

Be nice. Phase Three Executive Summary with Data Tables

Raymond J. Higbea, Ph.D.  
Rosemary Cleveland, Ed.D.

28 October 2019

## Introduction

The Mental Health Foundation (MHF) of West Michigan, under the leadership of Christy Buck, Executive Director, began the *be nice.* program in 2011 as a mental health-based response to school bullying incidents and the death of a college student. Since the program's inception and collaborative development in the Grandville Public School System, *be nice.* has been implemented in over 100 West Michigan schools and continues to increase program enrollment annually.

The first two phases of this evaluation study were designed to gather the evidence for *be nice.* to meet the threshold for designation as an evidence-based program and provide an understanding of how *be nice.* works within schools to enhance the efforts of school leaders in developing a positive school climate. Ultimately, this positive school climate provides a tone and atmosphere that does not tolerate bullying and provides an awareness of the mental health aspects of negative social behaviors. Upon completion of phases one and two, we have concluded the *be nice.* program is effective within the participating schools<sup>1</sup> over a period of 3 to 5 years culminating with *be nice.* program inculturation. Phase three tested the implementation and efficacy of the program in 19 West Michigan schools through interviews, behavioral surveys, and behavioral referral data. Due to evolving programmatic needs, mental health awareness was added to the *be nice.* program evaluation in June 2018.

We chose to employ a mixed research methods approach to provide a broad and deep understanding of the *be nice.* program. Qualitative methods included observations and interviews at elementary, middle, and high schools. The interviewees included superintendents, principals and other administrative staff, faculty, students, and parents. Quantitative methods included analysis of pre- and post- implementation behavioral surveys (descriptive and inferential) and analysis of behavioral referral data from the study schools pre- and post- *be nice.* implementation (inferential). Study schools were determined by school district leadership with signed data use agreements by school leaders at the district and school level. In an effort to provide the most comprehensive view of the *be nice.* program performance, schools were matched by level (elementary, middle, and high school) from urban and non-urban communities. Prior to participation in the evaluation, all study participants completed consent agreements. Consent for minors included parental opt-out consent, developed in response to a request from the schools during phase 3, and minor assent to participate. All school districts completed a data use agreement prior to acquiring and analyzing behavioral referral data. This evaluation study (including the opt-out consent) was granted approval by the Grand Valley State University Institutional Review Board on December 6, 2016 (#17-044-H) with continuing approval granted on August 5, 2019.

---

<sup>1</sup> Total behavioral referrals for our sample pre-*be nice.* high school was 4259 as opposed to our sample enculturated *be nice.* high school with 1256 behavioral referrals or a decrease of 70%.

## Methods & Results

### *Qualitative*

Qualitative methods included the interview questions from phases one and two plus an expanded set of questions focusing on mental health awareness and individual mental health protective actions. The language of all questions was adjusted appropriately for the age of the interviewees. Additional probing questions were developed during interviews to gain a deeper insight into interviewee responses. Mental health questions were only asked of adults, high school and middle school students. Due to the sensitive nature of the questions, the mental health questions were not asked of elementary students. Interview questions include:

1. What were the circumstances that caused your school to consider the *be nice*. program?
2. What has your experience been with the *be nice*. program?
3. What benefits has your school gained from the *be nice*. program (school climate, students, staff, parents)?
4. Has the *be nice*. program addressed your original concerns?
5. What are your recommendations for the *be nice*. program?
6. Do you plan to continue using the *be nice*. program? Why or why not?

### *Middle School/High School Additional Questions*

7. *What is your awareness of the mental health services at your school?*
8. *Have you noticed a change in someone's mental health that caused you concern?*
9. *What is your awareness of the mental health services at your school?*
10. *Have you noticed a change in someone's mental health that caused you concern? How many?*
11. *What mental health protective factors are available at your school?*
12. *How often do students in your school engage mental health protective factors?*

Interviewees included administrators, faculty, support staff, parents, and students.

Major<sup>2</sup> themes that emerged from the interview data included strong leadership, PBIS, training, resources, time, consistent language, positive feedback from students, peer connection, and parent communication (Table 1).

---

<sup>2</sup> Interview results abstracted from *Bullying Prevention and Intervention, be nice. Phase 3 Evaluation* by Christina D. Hoelzle

**Table 1**  
**Interview Major Themes**

<b>Theme</b>	<b>Thematic Statement</b>
Strong Leadership	A common theme presented by teachers and staff interviewed was the necessity of strong leadership. Teachers and staff deemed it essential to have a strong leader within a school spearheading the program as this provided a more positive climate.
Teacher Training	Currently, a teacher liaison is trained by the mental health foundation and brings the program to the school. Teachers want to feel confident in their ability to deal with the emotions that may occur during the lesson plans.
Time and Fidelity	Many teachers voiced the importance of having appropriate time and resources to present age appropriate <i>be nice.</i> materials to their class in an effective manner.
Multiple Programs	Although there are several student support and intervention programs that schools are attempting to implement, many noted that they find <i>be nice.</i> valuable enough to work it into these programs. As one middle school teacher noted, “The program ( <i>be nice.</i> ) is so much more than anti-bullying. It is something that goes along with our mission”.
Consistent Language	The most effective programs typically are school-wide initiatives that focus on changing school culture over individual classroom rules (U.S. Department of Education, 2018). <i>Be nice.</i> provides the entire school district with consistent language including verbal and visual reminders throughout the school. When the same language is used throughout the school, teachers and staff have a platform to remind students what it means to <i>be nice.</i>
Parent Connection	Parents want to be involved in the <i>be nice.</i> program; voiced a desire to learn more about <i>be nice.</i> ; and were interested to learn how they could reinforce <i>be nice.</i> at home.
Peer Connection	Students noted that students sharing experiences during the <i>be nice.</i> assemblies were very powerful. One middle school student noted the power of knowing another person's story and reported that “Through this ( <i>be nice.</i> ) I have gotten more courage.” Storytelling can be a powerful tool to create program “buy in”. Teachers and students noted that they respond better to peers rather than their teachers. Receiving information from someone that they can relate to or look up to is meaningful to students.
Positive Student Feedback	A major theme that emerged is that students were often more positive about the program than adults. Adults often tend to focus more on the logistics of implementing the program. However, children rarely discussed logistics but often discussed how the program has made a difference in their life.

### *Quantitative*

Quantitative methods included pre- and post-implementation surveys provided electronically to all schools that were responsible for survey administration. Surveys were developed with were developed in collaboration with the Mental Health Foundation of West Michigan and included questions about the behaviors of students and faculty toward each other (all grade levels) as well as mental health awareness and protective actions (middle school and high school only). The more robust and longer in duration *be nice.* was in place, the greater the noted changes with positive behaviors increasing and negative behaviors decreasing. The other quantitative method employed was comparison of pre- and post-implementation behavioral referral data. As with the survey data, the more robust and longer duration *be nice.* was in place, the greater the behavioral changes although these changes lagged the survey data changes by minimally 3 to 6 months.

### **Implementation Theoretical Context**

Phase three focused on *be nice.* program implementation thus it will not include data or inference to phases one and two of this program evaluation that were included in the phases one and two report published October 2017. While we analyzed data from 19 schools within 9 school districts, we will focus our analysis on 4 school districts including 12 schools that represent 4 different types of program implementation. Leadership studies was the model used to frame these 4 different types of program implementations and will be presented in 4 profiles of these school districts. The four types of leadership implementation scenarios (profiles) are also described by Mazmanian and Sabatier (1983) including: (1) effective implementation, (2) cumulative incrementalism, (3), gradual erosion and (4) rejuvenation.

Another leadership implementation model employed in this evaluation study was also developed by Mazmanian and Sabatier (1983) and includes six conditions of public policy effective implementation that are easily transferrable to other public institutions such as schools:

1. Clear and concise policy objectives
2. Sound theory, understanding principal factors and causal links, and sufficient jurisdiction
3. Structured to ensure the target agency and populations will perform as desired
4. Leaders committed to the statutory goals and possessing sufficient managerial and political skill
5. Active program supported by legislators and leaders, and supported with court neutrality
6. Statutory objectives not undermined by conflicting public policies or changes in socioeconomic conditions

## Conclusion

During phase III of this evaluation study, we validated findings of program efficacy determined in phases I and II. Revalidation is supported by 40 group interviews (160 people) who all gave positive responses regarding the efficacy of *be nice*. addressing negative behaviors and mental health awareness in their school. We also found a mix in every school of changes in behavioral referral data and attitudes in behavioral surveys that were a mix between statistically significant and non-statistically significant (many of these variables will likely become statistically significant through growth of the N). The main focus of this study was to evaluate how *be nice*. was implemented in schools. We used the four types of leadership models and six conditions of implementation developed by Mazmanian and Sabatier (1983).

One school district met all of the six conditions of implementation and was deemed by us as an *effective implementation*. What was impressive about this implementation was the depth and breadth of support. The leadership support ranged from the Superintendent's office to classroom leadership to student leadership groups. Then, each grade level was provided with the opportunity of creatively developing *be nice*. implementation materials appropriate to their grade level. A final noteworthy characteristic of this school district was the deep level of trust all of the members exhibited toward each other. Next, the school district needs to continue growing the program to reach full inculturation within 3 to 5 years.

Half of the schools met at least four of the conditions of implementation and were deemed as *cumulative incremental* implementations of the *be nice*. program. The common theme among these schools was a limited leadership support that germinated from a variety of factors. In one school, the leader was new, from a *be nice*. enculturated school, and needed to build trust before launching a new program. In several other schools, leadership support was evident but school resources were thin with *be nice*. Implementation in these schools was the responsibility of a limited numbers of classroom level leaders. Due to the deliberate yet slower pace of these schools, if these schools continue developing *be nice*. at their deliberate pace, they should achieve *be nice*. enculturation with in 4 to 6 years.

Four of the schools met three or fewer of the conditions of implementation and were deemed as *gradual erosion* implementations of the *be nice*. program. The leadership problems identified in these schools were either a faulty start or enthusiastic leadership by a charismatic leader who left the school shortly after implementing the *be nice*. program. In all four of these schools the leadership failure can be countered by a continued commitment to correcting the leadership failure and commitment to the *be nice*. program. All of these programs can move forward to rejuvenation of the *be nice*. program through fresh leadership, additional training, and new ideas. The additional leadership training could either be in district leadership training or one of many Mental Health Foundation training workshops. Enculturation in these schools is dependent upon how aggressive they address the leadership deficiencies.

## Appendix 1 Data Tables

**Table 2**  
**Be nice. Phase 3 Interviews**

High School	Interviews	Interviewees
Adm	1	1
Faculty	4	15
Parents	1	3
Students - <i>be nice.</i>	2	11
Students - <i>no be nice.</i>	2	11
<b>Middle School</b>		
Adm	1	1
Faculty	2	10
Parents	2	6
Students - <i>be nice.</i>	3	14
Students - <i>no be nice.</i>	4	16
<b>Elementary</b>		
Adm	1	1
Faculty	6	25
Parents	4	18
Students - <i>be nice.</i>	6	27
Superintendent	1	1
<b>TOTAL</b>	<b>40</b>	<b>160</b>

**Table 3**  
**Phase 3 Implementation Leadership Grid**

School	Effective	Incremental	Erosion	Rejuvenation
<b>HIGH:</b>				
SD1			X	X
SD2			X	X
SD3		X		
SD4		X		
SD5	X			
<b>MIDDLE:</b>				
SD3		X		
SD6		X <sup>1</sup>		
SD5	X			
SD1		X		
SD2			X	X
<b>ELEMENTARY:</b>				
SD1		X		
SD1		X		
SD7		X <sup>2</sup>		
SD8		X <sup>2</sup>		
SD8		X		
SD5	X			
SD5	X			
SD5	X			

1 - Early incremental with potential for erosion due to a key faculty member's departure

2 - Incremental with potential for rejuvenation due to new designated staff

## Appendix 2 Effective Implementation Survey ANOVAs and Descriptive data

### High School Survey

ANOVA		Sum of Squares	df	Mean Square	F	Sig. <sup>3</sup>
How often have you seen a student at your school do something helpful or kind for another student?	Between Groups	12.706	3	4.235	3.07	<b>0.027</b>
	Within Groups	954.729	692	1.38		
	Total	967.435	695			
How often have you seen a student at your school do something helpful or kind for you?	Between Groups	2.378	3	0.793	0.501	0.681
	Within Groups	1096.877	694	1.581		
	Total	1099.255	697			
How often have you done something helpful or kind for another student?	Between Groups	8.863	3	2.954	2.442	<b>0.063</b>
	Within Groups	831.195	687	1.21		
	Total	840.058	690			
How often have you seen a student at your school make fun of another student?	Between Groups	2.583	3	0.861	0.499	0.683
	Within Groups	1192.151	691	1.725		
	Total	1194.734	694			
How often has a student at your school made fun of or show disrespect to you?	Between Groups	12.324	3	4.108	2.411	<b>0.066</b>
	Within Groups	1177.431	691	1.704		
	Total	1189.755	694			

<sup>3</sup> Values less than 0.050 are very statistically significant and values between 0.010 and 0.051 are statistically significant thus indicating statistically significant change in behaviors over the time of the study period.å



How often have you made fun of or shown disrespect to another student?	Between Groups	1.052	3	0.351	0.32	0.811
	Within Groups	751.481	687	1.094		
	Total	752.533	690			
How often have you seen a teacher or other staff member do something kind or helpful for a student?	Between Groups	4.718	3	1.573	1.107	0.345
	Within Groups	984.281	693	1.42		
	Total	988.999	696			
How often has a teacher or other staff member done something helpful or kind for you?	Between Groups	3.377	3	1.126	0.835	0.475
	Within Groups	929.102	689	1.348		
	Total	932.479	692			
How often have you seen a teacher or other staff member make fun of or shown disrespect to a student?	Between Groups	5.884	3	1.961	1.77	0.151
	Within Groups	764.509	690	1.108		
	Total	770.393	693			
How often has a teacher or other staff member made fun of or shown disrespect to you?	Between Groups	0.982	3	0.327	0.507	0.678
	Within Groups	445.108	689	0.646		
	Total	446.089	692			
During the past school year, have you empowered yourself to use any mental health protective factors?	Between Groups	0.461	3	0.154	0.193	0.901
	Within Groups	550.526	691	0.797		
	Total	550.987	694			

How aware are you of the mental health resources offered at your school?	Between Groups	5.517	3	1.839	1.303	0.272
	Within Groups	975.024	691	1.411		
	Total	980.541	694			
If you felt you needed mental health services, would you empower yourself to use the available mental health resources?	Between Groups	1.084	3	0.361	1.464	0.223
	Within Groups	168.002	681	0.247		
	Total	169.086	684			
If you felt someone you know needed mental health services, would you empower them to use available mental health resources?	Between Groups	1.335	3	0.445	2.607	<b>0.051</b>
	Within Groups	117.23	687	0.171		
	Total	118.564	690			
During the past school year, have you noticed a change in someone's mental health that caused you concern?	Between Groups	0.875	3	0.292	1.314	0.269
	Within Groups	152.68	688	0.222		
	Total	153.555	691			
Did you invite yourself to talk to the person about your concern?	Between Groups	0.039	3	0.013	0.067	0.977
	Within Groups	44.308	226	0.196		
	Total	44.348	229			
Did you invite yourself to tell a trusted adult?	Between Groups	0.851	3	0.284	1.287	0.280
	Within Groups	49.586	225	0.22		

	Total	50.437	228			
During the past school year, have you noticed changes in someone's mental health that led you to believe the individual could be suicidal?	Between Groups	0.865	3	0.288	1.633	0.180
	Within Groups	122.459	694	0.176		
	Total	123.324	697			
Did you invite yourself to talk to the person about your concern?	Between Groups	0.929	3	0.31	1.547	0.205
	Within Groups	30.818	154	0.2		
	Total	31.747	157			
Did you invite yourself to tell a trusted adult?	Between Groups	0.749	3	0.25	1.009	0.391
	Within Groups	38.118	154	0.248		
	Total	38.867	157			

## Middle School Survey

	ANOVA	Sum of Squares	df	Mean Square	F	Sig.
How often have you seen a student at your school do something helpful or kind for another student?	Between Groups	11.9	2	5.95	3.842	<b>0.022</b>
	Within Groups	713.96	461	1.549		
	Total	725.86	463			
How often have you seen a student at your school do something helpful or kind for you?	Between Groups	6.748	2	3.374	2.063	0.128
	Within Groups	742.573	454	1.636		
	Total	749.322	456			
How often have you done something helpful or kind for another student?	Between Groups	5.865	2	2.932	2.328	0.099

	Within Groups	576.795	458	1.259		
	Total	582.659	460			
How often have you seen a student at your school make fun of another student?	Between Groups	2.857	2	1.428	0.787	0.456
	Within Groups	828.123	456	1.816		
	Total	830.98	458			
How often has a student at your school made fun of or show disrespect to you?	Between Groups	1.13	2	0.565	0.274	0.760
	Within Groups	948.204	460	2.061		
	Total	949.335	462			
How often have you made fun of or shown disrespect to another student?	Between Groups	11.787	2	5.893	4.684	<b>0.010</b>
	Within Groups	575.004	457	1.258		
	Total	586.791	459			
How often have you seen a teacher or other staff member do something kind or helpful for a student?	Between Groups	23.599	2	11.8	8.768	<b>0.000</b>
	Within Groups	621.747	462	1.346		
	Total	645.346	464			
How often has a teacher or other staff member done something helpful or kind for you?	Between Groups	21.132	2	10.566	6.863	<b>0.001</b>
	Within Groups	706.671	459	1.54		
	Total	727.803	461			
How often have you seen a teacher or other staff member make fun of or shown disrespect to a student?	Between Groups	4.671	2	2.335	2.221	0.110
	Within Groups	483.563	460	1.051		
	Total	488.233	462			

How often has a teacher or other staff member made fun of or shown disrespect to you?	Between Groups	4.498	2	2.249	2.546	<b>0.080</b>
	Within Groups	406.357	460	0.883		
	Total	410.855	462			
During the past school year, have you empowered yourself to use any mental health protective factors?	Between Groups	5.013	2	2.506	3.13	<b>0.045</b>
	Within Groups	367.5	459	0.801		
	Total	372.513	461			
How aware are you of the mental health resources offered at your school?	Between Groups	0.129	2	0.064	0.042	0.958
	Within Groups	692.967	457	1.516		
	Total	693.096	459			
If you felt you needed mental health services, would you empower yourself to use the available mental health resources?	Between Groups	0.227	2	0.113	0.457	0.634
	Within Groups	112.204	452	0.248		
	Total	112.431	454			
If you felt someone you know needed mental health services, would you empower them to use available mental health resources?	Between Groups	0.161	2	0.08	0.416	0.660
	Within Groups	87.92	455	0.193		
	Total	88.081	457			
During the past school year, have you noticed a change in someone's mental	Between Groups	0.048	2	0.024	0.123	0.885

health that caused you concern?	Within Groups	88.58	456	0.194		
	Total	88.627	458			
Did you invite yourself to talk to the person about your concern?	Between Groups	0.395	2	0.198	0.787	0.458
	Within Groups	28.893	115	0.251		
	Total	29.288	117			
Did you invite yourself to tell a trusted adult?	Between Groups	1.339	2	0.67	2.764	<b>0.067</b>
	Within Groups	27.856	115	0.242		
	Total	29.195	117			
During the past school year, have you noticed changes in someone's mental health that led you to believe the individual could be suicidal?	Between Groups	0.537	2	0.268	1.421	0.243
	Within Groups	86.897	460	0.189		
	Total	87.434	462			
Did you invite yourself to talk to the person about your concern?	Between Groups	0.472	2	0.236	1.001	0.371
	Within Groups	25.918	110	0.236		
	Total	26.389	112			
Did you invite yourself to tell a trusted adult?	Between Groups	0.592	2	0.296	1.218	0.300
	Within Groups	27.2	112	0.243		
	Total	27.791	114			

## Elementary(ies) Survey

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
How often have you seen a student at your school do something helpful	Between Groups	4.185	2	2.093	1.427	0.241

or kind for another student?	Within Groups	629.333	429	1.467		
	Total	633.519	431			
How often have you seen a student at your school do something helpful or kind for you?	Between Groups	0.359	2	0.179	0.106	0.899
	Within Groups	724.454	429	1.689		
	Total	724.813	431			
How often have you done something helpful or kind for another student?	Between Groups	1.852	2	0.926	0.744	0.476
	Within Groups	534.065	429	1.245		
	Total	535.917	431			
How often have you seen a student at your school make fun of another student?	Between Groups	4.762	2	2.381	1.240	0.290
	Within Groups	825.598	430	1.92		
	Total	830.36	432			
How often has a student at your school made fun of or show disrespect to you?	Between Groups	4.878	2	2.439	1.199	0.303
	Within Groups	873.038	429	2.035		
	Total	877.917	431			
How often have you made fun of or shown disrespect to another student?	Between Groups	0.771	2	0.386	0.350	0.705
	Within Groups	473.145	429	1.103		
	Total	473.917	431			
How often have you seen a teacher or other staff member do something kind or	Between Groups	5.538	2	2.769	1.963	0.142

helpful for a student?

Within Groups	605.237	429	1.411		
Total	610.775	431			

How often has a teacher or other staff member done something helpful or kind for you?

Between Groups	0.642	2	0.321	0.211	0.810
----------------	-------	---	-------	-------	-------

Within Groups	653.349	429	1.523		
Total	653.991	431			

How often have you seen a teacher or other staff member make fun of or shown disrespect to a student?

Between Groups	2.881	2	1.441	1.536	0.216
----------------	-------	---	-------	-------	-------

Within Groups	402.369	429	0.938		
Total	405.25	431			

How often has a teacher or other staff member made fun of or shown disrespect to you?

Between Groups	3.201	2	1.601	2.437	0.089
----------------	-------	---	-------	-------	-------

Within Groups	285.06	434	0.657		
Total	288.261	436			



## High School Survey

<b>Q1</b>	Grade Level	9	10	11	12		
Pre		31.0	32.5	22.3	14.3		
Post							
<b>Q2</b>	How often have you seen a student at your school do something helpful or kind for another student?	Never	Monthly	Weekly	Daily	Several Times/day	Sig <sup>4</sup>
Pre		13.4	21.3	32.8	22.0	10.6	0.03
Post							
<b>Q3</b>	How often have you seen a student at your school do something helpful or kind for you?	Never	Monthly	Weekly	Daily	Several Times/day	Sig
Pre		18.6	22.1	29.5	18.3	11.5	0.68
Post							
<b>Q4</b>	How often have you done something helpful or kind for another student?	Never	Monthly	Weekly	Daily	Several Times/day	Sig
Pre		5.6	15.3	30.2	32.1	16.6	0.06
Post							
<b>Q5</b>	How often have you seen a student at your school make fun of another student?	Never	Monthly	Weekly	Daily	Several Times/day	Sig
Pre		11.4	16.3	19.9	28.6	23.9	0.68
Post							
<b>Q6</b>	How often has a student at your school made fun of or show disrespect to you?	Never	Monthly	Weekly	Daily	Several Times/day	Sig
Pre		39.6	22.3	18.3	11.7	8.2	0.07
Post							
<b>Q7</b>	How often have you made fun of or shown disrespect to another student?	Never	Monthly	Weekly	Daily	Several Times/day	Sig
Pre		59.5	21.0	11.6	5.1	2.9	0.81
Post							
<b>Q8</b>	How often have you seen a teacher or other staff member do something kind or helpful for a student?	Never	Monthly	Weekly	Daily	Several Times/day	Sig

<sup>4</sup> Values less than 0.050 are very statistically significant and values between 0.010 and 0.051 are statistically significant thus indicating statistically significant change in behaviors over the time of the study period.

Pre		7.5	11.6	20.5	35.6	24.8	0.35
Post							
<b>Q9</b>	How often has a teacher or other staff member done something helpful or kind for you?	Never	Monthly	Weekly	Daily	Several Times/day	Sig
Pre		7.6	14.1	26.8	33.2	18.2	0.48
Post							
<b>Q10</b>	How often have you seen a teacher or other staff member make fun of or shown disrespect to a student?	Never	Monthly	Weekly	Daily	Several Times/day	Sig
Pre		61.0	20.5	10.7	4.5	3.5	0.15
Post							
<b>Q11</b>	How often has a teacher or other staff member made fun of or shown disrespect to you?	Never	Monthly	Weekly	Daily	Several Times/day	Sig
Pre		78.2	13.9	4.3	1.7	1.9	0.68
Post							
<b>Q12</b>	During the past school year, have you empowered yourself to use any mental health protective factors?	No	Yes	Unaware			Sig
Pre		39.4	20.7	39.9			0.9
Post							
<b>Q13</b>	How aware are you of the mental health resources offered at your school?	Never	Monthly	Weekly	Daily	Several Times/day	Sig
Pre		42.4	25.0	17.1	11.2	4.2	0.27
Post							
<b>Q14</b>	If you felt you needed mental health services, would you empower yourself to use the available mental health resources?	No	Yes				Sig
Pre		44.4	55.6				0.22
Post							
<b>Q15</b>	If you felt someone you know needed mental health services, would you empower them to use available mental health resources?	No	Yes				Sig
Pre		22.0	78.0				0.05
Post							

<b>Q16</b>	During the past school year, have you noticed a change in someone's mental health that caused you concern?	No	Yes				Sig
Pre		66.8	33.2				0.27
Post							
<b>Q16A</b>	Did you invite yourself to talk to the person about your concern?	No	Yes				Sig
Pre		26.1	73.9				0.98
Post							
<b>Q16B</b>	Did you invite yourself to tell a trusted adult?	No	Yes				Sig
Pre		67.2	32.8				0.28
Post							
<b>Q17</b>	During the past school year, have you noticed changes in someone's mental health that led you to believe the individual could be suicidal?	No	Yes				Sig
Pre		77.1	22.9				0.18
Post							
<b>Q17A</b>	Did you invite yourself to talk to the person about your concern?	No	Yes				Sig
Pre		27.8	72.2				0.2
Post							
<b>Q17b</b>	Did you invite yourself to tell a trusted adult?	No	Yes				Sig
Pre		56.3	43.7				0.39
Post							

Middle School Survey

<b>Q1</b>	Grade Level	6	7	8			
Pre		33.5	30.8	35.7			
Post		41.7	31.9	26.4			
<b>Q2</b>	How often have you seen a student at your school do something helpful or kind for another student?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		12.7	21.6	30.0	19.6	16.2	0.02
Post		8.0	25.6	32.4	21.6	12.4	0.67

<b>Q3</b>	How often have you seen a student at your school do something helpful or kind for you?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		17.5	21.9	25.2	23.0	12.5	0.13
Post		21.2	21.6	26.0	21.6	9.6	0.32
<b>Q4</b>	How often have you done something helpful or kind for another student?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		6.3	11.9	30.8	31.0	20.0	0.1
Post		8.3	19.4	33.6	22.5	16.2	0.65
<b>Q5</b>	How often have you seen a student at your school make fun of another student?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		10.0	15.0	16.8	25.1	33.1	0.46
Post		9.5	11.5	15.1	28.6	35.3	0.12
<b>Q6</b>	How often has a student at your school made fun of or show disrespect to you?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		40.6	18.6	14.9	13.8	12.1	0.76
Post		35.4	23.2	15.0	12.2	14.2	0.39
<b>Q7</b>	How often have you made fun of or shown disrespect to another student?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		57.2	20.9	11.3	6.5	4.1	0.01
Post		50.6	26.9	10.7	7.1	4.7	0.01
<b>Q8</b>	How often have you seen a teacher or other staff member do something kind or helpful for a student?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		5.2	10.8	17.4	31.2	35.5	0
Post		10.3	11.9	15.8	26.5	35.6	0.06
<b>Q9</b>	How often has a teacher or other staff member done something helpful or kind for you?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		8.4	17.3	19.9	30.5	23.8	0
Post		11.5	15.9	22.2	32.9	17.5	0.11
<b>Q10</b>	How often have you seen a teacher or other staff member make fun of or shown disrespect to a student?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		70.8	13.8	6.7	6.0	2.6	0.11
Post		65.2	17.8	8.7	3.6	4.7	0.25

<b>Q11</b>	How often has a teacher or other staff member made fun of or shown disrespect to you?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		81.6	8.9	2.8	3.5	3.2	0.08
Post		75.4	11.9	5.6	3.2	4.0	0.49
<b>Q12</b>	During the past school year, have you empowered yourself to use any mental health protective factors?	No	Yes	Unaware			Sig
Pre		38.7	19.3	42.0			0.04
Post		29.8	25.0	45.2			0.33
<b>Q13</b>	How aware are you of the mental health resources offered at your school?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		42.0	24.1	17.4	11.1	5.4	0.96
Post		26.9	26.9	19.8	17.0	9.5	0.81
<b>Q14</b>	If you felt you needed mental health services, would you empower yourself to use the available mental health resources?	No	Yes				Sig
Pre		44.6	55.4				0.63
Post		41.0	59.0				0.05
<b>Q15</b>	If you felt someone you know needed mental health services, would you empower them to use available mental health resources?	No	Yes				Sig
Pre		26.0	74.0				0.66
Post		19.1	80.9				0.51
<b>Q16</b>	During the past school year, have you noticed a change in someone's mental health that caused you concern?	No	Yes				Sig
Pre		73.9	26.1				0.88
Post		65.0	35.0				0.21
<b>Q16A</b>	Did you invite yourself to talk to the person about your concern?	No	Yes				Sig
Pre		54.2	45.8				0.46
Post		24.7	75.3				0.31
<b>Q16B</b>	Did you invite yourself to tell a trusted adult?	No	Yes				Sig
Pre		55.1	44.9				0.07
Post		52.3	47.7				0.39

<b>Q17</b>	During the past school year, have you noticed changes in someone's mental health that led you to believe the individual could be suicidal?	No	Yes				Sig
Pre		74.7	25.3				0.24
Post		65.0	35.0				0.59
<b>Q17A</b>	Did you invite yourself to talk to the person about your concern?	No	Yes				Sig
Pre		37.2	62.8				0.37
Post		23.3	76.7				0.69
<b>Q17b</b>	Did you invite yourself to tell a trusted adult?	No	Yes				Sig
Pre		59.1	40.9				0.3
Post		55.7	44.3				0.4

## Elementary(ies) Survey

<b>Q1</b>	Grade Level	3	4	5			
Pre		37.9	34.2	27.9			
Post		98.4		1.6			
<b>Q2</b>	How often have you seen a student at your school do something helpful or kind for another student?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		8.6	9.9	20.4	33.0	28.2	0.27
Post		3.3	19.7	26.2	29.5	21.3	0.17
<b>Q3</b>	How often have you seen a student at your school do something helpful or kind for you?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		11.3	13.4	22.3	28.8	24.2	0.91
Post		13.1	23.0	29.5	19.7	14.8	0.11
<b>Q4</b>	How often have you done something helpful or kind for another student?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		5.1	8.8	26.8	32.7	26.5	0.91
Post			24.6	21.3	29.5	24.6	0.17
<b>Q5</b>	How often have you seen a student at your school make fun of another student?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		14.2	15.5	18.4	23.8	28.1	0.32
Post		8.2	16.4	16.4	31.1	27.9	0.72

<b>Q6</b>	How often has a student at your school made fun of or show disrespect to you?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		41.4	20.3	11.0	15.5	11.8	0.3
Post		38.3	26.7	11.7	13.3	10.0	0.83
<b>Q7</b>	How often have you made fun of or shown disrespect to another student?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		72.3	12.0	6.7	5.6	3.5	0.64
Post		62.7	11.9	20.3	3.4	1.7	0.5
<b>Q8</b>	How often have you seen a teacher or other staff member do something kind or helpful for a student?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		4.8	11.0	7.2	26.0	50.9	0.12
Post		1.6	9.8	14.8	24.6	49.2	0.05
<b>Q9</b>	How often has a teacher or other staff member done something helpful or kind for you?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		5.6	11.8	18.7	28.1	35.8	0.71
Post		11.7	8.3	15.0	30.0	35.0	0.21
<b>Q10</b>	How often have you seen a teacher or other staff member make fun of or shown disrespect to a student?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		84.2	5.6	3.2	3.5	3.5	0.14
Post		82.0	3.3	8.2	3.3	3.3	0
<b>Q11</b>	How often has a teacher or other staff member made fun of or shown disrespect to you?	Never	Monthly	Weekly	Daily	Several Times/Day	Sig
Pre		88.1	5.0	1.9	2.4	2.6	0.1
Post		86.9	6.6	3.3	3.3		0.25

**Appendix 3 Effective Implementation Behavioral Data Analysis**

High School Behavioral Referral data		Paired Differences							
Paired Samples Test		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed) <sup>5</sup>
					Lower	Upper			
Pair 1	Grade level	0.463	1.363	0.059	0.346	0.58	7.799	526	<b>0.000</b>
Pair 2	HS0 Tardy	2.622	4.38	0.191	2.248	2.997	13.744	526	<b>0.000</b>
Pair 3	Cell Phone	0.059	0.357	0.016	0.028	0.089	3.779	526	<b>0.000</b>
Pair 4	Moderate Insubordination or Moderate issues of stealing, cheating or vandalism	-0.04	0.262	0.011	-0.062	-0.017	-3.489	526	<b>0.001</b>
Pair 5	Mod. Disrespect	0.061	0.296	0.013	0.035	0.086	4.711	526	<b>0.000</b>
Pair 6	Mod. Phys. Cont.	0.046	0.317	0.014	0.018	0.073	3.296	526	<b>0.001</b>
Pair 7	Moderate Intimidation and Harassment:	0.061	0.47	0.02	0.021	0.101	2.968	526	<b>0.003</b>
Pair 8	Severe Insubordination	0.431	1.312	0.057	0.318	0.543	7.538	526	<b>0.000</b>
Pair 9	Severe Disrespect	0.176	0.901	0.039	0.099	0.254	4.498	526	<b>0.000</b>
Pair 10	Severe Phys. Contact	0.07	0.376	0.016	0.038	0.102	4.285	526	<b>0.000</b>
Pair 11	Severe Intimidation and Harassment:	0.12	0.557	0.024	0.072	0.167	4.923	526	<b>0.000</b>
Pair 12	Severe Offense	0.028	0.284	0.012	0.004	0.053	2.297	526	<b>0.022</b>
Pair 13	Total	0.157	2.153	0.094	-0.027	0.342	1.679	526	<b>0.000</b>

<sup>5</sup> Values less than 0.050 are very statistically significant and values between 0.010 and 0.051 are statistically significant thus indicating statistically significant change in behaviors over the time of the study period.



Middle School Behavioral Data									
		Paired Samples Test			Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Grade level	0.864	1.078	0.063	0.74	0.988	13.74	293	<b>0.000</b>
Pair 2	Tardy	0.599	1.053	0.061	0.478	0.719	9.752	293	<b>0.000</b>
Pair 3	Cell Phone	0.088	0.339	0.02	0.05	0.127	4.471	293	<b>0.000</b>
Pair 4	Moderate Insubordination or Moderate issues of stealing, cheating or vandalism	0.806	2.046	0.119	0.571	1.041	6.757	293	<b>0.000</b>
Pair 5	Mod. Disrespect	0.327	0.754	0.044	0.24	0.413	7.424	293	<b>0.000</b>
Pair 6	Mod. Phys. Cont.	0.347	0.754	0.044	0.26	0.433	7.889	293	<b>0.000</b>
Pair 7	Moderate Intimidation and Harassment:	0.139	0.57	0.033	0.074	0.205	4.193	293	<b>0.000</b>
Pair 8	Severe Insubordination	0.653	2.3	0.134	0.389	0.917	4.868	293	<b>0.000</b>
Pair 9	Severe Disrespect	0.136	0.544	0.032	0.074	0.198	4.292	293	<b>0.000</b>
Pair 10	Severe Phys. Contact	0.224	0.632	0.037	0.152	0.297	6.087	293	<b>0.000</b>
Pair 11	Severe Intimidation and Harassment:	0.235	0.745	0.043	0.149	0.32	5.399	293	<b>0.000</b>
Pair 12	Severe Offense	0.153	0.542	0.032	0.091	0.215	4.841	293	<b>0.000</b>
Pair 13	Total	3.707	5.917	0.345	3.028	4.387	10.743	293	<b>0.000</b>

Upper Elementary Behavioral Referral data		Paired Samples Test							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Grade level	0.7	1.601	0.127	0.45	0.95	5.53	159	<b>0.000</b>
Pair 2	Inappropriate Actions and Comments	1.769	3.251	0.257	1.261	2.276	6.882	159	<b>0.000</b>
Pair 3	Play fighting	0.456	0.957	0.076	0.307	0.606	6.029	159	<b>0.000</b>
Pair 4	Other:	1.019	1.46	0.115	0.791	1.247	8.826	159	<b>0.000</b>
Pair 5	Moderate Insubordination or Moderate issues of stealing, cheating or vandalism	2.375	5.131	0.406	1.574	3.176	5.855	159	<b>0.000</b>
Pair 6	Moderate Physical Contact	2.106	3.947	0.312	1.49	2.723	6.75	159	<b>0.000</b>
Pair 7	Moderate Intimidation and Harassment:	0.294	0.715	0.056	0.182	0.405	5.2	159	<b>0.000</b>
Pair 8	Severe Insubordination	1.888	5.138	0.406	1.085	2.69	4.646	159	<b>0.000</b>
Pair 9	Severe Physical Contact	0.294	1.025	0.081	0.134	0.454	3.623	159	<b>0.000</b>
Pair 10	Severe Intimidation and Harassment:	0.131	0.421	0.033	0.065	0.197	3.939	159	<b>0.000</b>
Pair 11	Severe issues of Stealing, Cheating or Vandalism.	0.025	0.223	0.018	-0.01	0.06	1.419	159	0.158

Pair 12	Physical Contact Towards a Staff Member	0.188	1.053	0.083	0.023	0.352	2.252	159	<b>0.026</b>
Pair 13	Total	10.54	16.983	1.343	7.892	13.195	7.853	159	<b>0.000</b>
Lower Elementary Behavioral referral data									
Paired Samples Test									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Grade level	1.06	0.723	0.062	0.936	1.183	16.967	133	<b>0.000</b>
Pair 2	Inappropriate Actions and Comments:	0.074	1.25	0.108	-0.139	0.287	0.689	134	0.492
Pair 3	Play fighting	0.178	0.597	0.051	0.076	0.279	3.461	134	<b>0.001</b>
Pair 4	Other	0.119	0.658	0.057	0.006	0.231	2.091	134	<b>0.038</b>
Pair 5	Moderate Insubordination or Moderate issues of stealing, cheating or vandalism:	0	0.173	0.015	-0.029	0.029	0	134	1.000
Pair 6	Moderate Physical Contact	0	0.44	0.038	-0.075	0.075	0	134	1.000
Pair 7	Moderate Intimidation and Harassment:	0.022	0.286	0.025	-0.071	0.026	-0.904	134	0.368
Pair 8	Severe Insubordination	0.393	4.083	0.351	-0.302	1.088	1.117	134	0.266
Pair 9	Total	0.607	5.573	0.48	-0.341	1.556	1.266	134	0.208

Lower Elementary Behavioral Referral data		Paired Samples Test		Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	grade level	0.87	1.591	0.128	0.617	1.123	6.786	153	<b>0.000</b>
Pair 2	Inappropriate Actions and Comments:	0.303	0.9	0.072	0.16	0.446	4.194	154	<b>0.000</b>
Pair 3	Play fighting	0.335	0.921	0.074	0.189	0.482	4.536	154	<b>0.000</b>
Pair 4	Other	0.206	0.681	0.055	0.098	0.314	3.775	154	<b>0.000</b>
Pair 5	Moderate Insubordination or Moderate issues of stealing, cheating or vandalism	0.348	1.749	0.14	0.071	0.626	2.48	154	<b>0.014</b>
Pair 6	Moderate Insubordination or Moderate issues of stealing, cheating or vandalism	0.006	1.241	0.1	-0.19	0.203	0.065	154	0.948
Pair 7	Severe Insubordination	0.452	1.487	0.119	0.216	0.688	3.782	154	<b>0.000</b>
Pair 8	Severe Physical Contact	0.135	0.485	0.039	0.059	0.212	3.481	154	<b>0.001</b>
Pair 9	Severe Intimidation and Harassment:	0.11	0.37	0.03	0.051	0.168	3.686	154	<b>0.000</b>

Pair 10	Severe issues of Stealing, Cheating or Vandalism.	0.02 6	0.159	0.013	0.001	0.051	2.02	154	<b>0.045</b>
Pair 11	Physical Contact Towards a Staff Member	0.01 3	0.113	0.009	-0.005	0.031	1.419	154	0.158
Pair 12	Total	3.41 3	5.41	0.435	2.554	4.271	7.854	154	<b>0.000</b>