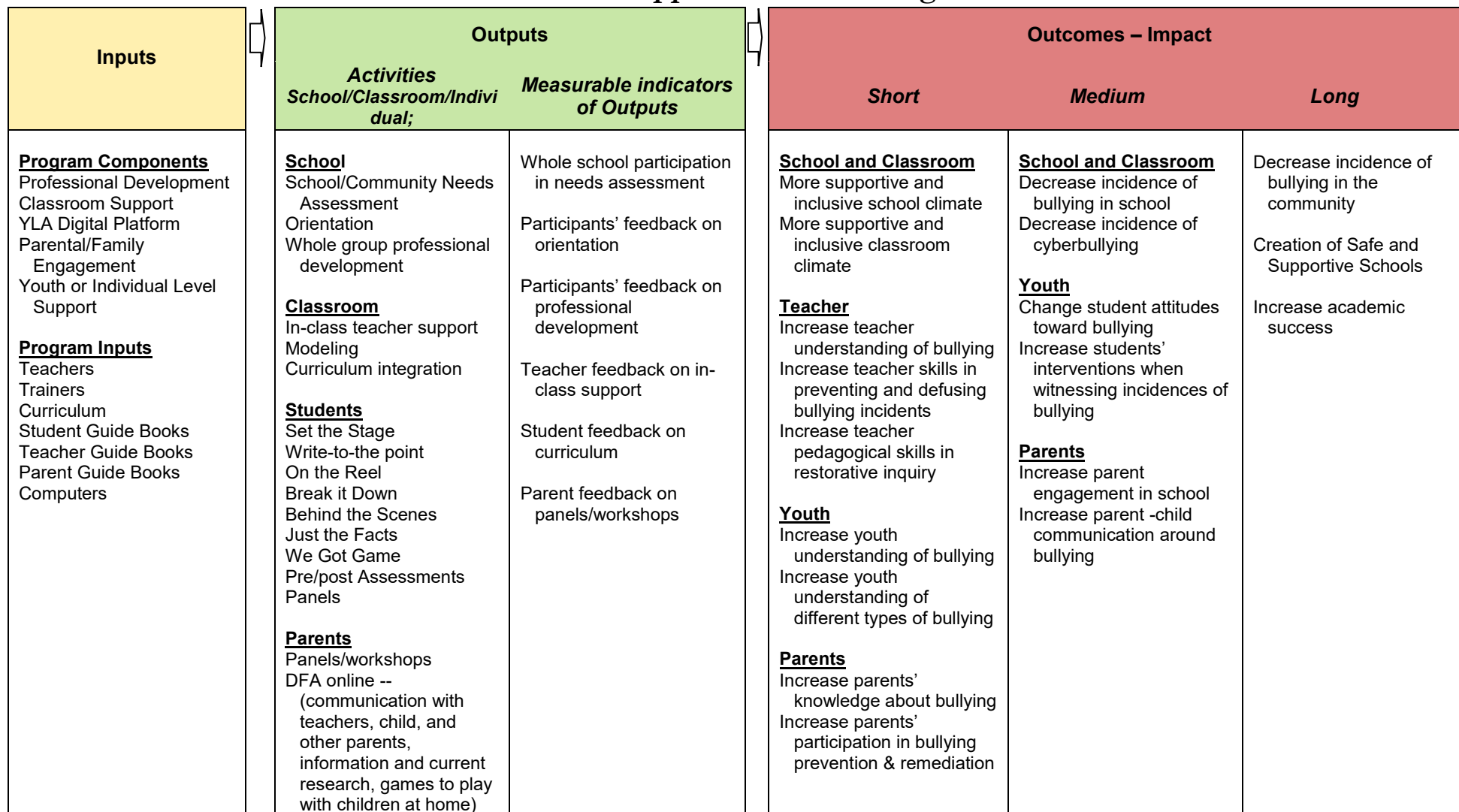
to attachment and ecological systems theories, and mentalization-based therapy, DFA seeks to help students develop social and emotional skills by:

- \* Fostering an understanding of the interpersonal dynamics of bullying;
- \* Providing mindfulness exercises designed to regulate emotions and calm the stress response system;
- \* Building caring communities that encourage critical reflection, empathy, and compassion toward self and others;
- \* Incorporating experiential learning modalities that include role-playing, group discussion and writing;
- \* Creating schools in which principles of restorative justice prevail;
- \* Using an evidenced-based technology platform that is engaging, culturally relevant, and promotes collaboration and mastery of content;
- \* Giving teachers the support and skills they need to create safe and supportive cultures in classrooms in which social-emotional learning is fostered;
- \* Supporting, including, and empowering parents as positive stakeholders in the school community to prevent bullying.

Developed by the National Urban Technology Center, DFA is grounded in a trauma-informed approach to understanding and ameliorating bullying. The DFA curriculum embodies six principles frequently associated with trauma-informed care. These are emotional and physical safety, trustworthiness and transparency, empowerment, peer support, collaboration, and cultural, historical and gender issues (SAMSHA, 2014). The curriculum progresses through three levels where students are introduced to more complex attitudinal and behavioral strategies and information, as they move through the levels. In Quest 1, the focus is on building knowledge and awareness, Quest 2 seeks to impact attitudes and Quest 3, behavior. There are six core components to DFA: Professional Development, Classroom Support, Youth Leadership Academy (YLA) digital platform, parental/family engagement and Youth or Individual Level support (See Figure 1). Ultimately, DFA seeks to create safe and supportive climates in which students will excel academically. In the short and medium terms, there are a number of expected outcomes for schools, classrooms, students, teachers and parents. These outcomes help to benchmark progress towards meeting the long-term goals of the program (See Figure 1).

In the spring 2018, all the DFA components with the exception of parental engagement were piloted in two sites in New York City. This represents the first phase of a planned longer efficacy study, which should conclude in 2019. In addition to testing the curriculum in real classroom settings, the pilot also served to gather data on the proposed evaluation tools that will accompany the curriculum. The purpose of this report is to present the evidence and lessons learned from this early phase on the potential efficaciousness of the curriculum and the soundness of the evaluation tools.

**FIGURE 1: DIGNITY FOR ALL BULLYING PREVENTION PROGRAM THEORY  
A Safe and Supportive School Program**



Assumptions: Based on neuroscience, Attachment Theory, Ecological Systems Theory, bullying research, and youth panels, DFA seeks to build adolescents' knowledge about bullying, understand how empathy and reflection can change life and learn to create reflective and restorative communities.



## Pilot Study Methodology

### Evaluation Approach

Figure 2 depicts the design for the first phase of the pilot. During this phase, the evaluation was informed by the developmental paradigm<sup>i</sup> in which information, insights and feedback to National Urban Technology Center was provided in order to support the implementation process. The complexity of bullying and the dynamics of schools as social systems required the evaluation to adopt an approach that was dissimilar to traditional evaluations. Thus, the evaluation team was instrumental in assisting the Center in thinking through how implementation could be adapted to align with the dynamics of the two pilot sites. During this phase, multiple programmatic and evaluation tasks were conducted with the boundaries between both sets of tasks not neatly drawn at all times.

The focus of the present evaluation was twofold. First, to document implementation, and how the program was received by both teachers and students; and second, to test some of the assumptions in the logic model regarding student-level outcomes. Concerning the second goal, the evaluation relied on a pre/posttest design in which baseline and posttest data were collected from students. The long-term goal of the evaluation, which will be implemented in the second phase of the pilot, is to use a comparison group design based on propensity matching to determine program effects.

### Pilot Sites

Two schools were recruited for this phase of the efficacy study. MS354- the School of Integrated Learning- is a grade 6 through 8 middle school located in Brooklyn, New York. There are approximately 223 enrolled students- 78% of whom are Black, 17% Hispanic, 1% White and 2% Asian. Almost a third (30%) of students are identified as having special needs and 9% of the school population are English Language Learners. Among the teaching staff, approximately 71% have three or more years of experience. The school offers a wealth of extra and co-curricular activities and has established partnerships with a number of organizations. During the 2016-2017 academic year (the year for which the most current information is available) student attendance rate was 89% below the city's 94% rate; and about 34% of students were chronically absent in comparison to 19% citywide. Data on the economically disadvantaged status of the student body was not available on the Department of Education website. The second pilot site – Harvey Milk High School- is a public high school for students, who identify as gay, lesbian, and bisexual and transgender or who may have questions about their sexuality. The school seeks to provide a safe environment for students who have experienced harassment in traditional school settings. In 2017, there were 68 enrolled students, 56% were Hispanic, 29% Black, 9% white, 3% multi-racial and 3% Asian-Pacific. Forty-four percent were students with a disability and 84% economically disadvantaged. Both sites were considered ideal for the pilot given the prevalent rates of bullying for middle schools and the LBGTO population.

Both sites elected to pilot DFA differently. At the middle school, DFA was implemented during the reading period with a heterogeneous grouping of students and teachers. For the purpose of DFA, the

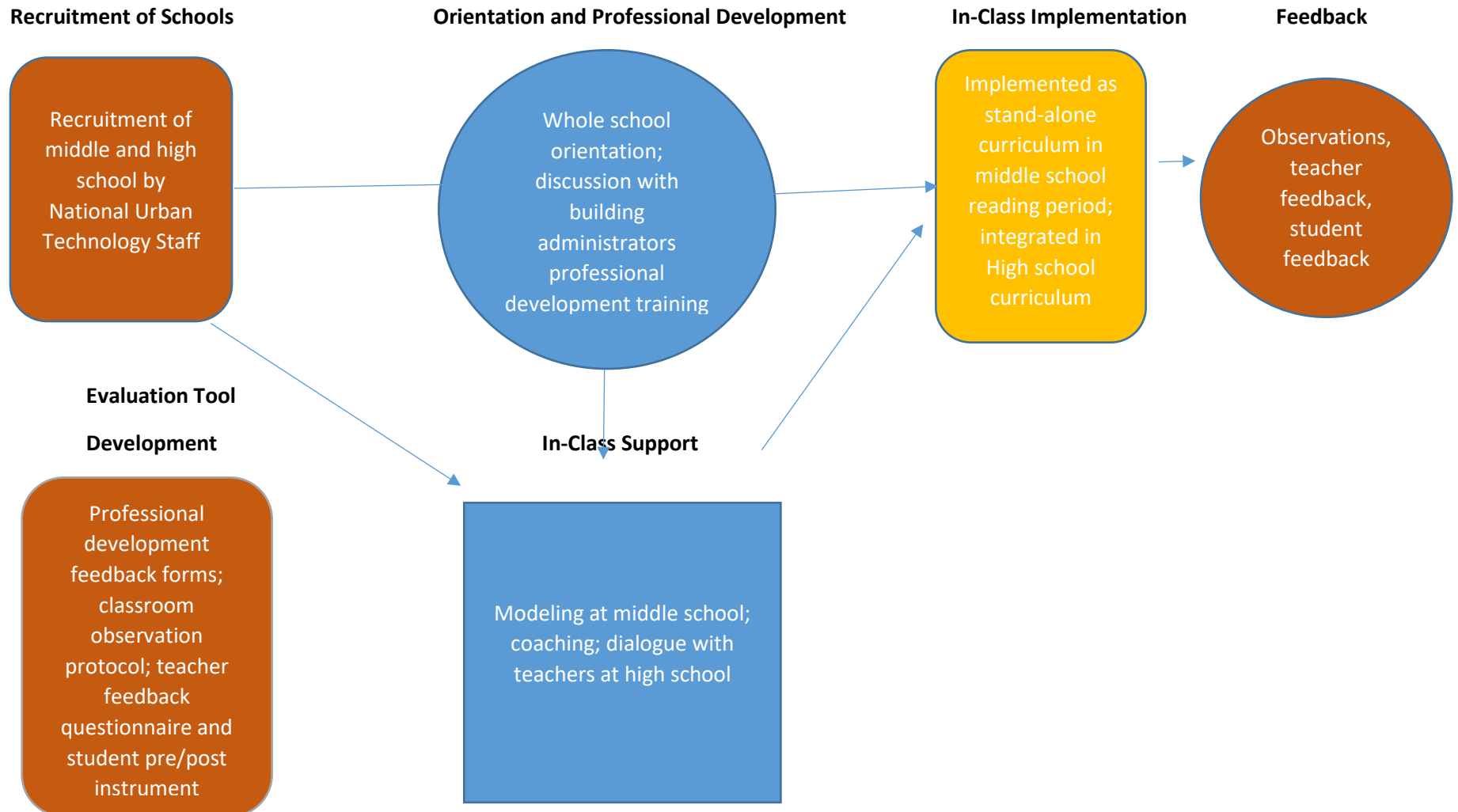
school formed eight groups of between 18- 26 students each with a team of three to five teachers. There were six groups of sixth grade students and two of seventh graders. Twice per week for four consecutive weeks, DFA was taught during a 45-minute period. At the high school, teachers devoted the pilot to integrating DFA into the existing LGBTQ English course and Holocaust History curriculum. Appendix B presents a sample lesson plan from the integrated LGBTQ course.

Because of the brevity of the pilot, the approach to the implementation of the Quest 1 curriculum in the middle school was targeted to address a given set of skills and knowledge domains- identifying bullying behavior, examining the school environment and understanding the risks of bullying behavior (for all). Two key activities associated with the curriculum formed the bedrock of the in-class implementation. These were- Setting the Stage and Step 1 of the curriculum. In Setting the Stage, students were exposed to the definition of dignity, bullying, and the goals for a safe and supportive environment. Current events were discussed and students were able to bring into the conversation their own personal experiences. In Step 1 of the curriculum, students engaged in three major activities of the DFA /YLA curriculum: Break it Down, Behind the Scenes and Just the Facts. Students first watched a video of a vignette involving a bullying incident. In break it down, students summarized the clip, distinguished between bullying and other types of aggressive behaviors, and reflected on what they viewed from multiple perspectives to include the implications of bullying writ large. Behind the Scenes allowed students to reflect more personally on the video clip by drawing connections between the video and their lives; while Just the Facts presented students with factual information as well as allowed students to demonstrate their understanding through journaling exercises.

### **Evaluation Tools**

Five data collection instruments were developed during this pilot phase they are to be found in Appendix A. The Professional Development Questionnaire (PDQ) is an instrument that solicits participants' feedback on DFA professional development activities. The PDQ consist of 12 items presented in mixed form (close ended and open-ended items). Self-completed by attendees, participants are asked to provide feedback on the content of the professional development training, the effectiveness of the presenters and areas in need of additional support. The DFA Classroom Observation Checklist of Classroom Climate and Culture (COCCC) is an instrument designed to be completed by program staff during visits to a classroom in which DFA is being implemented. The COCCC measures the extent to which core DFA principles are evident. Domains of interest are -*Empathic Listening, Restorative Enquiry, Collaborative Discussion and Reflection and Mindfulness*. Scores of zero (Not evident) one, (partially evident) and two (evident) are assigned to each domain. The COCCC is designed to be administered multiple times during implementation. The Teacher Feedback instrument provides formative information on implementation completed after teachers have worked with the curriculum. This instrument allows teachers to provide information on the program material, content and their experience working with the curriculum. Dignity for All Student Questionnaire is administered in a pre/post format and can be used in longitudinal studies of DFA. The instrument has five section: (i) basic demographics; (ii) measurements of students' knowledge and attitudes toward bullying; (iii) students direct experience of bullying as either a victim or perpetrator; (iv) experience as a bystander and beliefs about the role of a bystander and (v) being a victim of cyberbullying and attitudes toward cyberbullying.

**FIGURE 2: DFA PILOT STUDY DESIGN**



## **PILOT STUDY FINDINGS**

### **Professional Development Training-**

The success of any innovation is contingent upon a number of conditions (See Rodger's Theory of Diffusion, 1962). These include the degree to which the innovation is congruent with the values and needs of prospective adopters- how the innovation is communicated, the ability to experiment with it and the simplicity or ease of use. The professional development approach adopted during the pilot embraced many of the principles associated with the diffusion of innovation theory. First, the professional development model was adapted to suit the needs of each school. Second, deliberate thinking was given to how best to communicate DFA to the school communities; and third, teachers were given an opportunity to experiment with DFA and to provide the Urban Tech team with their feedback. For example, at the middle school, an orientation to DFA was first given to a cadre of 11 staff. These individuals were selected by the principal because of their leadership roles to be the first group to whom DFA was formally introduced. This initial introduction to DFA was followed up with a presentation of DFA to the entire school community- and in depth- whole school professional development training sessions with staff. At the high school, DFA was introduced to selected staff with follow-up support to the two teachers who elected to experiment with the program in their classrooms.

### **Professional Development Models**

During the pilot, the Urban Technology Team adopted a multi-prong approach to developing the staff's knowledge and ability to implement DFA. Strategies used included structured training, observation, in-class support, teacher reflection and demonstration. The professional development pullout staff development sessions served a dual purpose allowing the Urban Technology Team to build staff knowledge of the phenomenon of bullying in general and the content, strategies and theories underlying Quests 1, 2 and 3 in particular. These sessions also afforded the team to gather information from teachers on their needs for further training and support. During these large group sessions, faculty engaged in reflections about their schools, pedagogies and demonstrated their understandings through teach back and lesson planning activities. Each session foreshadowed or served as a scaffold for the other. For example, at the middle school, teachers' requested support for the teaching of empathy. In one of the latter sessions, an empathy skills workshop was conducted using DFA materials and strategies. Feedback from participants indicate that, in general, these sessions were well received by them, with ratings as high as 3.9 on a four-point scale.

In-class support was used to assist staff in their abilities to implement DFA in their classrooms. This involved multiple forms- demonstration, coaching and conversations around implementing issues. The first phase of the pilot was much abbreviated with eight planned in-class delivery sessions in the middle school with Quest 1 lessons.<sup>3</sup> At the high school no agreed upon number of lessons was arrived at. Given the brevity of this phase, teachers needed assistance in determining how much of the content could be reasonably delivered; and at the high school how to integrate DFA into existing curriculum.

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<sup>3</sup> There were eight classroom sessions in which DFA was implemented. Students were co-taught the curriculum by teams of teachers. DFA was implemented in a reading period.

### Teacher Feedback on Implementing DFA

As previously mentioned during the pilot, Quest 1 was implemented over a four-week period at the middle school. Upon the conclusion of the pilot, teachers were asked to evaluate the curriculum using a four-point scale in which 3 represented fully evident, 2 mostly evident, 1 partially evident and 0 little or no evidence. Fifty-percent or 13 out of the 24 teachers who participated in the pilot provided ratings. As can be seen in Table 1, the DFA curriculum was rated highly for its organization, content, formatting and adaptability in meeting the needs of diverse learners as well as fostering the development of higher order thinking skills. Overall, the average ratings assigned to the 11 criteria fell between 2.42 and 2.83 indicating that in the teachers' viewpoints, DFA aptly met the standards for a quality curriculum. Comments provided by them allowed us to contextualize the basis for their ratings. For example, one teacher wrote- *'This is a great way to get students to read more as well as to relate to real life'*. Another stated, *"DFA is really an effective approach and strategy for students to reflect on bullying"*. In their assessments of how receptive students were to DFA, there was unanimity among teachers that students were fully engaged during the DFA lessons. Illustrative comments to support this observation include:

*"There was a lot of positive feedback from the students which led to relevant conversations between students & teachers";*

*They were responsive and generated meaningful conversations";*

*Students were actively engaged and understanding of how the actions of bully can affect another; and*

*"Students seemed to be pretty engaged in the topics presented which aided in class discussion".*

Teachers felt comfortable working with the DFA materials and noted that they found it easy to deliver the lessons. Undoubtedly, the emphasis placed in the pilot on teacher training and in-class support were contributory factors. This augurs well for the DFA approach to implementation. Prior research has found that many bully prevention programs provide inadequate training and support for the classroom teacher and highlight the need for prevention interventions to remedy this oversight (Smith, 2016).<sup>4</sup>

When asked what they found to be the most interesting aspect of DFA, teachers cited the internet resources, clarification of the key concepts associated with bullying and the relatability of the curriculum to the real life experiences of students. Teachers were also asked to identify any pedagogical challenges encountered in delivering the curriculum. Eleven out of the 13 teachers indicated that they encountered no obstacles. Two teachers identified difficulties, one with navigating the teacher guide; and the second- classroom management. In summary, based on teacher feedback, one can conclude that the implementation of the professional development component with its layers of continuous support for teachers was effective.

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<sup>4</sup> In the prevention literature, numerous interventions are designed to address a host of behaviors prevalent among school-aged students. Prevention Science is a field that uses various methodologies to address the risk factors that lead to behaviors that are unhealthy and promote those protective factors that result in positive youth development.

*Table 1: Teacher Feedback on DFA Content, Organization and Material*

Criteria	Mean
DFA Teacher Curriculum Guide and digital materials provides a useful table of contents	2.83
DFA Teacher Curriculum Guide contains interesting introductions for each Quest STEP	2.83
DFA materials contains examples, explanations, and internet resources in alignment with New York State Standards	2.83
Information is accurate, current, and research-based	2.75
DFA materials focus on the knowledge, abilities, and skills, that are appropriate to each grade level	2.75
Reading level is appropriate for age/grade	2.75
Size and format of print is appropriate	2.75
Format is visually appealing and interesting	2.42
Real-life applications are provided throughout the text and video/digital materials	2.75
Information and directions are clearly written and explained	2.58
Activities are developmentally appropriate	2.75
DFA Teacher Curriculum Guide includes questioning strategies/questions to check for understanding at all Depth of Knowledge (DOK) levels	2.75
Activities apply to a wide diversity of student abilities, interests and learning styles	2.58
Activities include guiding questions which encourage the development of higher-level thinking skills	2.50
Material provides access to or demonstrates, in multiple ways, allowing for a variety of student responses	2.67
DFA Teacher Curriculum Guide is comprehensive, organized and easy to use	2.50
Material reflects a variety of ways to differentiate instruction and model content to support all learners	2.58

## Classroom Climate Findings

Although classroom implementation of DFA during this phase was of a short duration, there was nevertheless an interest in knowing if any detectable change in classroom climate was evident. In the prevention literature, there is a body of research that demonstrates that brief interventions or brief exposure to a prevention program can produce positive results (See for example prevention research on substance abuse). Observation data were collected on eight occasions across multiple classrooms. The results of rating for the four domains of interest are to be found in Table 2. Empathic listening was the most prevalent domain where attributes of this skill were either partially or mostly evident. This finding is encouraging as this was a skill that teachers identified to be in need of support and where the team responded with an empathy workshop. On the other hand, reflection and mindfulness were not evident in most of the classrooms.<sup>5</sup>

Table 2: Number of Classrooms Showing Evidence of DFA Principles at MS354

Domain	Not Evident (0) None or only a few of the attributes are present	Partially Evident (1) Classroom evidences some of the attributes	Evident (2) Classroom evidences most of the attributes
<b>Empathic Listening</b> - examples: pays attention to each other- what they are saying to include their body language, uses open-ended questions, builds trust and respect in the classroom, creates a safe environment for students and each other, encourages the surfacing of emotions	1	6	1
<b>Restorative Enquiry</b> - examples: encourages students and each other to express what they are thinking and wanting, encourages students and each other to reflect on their behaviors to include what can be done to reduce harm	2	5	1
<b>Collaborative Discussion/Dialogue</b> - examples: students and staff working to seek solutions, respect for opinions and differences, recognition of strengths and validating students	2	4	2
<b>Reflection and Mindfulness</b> - examples: awareness of individual triggers, reflection rather than reaction, using tools such as breathing to reset classroom	7	1	0

<sup>5</sup> It should be noted that these are two areas that were not explicitly addressed during the professional development.

Field notes provided by the observers suggest that the DFA classrooms where emphatic listening and collaborative discussion and dialogue were taking place were characterized by levels of trust and mutual respect. For example, one observer wrote:

“Students were engaged in an intense discussion about *Kevin* and the "locker bullying incident " which led to an intense debate about the roles of teachers, and administrators, hall monitors, and their roles in making sure all students are safe in the hallways. Students were respectful and listened to each other in their collaborative groups”.

The pilot allowed us to more completely understand the teacher’s role during implementation. Field notes from three classroom observations underscore how artful pedagogy is needed to promote student understanding of bullying. In the first set of notes, the teacher’s use of open-ended questioning strategies is important in helping students differentiate between the various constructs that will emerge as they engage with the curriculum- for example the difference between “rude” and “mean”.

“Students were engaged in a discussion and journal writing activity. Small groups shared *Behavior T Charts* to highlight the differences between rude or mean. The teacher showed "Standing Together" (OTR) and students wrote reflections in their journal. Students are very respectful of their peers as they answer the teacher's inquiries. The teacher skillfully uses open-ended questioning strategies to guide her student's thought process. The students worked collaboratively together to seek solutions to present to the larger group.”

In the second example, where there may be divergent student viewpoints regarding the appropriate response to witnessing an act of bullying - the teacher becomes a neutral arbiter of the dialogue by skillfully helping students to understand each other’s perspective and to raise awareness of the consequences of each other’s positions.

“Students were engaged during the DFA, Quest #1, and lesson presentation of; Standing Together, (OTR). Several students commented about acts of aggressive behavior witnessed in the video. One student commented that he did not feel he should tell school personnel when he sees an act of bullying. Other students stressed and gave reasons why he should tell other adults. Dialogue was respectful, and students gave honest opinions. The teacher questioned and recorded comments from both sides. The students had very conflicting ideas about bullying; the teachers were skillful in raising awareness”.

In the final example, where the ability level of students varies, student frustration can lead to a break down in the classroom climate. This calls for patience as the teacher leads all students towards a common understanding.

“This group was comprised of many different ability levels. Initially, some students failed to understand the difference between *bullying* and *teasing*, in some instances, during the teacher-led discussion following "Break It Down". Teachers provided patient support to ensure students were able to understand the ACID definition of "bullying". Students were reminded to be sensitive and respectful of their peers as they expressed their opinions after viewing "Rebecca" video”.



## Changes in Students' Knowledge, Attitudes toward Bullying, and Behavior

The pilot allowed us to test some of the assumptions in the logic model. Particularly, we were interested in whether the hypothesized changes could be detected after a brief exposure to DFA. In testing these hypotheses, we collected data at baseline and posttest from approximately 170 students. This represents about 90% of the total number of sixth and seventh graders enrolled in the school. About seven out of 10 were in the sixth grade; and slightly more than half were females. Although provided with the option- no student self- identified as belonging to the LGBTQ population. Approximately 55.8 percent self- identified as African American, 22 percent as mixed and 15 percent other. About 22 percent or 38 students in the original sample were lost at posttest<sup>6</sup>. The majority were seventh graders. We also had slightly more students with African-American backgrounds represented in the posttest sample.

*Table 3: Baseline and Posttest Characteristics of Pilot Sample*

Characteristics	Baseline Percent (Mean) N=170	Posttest Percent (Mean) N=132
Grade 6	71.8%	77.3%
Female	55.3%	56.1%
<u>Ethnicity</u>		
African-American	55.8%	63.6%
Mixed	21.8%	21.2%
Hispanic	7.6%	4.5%
Other	14.8 %	10.7%
Age	11.84; Standard Error, .061	11.76 ; Standard Error, .066

## Changes in Knowledge about Bullying

DFA logic model hypothesizes that in the short term one is likely to see an improvement in student knowledge as a function of being exposed to the curriculum. In the pilot, students' knowledge about bullying was assessed at baseline and again upon the immediate completion of the pilot. Students were first presented with a single item that asked, "Do you know what bullying is?" Almost all students, at both baseline and posttest respectively, 96 percent- stated that they understood what bullying represented. However, it became evident from their responses to the knowledge questions on the baseline i.e. before they were taught the Quest 1 lessons that their knowledge was limited. This is supported by the findings in Table 3.

In Table 3, is reported for the 11 knowledge statements, the percent of students who were correct in their responses. These items sought to measure if students had accurate knowledge about bullying its

<sup>6</sup> Sample loss was random. Scheduled trips at the end of the school year was one of the primary reason.

causes and how it is manifested. Students were asked to identify for each statement whether it was true, false or if they were unsure. An item analysis allowed us to pinpoint those specific misperceptions about bullying that students held, as well as those perspectives that were in fact accurate. At baseline and posttest, we see that more than half of the students were incorrect in their responses to seven or two-thirds of the items on the knowledge scale (Refer to Table 3). Exposure to the DFA Quest 1 lessons resulted in a slight but non-significant improvement in their overall knowledge (5.38 versus 5.54). However, as a function of participating in the pilot, on several of the individual knowledge items, the percent of students answering correctly increased from baseline to posttest (See Table 4). On the item *“Bullying can only happen when there is an imbalance of power”*, the 17 percent (30 % vs .47%) increase in the number of students answering correctly was statistically significant. On the other hand, students’ understandings remain relatively incomplete on items that measure the role of bystanders, the role of punishment as a deterrent in bullying prevention and aggression as a means for asserting one’s right. There was no significant association between a student’s gender, their ethnicity and their responses to the knowledge questions.

*Table 4: Percentage of Students Answering Correctly to Knowledge Items*

Item	Percent Correct At Baseline	Percent Correct at Posttest	Difference (baseline-posttest)
Hitting someone on purpose who is smaller is most likely bullying.	81%	83%	+2%
Just threatening someone to give you his or her money at lunchtime is not bullying.	71%	66%	-5%
Bullying is when you purposely leave someone out when you and your friends are together.	38%	39%	+1%
Bullying is inviting only a few persons to a party.	80%	73%	-7%
Punishing a student who bullies others will probably make that student stop bullying.	25%	29%	+4%
Bystanders who stay out of bullying incidents avoid harmful effects of bullying.	24%	17%	-7%
Bullying can only happen when there is an imbalance of power.	30%	47%	+17%*
How you feel about learning in school does not necessarily affect how well you learn in school.	42%	45%	+3%
Aggressive is behavior that is necessary to stand up for what is right.	40%	39%	-1%

Some people are born bullies and some people are born victims.	61%	62%	+1%
Mean	5.38 (.16)**	5.54(.15)**	.16

**Note: \* statistically significant a  $p < .05$ ; \*\* Standard Error**

### Attitudes toward Bullying

Attitudes are often considered antecedents to behaviors and are defined as either positive or negative evaluations of a given behavior (See for example the Theory of Planned Behavior). Within the field of bullying research, numerous studies examine how favorable or unfavorable attitudes toward bullying are related to bullying behavior. In the pilot study, we used Craven's 19- item scale to determine the extent to which DFA was influential in changing student attitudes. Analyses of the psychometric properties of the scale yielded a Cronbach Alpha of .86 . We conducted a factor analysis to determine whether we were able to replicate Craven's result. The results from this analysis indicate that the original two factor structure was reproduced in the pilot with most items loading on the same factor as found by Craven. There were only three items, which loaded differently than what Craven found. In the analyses we constructed a scale composed of all 19 items rather than using the two subscales derived from the factor analysis (reliability analysis indicate a weak inter-item correlation for the second factor). The scale of all 19 items that we used in the analysis contained statements that measured students' normative beliefs about the acceptability of physical, verbal and social bullying. The higher the score the more objectionable students found these behaviors to be.

On the baseline measure, the scale mean was 61 (Std. Deviation - 7.068) this increased to 65 (Std. Deviation- 6.844). Students were more inclined at posttest to view bullying as unacceptable behavior. This change was found to be statistically significant ( $t=3.707$  df  $p < .000$ ). The pre/posttest change suggests that DFA was instrumental in helping students to form less favorable attitudes toward bullying. Previous studies have found gender-related differences in students' normative views about bullying. Given the findings of these studies, we conducted a multiple regression analysis with gender as the independent variable and age as the covariate. We found that female students were more likely than males to find bullying behaviors unacceptable ( $B= .235$ ,  $t=2.394$ ,  $p < .019$ ). The average score for females was 66.46, versus 63.20 for males. Moreover, the average change in their beliefs between pre and post were likely to be twice as large 4.1 than that of males, 2.2. We also found students' understanding of the imbalance in power between individuals to be predictive of their attitudes towards bullying. To be specific, those students who understood that in bullying incidences power relations are unequal were more disinclined to view bullying behaviors as acceptable as those without this understanding did ( $b=3.383$ ,  $t=2.895$ ,  $p < .005$ ).

### Being a target or a perpetrator of bullying

To what extent is one likely to see a reduction in bullying incidences as a function of implementing DFA? One of the program goals of DFA is to reduce the incidences of bullying that occurs in school. To that end, during the pilot, we collected information on the number of students who were targets of or

perpetrators of bullying. Presented in Table 5 are percentages based on the pretest and posttest data, disaggregated by student characteristics. The overall percentage of students who reported being victimized decreased between the start and conclusion of the pilot. At baseline, 23 percent of students indicated that they were the targets of a bullying incident. This is around the national average of 20 percent reported by the National Center for Education Statistics for the school year 2015. The decrease to 17.9 percent at the end of the pilot puts the school's rate below the overall national average and that for sixth and seventh graders in the country (which were 31 and 25 percent respectively). As can be seen, the baseline data indicate that the prevalence rates for females were more likely to greater (31.6 percent) than males (25.5 percent). However, at the end of the pilot, the rate of reported bullying by females was lower than that of males. Correspondingly, we also see that the percentage of girls who were unsure about whether they were targets increased about six fold between the baseline and posttest. Concerning ethnicity, at the posttest, a lower percentage of all students with the exception of Hispanics reported being bullied as compared to the period before the implementation of DFA.

*Table 5: Percentage of Students Reporting Being Bullied by Sex, Ethnicity and Grade Level*

Student Characteristics	% Reporting Being Bullied at Baseline (N= 134 )			% Reporting Being Bullied at Posttest (N= 117 )		
	Yes	No	Not Sure	Yes	No	Not Sure
<u>Gender</u>						
Female	31.6	53.2	2.5	14.3	70.0	15.7
Male	25.5	63.6	10.9	23.4	68.1	8.5
<u>Ethnicity</u>						
African-Americans	24.4	65.9	9.7	17.6	73.0	9.5
Mixed	26.7	46.7	26.6	8.0	68	24.0
Hispanic	28.6	71.4	0	33.3	50.0	16.7
Other	58.3	33.3	8.3	44.4	44.4	11.1
<u>Grade</u>						
Sixth	26.0	58.3	15.6	19.1	67.4	13.5
Seventh	37.8	56.8	5.4	14.8	77.8	7.4
<b>Overall Percentage</b>	23.0	57.5	2.2	17.9	69.2	.9

Of students in the pilot sample at baseline, about 63 percent indicated that they were teased, 56 percent that they were lied about, 36 percent that they were socially isolated and 33 percent that they were ignored on purpose (See Figure 3). There was a decline in reporting for all types of bullying at the end of the pilot (See Figure 4). For example, only 29.5 percent of students reported they were teased; 26 percent that they were lied about and 17.8 that they were socially isolated. Conjoining these results with those discussed previously leads us to conclude that the pilot was instrumental in reducing the incidences and types of victimization among students enrolled in the school.

Figure 3: Percentage of Students Reporting Being Bullied by Type of Bullying at the Beginning of Pilot

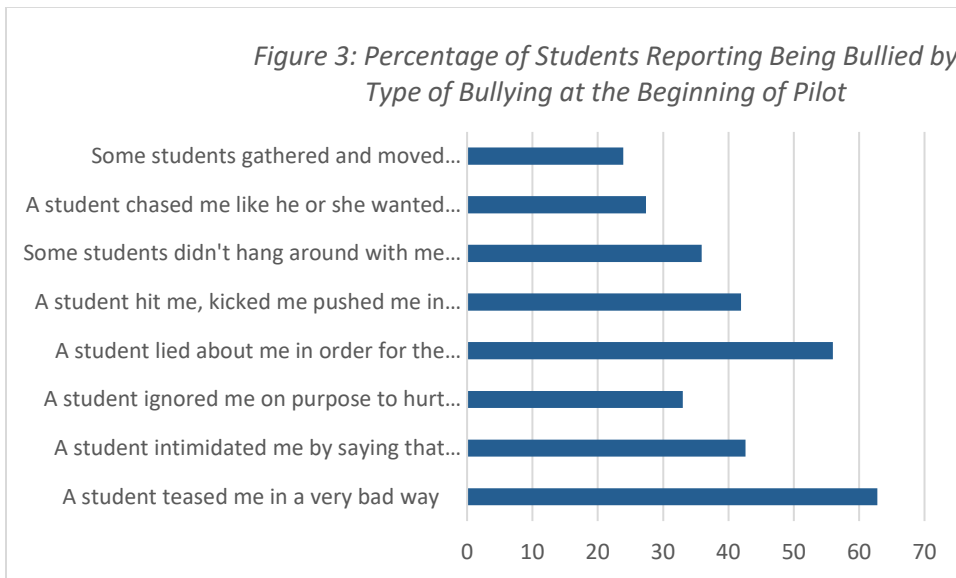
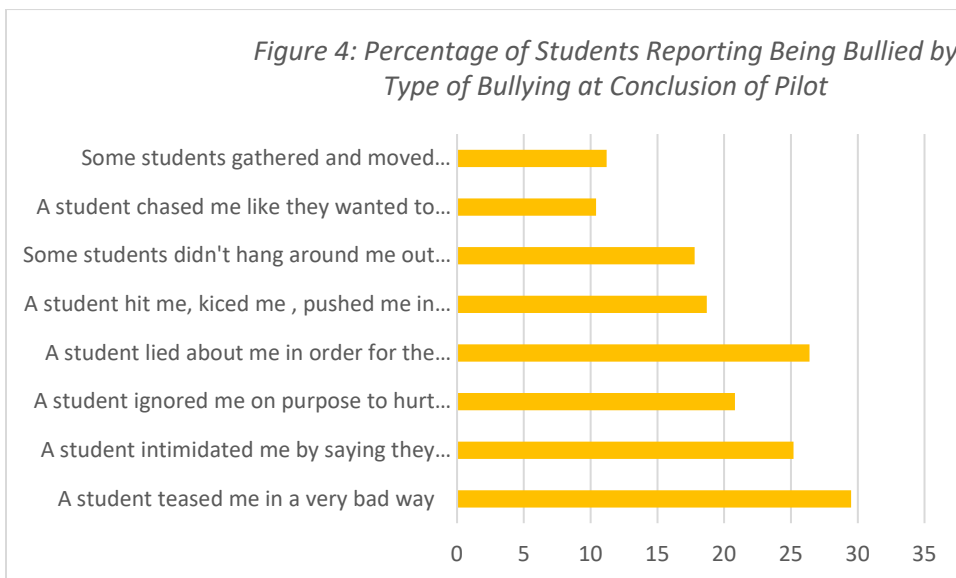


Figure 4: Percentage of Students Reporting Being Bullied by Type of Bullying at Conclusion of Pilot



At baseline, about five out of every 10 students or 50 percent admitted to having bullied a classmate by purposely ignoring a peer to hurt them, teasing, threatening, or engaging in some form of physical violence. Disaggregation of the data by sex revealed differences among subgroups of students. For example, a higher percentage of male students than females reported that they were the instigators of bullying against their classmates (See Figure 5). For example, at the baseline, 32% of males stated that

they teased a classmate in comparison to 18 percent of females. Similarly, 23 percent of males noted that they had grabbed, held or touched a classmate in a bad way compared to 8 percent of females. At the conclusion of the pilot, the reported rate of aggressive behavior by students declined overall by 10 percent to 40 percent; and there were noticeable declines in all bullying types for both males and females (Refer to Figure 6). Although all types of bullying declined, when we tested for the statistical significance of these changes, the decline in the use of intimidation was consistently significant for all groups of students whether the data were parsed by grade level or gender. Additionally, we found a significant association between attitudes and behavior. Specifically, students who came to understand that bullying is unacceptable were less likely to report at the end of the pilot that they teased other students ( $r = -.22, p < .03$ ); intimidated others ( $r = -.26, p < .01$ ); and chased or moved against a classmate in a bad way ( $r = -.24, p < .02$ ). These findings suggest, at least in a preliminary way, that DFA in addressing student attitudes might have been successful in deterring bullying behaviors.

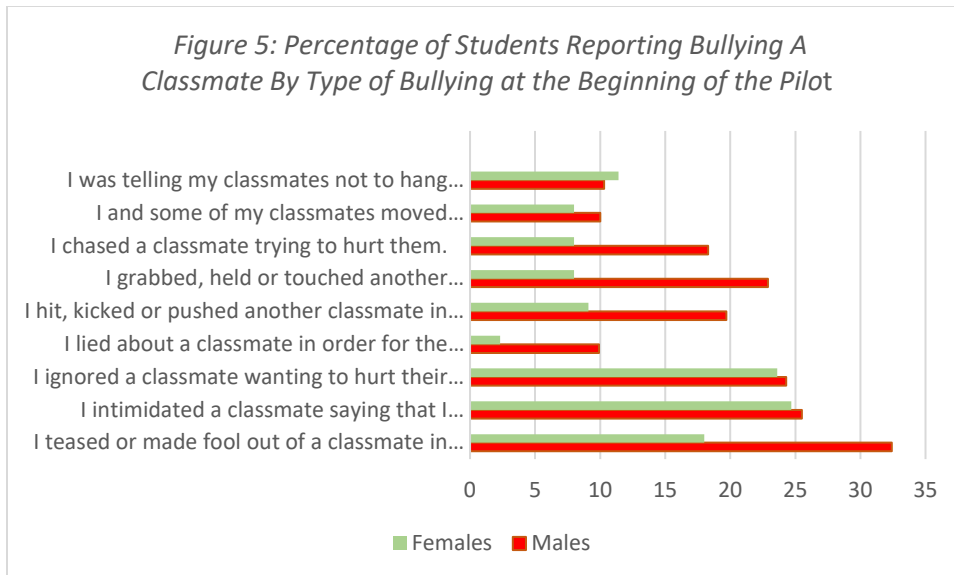
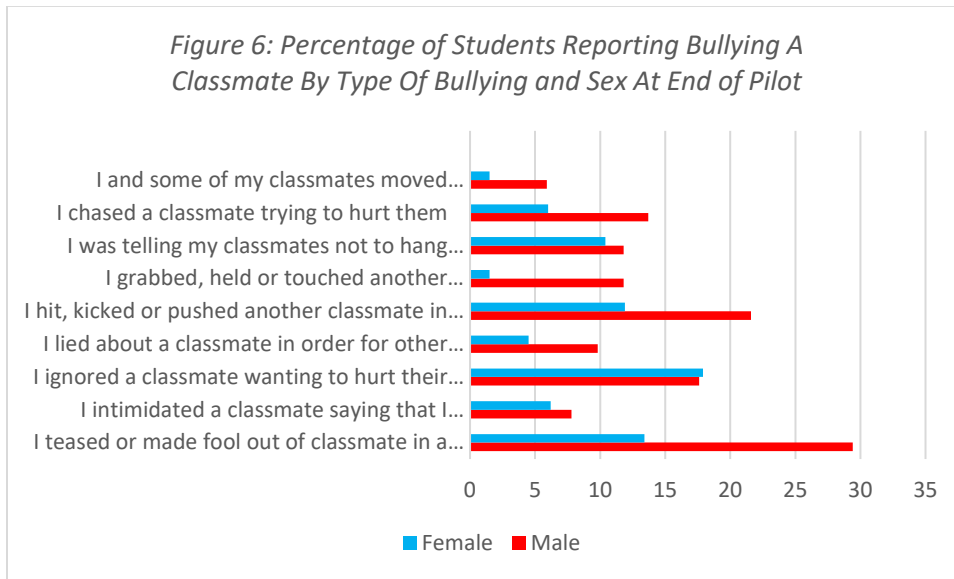


Figure 6: Percentage of Students Reporting Bullying A Classmate By Type Of Bullying and Sex At End of Pilot



### Baseline Information on Bystander Roles and Cyberbullying

During the pilot, we collected baseline information on other key aspects of bullying- for example, the role of bystanders and the prevalence rates of cyberbullying. Both topics will be fully explored in the second phase of the pilot, but we thought it important to report out the findings in these two critical areas as they lay the foundation for our follow-up evaluation studies. We begin first with findings as they pertain to bystanders. In-school peer bystanders, as research has shown, play a pivotal role in influencing the outcomes of a bullying act. Witnesses to bullying can assume various roles from that of a bully themselves- where the actual perpetrator is egged on, to an altruistic bystander who intervenes to stop victimization either immediately or thereafter. Students in the pilot were asked at baseline whether they had ever intervened on behalf of someone, what they did and what their normative beliefs are about the role of a bystander. Seventy-three percent of students at baseline reported that they had intervened when witnessing a bullying event. Students in the sixth grade (78.9 percent) were significantly (Chi Square 5.574,  $p < .018$ ) more likely to intervene than students in the seventh grade (59.5 percent). Students noted that their responses were to: defend the person who was being bullied (84.4 percent); tried to befriend the person who was being bullied (82.9 percent); included the person with themselves and their friends (82.3 percent) and encouraged someone or themselves to tell a teacher or another adult (79.7 percent). With respect to their overall attitudes, students scored high on the bystander scale. Out of a possible score of 28, the average in the school was 22. While younger

students were more likely to hold more favorable attitudes than older students were, we did not find these differences to be statistically meaningful.

Cyberbullying- that is bullying that occurs with a digital device- has increasingly become a critical issue among the school-aged population. Approximately 24 percent of the students in the pilot noted that they were the targets of cyberbullying and about 7 percent were unsure. Forty-percent of students reported that their classmates have been cyberbullied and 28 percent of students see this as an issue in the school. These figures are higher than the most recent data for 2017, made available from the Youth Risk Surveillance Systems for high school students, where the reported incidence was 14.9 percent. Reported victimization by student characteristics reveal that girls in the pilot were more likely to be victimized (28 percent) than boys (19 percent).

### **Discussion, Conclusions and Recommendations**

The findings from the pilot study suggest that DFA is a promising preventative approach for addressing the ongoing dilemma of bullying in schools. As noted, there were changes in student knowledge, attitudes and behaviors, which we can infer may be partially attributed to the curriculum. Conclusions that are more definitive will require a robust evaluation design in which the effects of the curriculum can be determined based on a comparison between students exposed to DFA and those who are not. Such a design will help meet the standards for establishing DFA as an evidenced- based curriculum based on standards established by the What Works Clearinghouse. However, when we consider the evidence from the multiple perspectives that were presented in the study- teachers, independent observers and students, and the consistency and stability in the findings across these perspectives, one can reasonably conclude that the inference that the positive changes discussed were a function of DFA has merit.

There are two possible contributory factors to the pilot success. First, is the strong support provided to teachers? Although a new program in the school, teachers experienced no challenges in delivering the curriculum and felt comfortable in teaching the content. This is encouraging in a field where some have argued that the classroom teacher has not always been given the necessary training to help promote a safe and supportive school environment (Smith, 2016). Second, the pilot- although brief- was very targeted- addressing specific skills and knowledge about bullying. In the extant prevention literature, there are studies that demonstrate the success of brief interventions in fostering attitudinal and behavioral changes (Dunn et al., 2002). Although DFA is a comprehensive approach to bullying prevention, the decision to cull from the Quest 1 lessons a subset of specific activities and strategies and to focus intensely on these during the four weeks of implementation was a sound approach to the pilot.

Bullying results in a number of co-occurring negative outcomes affecting students' emotional, academic and behavioral functioning. Consequently, the impetus to find effective approaches to redress this problem, particularly, in school settings remains an imperative. This evaluation suggests, as intimated previously, that the Dignity for All curriculum may be one such approach.



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<sup>iii</sup> Patton

## Appendix A Instruments

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**DIGNITY FOR ALL PROFESSIONAL DEVELOPMENT FEEDBACK QUESTIONNAIRE**

**Date:** \_\_\_\_\_ **Location of Training:** \_\_\_\_\_

1) Now that you have gone through this professional development training, how prepared are you to begin working with DFA? Please circle one number below.

Not at all prepared	Somewhat prepared	Well prepared	Extremely well prepared
1	2	3	4

2) In what areas do you feel you could still use assistance?

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3) What assistance would you like to get from us?

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4) Please suggest what improvements could be made in the training?

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5) How well did this training do at providing the following? Please circle only one number for each item.

	VERY POOR	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
Help you to understand the rationale behind DFA Lite	1	2	3	4	5	6
Help you to understand On The Reel	1	2	3	4	5	6
Help you to understand Behind the Scenes	1	2	3	4	5	6
Help you to understand how to implement DFA	1	2	3	4	5	6
Help you to understand the lesson format in DFA	1	2	3	4	5	6
Make you feel comfortable in teaching a DFA lesson?	1	2	3	4	5	6

6) Please let us know what you liked best about this training?

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**Classroom Observation Checklist of Classroom Climate and Culture**

Date of Observation \_\_\_\_\_

Classroom Observed (grade level and teachers) \_\_\_\_\_

Number of Students \_\_\_\_\_

Observer Name \_\_\_\_\_

**Directions for completing checklist. Rate each domain with either a 0, 1 or 2 where 0 represents not evident, 1 partially evident and 3 evident**

<b>Domain</b>	<b>Not Evident (0)</b> None or only a few of the attributes are present	<b>Partially Evident (1)</b> Classroom evidences some of the attributes	<b>Evident (2)</b> Classroom evidences most of the attributes
<b>Empathic Listening</b> - examples: pays attention to each other- what they are saying to include their body language, uses open-ended questions, builds trust and respect in the classroom, creates a safe environment for students and each other, encourages the surface of emotions			
<b>Restorative Enquiry</b> - examples: encourages students and each other to express what they are thinking and wanting, encourages students and each other to reflect on their behaviors to include what can be done to reduce harm			
<b>Collaborative Discussion/Dialogue</b> - examples: students and staff working to seek solutions, respect for opinions and differences, recognition of strengths and validating students			
<b>Reflection and Mindfulness</b> - examples: awareness of individual triggers, reflection rather than reaction, using tools			

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such as breathing to reset classroom			
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OBSERVER COMMENTS

Please provide comments that you believe would be helpful in understanding how you rated the class.

**Dignity for All Teacher Feedback**

**Educator's Name:**

**School:**

**PART A: General Information**

<p>Title: <b>Dignity for All</b></p> <p>Print/Supplemental Resource Materials</p>
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**Organization/Format**

Criteria	3 fully evident	2 mostly evident	1 partially evident	0 little or no evidence	Overall rating
DFA Teacher Curriculum Guide and digital materials provides a useful table of contents	.	.	.	.	.
DFA Teacher Curriculum Guide contains interesting introductions for each Quest STEP	.	.	.	.	.
DFA materials contains examples, explanations, and internet resources in alignment with New York State Standards	.	.	.	.	.
Information is accurate, current, and research-based	.	.	.	.	.
DFA materials focus on the knowledge, abilities, and skills, that are appropriate to each grade level	.	.	.	.	.
Reading level is appropriate for age/grade	.	.	.	.	.
Size and format of print is appropriate	.	.	.	.	.

Format is visually appealing and interesting	.	.	.	.	.
	.	.	.	.	.
				<b>Total:</b>	.

Notes:

Content

Criteria	3 fully evident	2 mostly evident	1 partially evident	0 little or no evidence	Overall rating
Real-life applications are provided throughout the text and video/digital materials	.	.	.	.	.
Information and directions are clearly written and explained	.	.	.	.	.
Activities are developmentally appropriate	.	.	.	.	.
DFA Teacher Curriculum Guide includes questioning strategies/questions to check for understanding at all Depth of Knowledge (DOK) levels	.	.	.	.	.
	.	.	.	.	.
Activities apply to a wide diversity of student abilities, interests and learning styles	.	.	.	.	.
Activities include guiding questions which encourage the development of higher-level thinking skills	.	.	.	.	.
Material provides access to or demonstrates, in multiple ways, allowing for a variety of student responses	.	.	.	.	.



DFA Teacher Curriculum Guide is comprehensive, organized and easy to use					
Material reflects a variety of ways to differentiate instruction and model content to support all learners					
				<b>Total</b>	.

**Notes:**

**PART B:**

1) How comfortable were you working with the DFA materials (Teacher Guide, student workbook, YLA digital tool)

Very comfortable {    }

Comfortable {    }

Not comfortable {    }

Definitely not comfortable {    }

2) Describe any changes you would recommend for any of the materials that you and your students used.

3) What is the most interesting thing about DFA that you would like to share with us

4) How easy was it to implement a lesson from Quest 1?

Very easy {    }

Easy {    }

Not Easy {    }

Definitely not easy {    }

5) Describe any challenges you had in delivering a lesson.

6) Describe any changes you would like to see to the lessons.

7) Describe how your students responded to the Quest 1 lessons

8) Describe how we can support you next school year.

**DIGNITY FOR ALL STUDENT QUESTIONNAIRE**

Dear Student,

Please take a few moments to answer this questionnaire about bullying. We want to understand what you know and think about bullying and how to create a safe and supportive environment for you. The survey will ask you if you have ever been bullied and how you feel about bullying. The questions are not only about bullying in your school but also your experiences on the way to and from school. Your answers are important to us. So please answer truthfully. There are five parts to the survey and it should take you no more than 15 minutes to complete.

Thank you!

**ABOUT YOU**

Please Print Your Name

\_\_\_\_\_

1) How old are you? \_\_\_\_\_

2) What grade are you in? \_\_\_\_\_

3) What is your gender? Male [ ] Female [ ] Transgender [ ] Neither Male, Female nor Transgender [ ]

4) What is your race/ethnicity?

American Indian [ ]  
Asian [ ]  
African-American [ ]  
Hispanic [ ]  
White [ ]  
Mixed [ ]  
Other [ ]

**Part A: What you know and feel about bullying**

A1. Do you know what bullying is?

Yes [ ]

No [ ]

Not Sure [ ]

A2. For each of the statement below, tell us if it is true or false or if you just are not sure by placing a check mark in the appropriate box.

<b>Read each statement and answer if it is true, false or you are not sure</b>	<b>True</b>	<b>False</b>	<b>Not Sure</b>
1. Hitting someone on purpose who is smaller is most likely bullying.			
2. Just threatening someone to give you his or her money at lunchtime is not bullying.			
3. Bullying is when you purposely leave someone out when you and your friends are together.			
4. Bullying is inviting only a few people to a party.			
5. When someone is afraid or stressed they are more likely to be a part of a bullying cycle. <u>Persons who are experiencing high levels of fear or stress is more likely to become a target for bullying.</u>			
6. Punishing a student who bullies others will probably make that student stop bullying.			
7. Bystanders who stay out of bullying incidents avoid harmful effects of bullying.			
8. Bullying can only happen when there is an imbalance of power.			
9. How you feel about being in school doesn't necessarily affect how well you learn in school.			
10. Aggressive is behavior that is necessary to stand up for what's right.			
11. Some people are born bullies and some people are born victims.			
12. If a bystander helps the target of a bullying incident then that incident is <u>more likely to get worse.</u> .			

A3: Tell us how much you agree

The sentences below described how students in school feel about themselves and other students. Please mark your agreement with each sentence. Answer how you actually feel, not how people believe you should feel.	I disagree a lot	I disagree a little	I agree a little	I agree a lot
1. It is OK to push someone if they get in your way.				
2. Making fun of other students is just part of school.				
3. It bothers me when I see someone get picked on.				
4. It can be fun to watch other kids get teased.				
5. It is OK to keep other kids from joining a group				
6. It's OK to tease kids who are not your friends				
7. It is important to be part of a group even if it means you have to be mean to some kids				
8. It's OK to call someone names if you do not like the person				
9. It's not a big deal to make fun of someone				
10. Some kids deserve to be pushed around.				
11. It is OK to tease other kids about the way they talk or look				
12. It is wrong to start a fight with someone				
13. Some kids deserve to be picked on.				
14. It bothers me if other kids get beat up				
15. It is OK to tease someone if other kids are also doing it.				
16. It bothers me when other kids are teased.				
17. Spreading rumors about someone is a good way to get back at someone.				
18. It is wrong to hit other kids				
19. Pushing someone around is a way to get respect from others.				

**PART B: Your Experience with Being Bullied or Bullying Someone**

**B1.** Have you ever felt bullied in the past three months by another student either in school or on your way to or from school?

Yes [ ]

No [ ]

Not sure [ ]

**B2.** Place a check mark in the space, which indicates with what way the other student teased you or bullied you during the past 3 months.

Statement	Never	Once or twice per week	Sometimes	Once a week	Few Times per week
A student teased me in a very bad way.					
A student intimidated me by saying that they would hit me					
A student ignored me on purpose to hurt my feelings.					
A student lied about me in order for the other students not to like me.					
A student hit me, kicked me pushed me in a bad way.					
Some students didn't hang around with me out of hate.					
A student chased me like he or she wanted to hurt me.					
Some students gathered and moved against me and treated me badly.					

**B3.** Circle the number that indicates how often did you bully or you move against another student at school. Mention the events that happened during the past 3 months.

Statement	Never	Once or twice per week	Sometimes	Once a week	Few Times per week
I teased or made fool out of a classmate in a bad way.	Never	Once or twice per week	Sometimes	Once a week	Few Times per week
I intimidated a classmate saying that I would them.	Never	Once or twice per week	Sometimes	Once a week	Few Times per week
I ignored a classmate wanting to hurt their feelings.	Never	Once or twice per week	Sometimes	Once a week	Few Times per week
I lied about a classmate in order for the other students not to like them.	Never	Once or twice per week	Sometimes	Once a week	Few Times per week
I hit, kicked or pushed another classmate in a bad way.	Never	Once or twice per week	Sometimes	Once a week	Few Times per week
I grabbed, held or touched another classmate in a bad way.	Never	Once or twice per week	Sometimes	Once a week	Few Times per week
I was telling my classmates not to hang around another classmate out of hate.	Never	Once or twice per week	Sometimes	Once a week	Few Times per week
I chased a classmate trying to hurt them.	Never	Once or twice per week	Sometimes	Once a week	Few Times per week
I and some of my classmates moved against another classmate and treated them badly.	Never	Once or twice per week	Sometimes	Once a week	Few Times per week

## PART C: What do you do when someone is being bullied

**C1.** Have you ever helped someone who was being bullied? Here are examples of bullying- someone who is being picked on, teased, punched, left out or have his or her books knocked out of their hands?

Yes [ ] (If you checked YES- Complete C2 and C3)

No [ ] (If you checked No - SKIP C2 and go to C3)

**C2.** From the list below check all that you did. Once you complete this question go to **C3**.

What I did	Yes	No
I tried to become friends with the person who was being picked on.		
I encouraged someone to tell a teacher or another adult.		
I defended the person who was being bullied.		
I tried to include that person with me and my friends.		

**C3.** Tell us how much you agree with each of the following statement

Statement	Really Agree	Agree	Disagree	Really Disagree
1. I think it is up to me to stop bullying.				
2. I have the skills to help a student who is being bullied.				
3. I know what to say to get someone to stop bullying someone else.				
4. I would say something to a kid who is being mean to another kid.				
5. I can help someone out of a situation when they are being bullied.				
6. Even if I don't bully others, it is still up to me to try and stop it.				
7. I would tell my friends to stop doing or saying mean things if I see or hear them.				



**PART D: What do you know about cyberbullying**

**D1:** Have you ever been cyberbullied?

- Yes** [ ]
- No** [ ]
- Not sure** [ ]

**D2.** Cyberbullying is: (Select all that apply)

- a) When some student bullies another student on the Internet.
- b) When you send mean text messages or pics to another student.
- c) When you call another student names online.
- d) When you use a student's cell phone to get them into trouble.
- e) When you pretend to be another student online.

**D3.** Please select all of the answers that apply to you.

- a) Cyberbullying is no big deal.
- b) Friends of mine have been cyberbullied.
- c) We've had cyberbullying incidents in my school.
- d) I have cyberbullied others.
- e) I have said nasty things to others online, but don't consider it cyberbullying.
- f) I've cyberbullied someone with my friends just for fun.

APPENDIX B

Sample Integrated Lesson Plan

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## LGBTQ Literature Curriculum

### Introduce Students to the Materials:

This class is being formatted in the following units which revolve around LGBTQ Literature. .

- Unit 1: *Luna*, by Julie Ann Peters (Summary is below)
- Unit 2: LGBTQ Literature Circles (students will choose LGBTQ themed books they'd like to read and read/discuss them in small groups) ←this is where integration of the *Dignity for All* (DFA) Quest 1 curriculum
- Unit 3: LGBTQ themed poetry and spoken word.

#### *Summary-*

"**Luna**" by Julie Anne Peters is a highly acclaimed novel about a transsexual teenager, his decision to transition, and the effects of this on his younger sister and sole confidante. When Liam confides that he wants to transition and become Luna all of the time, Regan struggles to keep his secret and help him become comfortable dressing in public, even as it negatively affects her own life and relationships. "Luna" is a touching and realistic portrayal of the challenges, triumphs and heartbreaks a young man must face in order to correct his destiny and become the girl he was born to be.

Though Luna wakes Regan in the middle of the night, dancing in her room, Regan loves Luna because she is her brother. Miserable as a boy, Liam wants to transition, but Regan is nervous about how people will see her because of her brother's differences. Regan develops a crush on her lab partner, Chris, and though she is upset when he drops the class, she is also relieved since she cannot afford to let him get too close and learn her secret. When Regan goes shopping with Luna, she is distraught by how Liam is treated when people realize he is a boy dressed in girls' clothing.

Liam covers Regan's babysitting job so that she can go on a disastrous date with Chris, but the Materas fire Regan when they come home to find Liam dressed in Mrs. Matera's negligee. Though Regan is furious with Liam for costing her her job, she cannot stay angry because of her need to protect him. Liam decides to tell his best friend, Aly, that he is really a girl, and he is distraught when Aly abandons him, though she is in love with

him. Chris continues to pursue Regan, but right after she agrees to another date, Luna dresses at school, and embarrassed that Chris saw Luna, Regan rushes home, abandoning Luna to the harassments of the bully, Hoyt Doucet. While Regan feels guilty for betraying Luna in her time of need, Liam wakes Regan that night to thank her for forcing him to stand on his own.

On Liam's eighteenth birthday, Luna asks for her parents' blessing regarding her transition. Dad is appalled and insulting, while Mom walks out of the room, ignoring the situation. When Regan confronts Mom, she is furious to realize Mom has always known but never helped Liam. That afternoon, Aly visits with the intent of trying to accept Luna. Regan goes on her date with Chris but, distracted by leaving Luna home alone on her birthday, asks him to take her home early. Luna wakes Regan in the middle of the night to accompany her to the airport. She is going to Seattle to stay with Teri Lynn, a post-op transgender girl she met on line, and to begin surgical transitioning. Regan is sad because she does not want Luna to leave, but she wants her brother to be happy more than anything in the world. By leaving, Luna frees herself and also Regan who can now focus on herself instead of Liam or Luna.

BookRags.com

## Day 2: Central Idea/Plot

### Lesson:

### Examining Central Idea

After the reading takes place I ask the students to, in groups, develop a central idea , or universal truth, about the message so far in the story. We go around the room in a share out in which each group is responsible for explaining how they reached the conclusion about the central idea. Students are then asked to choose at least 2 places in the text, which adhere to the central idea that their groups chose.

*This gives students an opportunity to evaluate the author's message and determine, at this early point, whether or not the students are looking deeply at what the author is trying to convey.*

**Resource: DFA Quest 1/JTF Bullying Defined**

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## Day 2: Mood/Tone

### Lesson:

#### Examining Mood/Tone

After the lesson and practice with these elements, I pull specific quotes that we have already read and some we have not from Luna. Write the quotes on the board ask half the class to establish the tone of the quotes and the other half to establish the mood. The rationale for this lesson is to:

1. Engage the students in practice with the use of the literary elements
2. Have the students recognize the importance of language.

Select quotes that were especially negative in their connotation in order to for students to recognize how much words can hurt. The hope was for the students to have created mood and tone words that paired with one another. Once the students were able to create reactions to the specific language, come together to share out what we established. At this point the students will be able to see the connection between *mood* and *tone* and recognize how they do go hand in hand.

Proceed to have a conversation that proved that the way we say things can impact the feelings of others.

Ask- *How would you feel in Liam/Luna's case if you were spoken to that way?*

**Resource: DFA Quest 1/JTF/"Bullying Defined"**

