



EVALUATION OF SCHOOL-WIDE MODEL

SCHOOL-WIDE INTERVENTION MODEL TO REDUCE TEASING AND BULLYING IN ELEMENTARY SCHOOL

OVERVIEW

For two years, EEC has worked in collaboration with PS 75 in District 3 to address the issue of teasing and bullying. The school had participated in EEC's original research study on this subject. The project was funded by the Chase Manhattan Foundation, the Hasbro Children's Foundation, the JenJo Foundation, the Kenworthy-Swift Foundation, the A.L. Mailman Family Foundation, the Laura Jane Musser Fund, the New York Community Trust, and the Center on Crime, Communities and Culture of the Open Society Institute.

Quit it! A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3 (published by EEC, the Wellesley College Center for Research on Women, and the NEA Professional Library) was the centerpiece of the effort to implement a systemic, proactive approach at the early elementary level in the school. Model Components included: Needs Assessment, Staff Development and Training, Curriculum Implementation, Parent Workshops, and Policy Development.

EVALUATION RESULTS

Evaluation was a key element of the project design, and included documentation of: staff and parent perceptions about teasing and bullying; Quit it! activities that were implemented in classrooms; observations of incidents of teasing and bullying and the role of gender in these incidents. The following is a summary of the evaluation findings, which point to the effectiveness of two years of implementing this systemic, proactive approach:

- * The number of incidents of teasing and bullying were reduced by 35%.
- * Staff intervention in incidents of teasing and bullying increased by more than 130%.
- * While boys continued to be the primary initiators of teasing and bullying, there was an increase in verbal responses over physical responses on the part of recipients, particularly boy recipients.
- * There was greater recognition among staff that adult mediation is an effective intervention strategy.
- * There was a notable reduction in the proportion of staff who perceived teasing and bullying as a serious problem in school.
- * There was an increase in the proportion of staff who perceived that students are aware of the issue and have acquired effective strategies for dealing with it.
- * There was an increase in the number of Quit it! activities implemented over time, and an integration of Quit it! activities into the ongoing curriculum.