



Analysis of the Effectiveness of Kelly Bear C.A.R.E.S. Program (Character And Resiliency Education Skills) 8-03

PROGRAM DESCRIPTION

The Kelly Bear C.A.R.E.S. Program is a multimedia, universal prevention program for use in kindergarten through third grade. However, in small groups it was shown to be effective for children in fourth through sixth grade (see Appendix A for information from the Madison Center for Children). The Program's goal is to prevent problem behaviors in young children by teaching essential skills that strengthen healthy development. Professionals agree that it is critical to assist young children in learning prosocial attitudes and behaviors. If antisocial actions are not remedied early, children are more likely to develop delinquent behaviors later. This cost-effective, developmentally appropriate educational curriculum encompasses the Drug Awareness Prevention Program (D.A.P.P.) which has been field tested, evaluated and proven effective.

This innovative curriculum is designed to be an effective beginning for a comprehensive, K-12 prevention program. It requires no additional leader training and may be presented by counselors, prevention specialists, after-school program leaders, or teachers. It contains an easy-to-use, self-explanatory Instructor's Manual with sixteen detailed lesson plans, evaluation forms for each child, teacher, and parent, plus reproducible handouts. Other materials included are five books, seven videos, a Leader's Guide for the video series, three CD-Roms, a CD of character-building songs, four posters, 100 stickers, and a Kelly bear hand puppet. The presentation of the program is flexible, but is usually taught in fifteen sessions, thirty to fifty minutes each, followed by a parent involvement segment.

The prevention strategy used in Kelly Bear C.A.R.E.S. Program involves two-way communication between the leader and the children. The interactive teaching methods include discussing, singing, acting-out role plays, completing activities, and watching videos. The main character in all the materials is a green bear named Kelly, who serves as a teacher, hero, friend, and positive role model for children. Kelly Bear is free of racial, ethnic, religious, age, disability, cultural and sex role bias. Children eagerly identify with a green bear who makes mistakes but who keeps trying to do his best.

Parents, relatives or others who care about the well-being of each child are invited to attend the Parent Program that serves to strengthen bonds within families and link homes with schools. Since parents represent all facets of a community, the Parent Program helps foster a connection between schools and the general public. During the Program the children demonstrate the skills they have learned. Through observation and discussion the significant others in a child's life are encouraged to reflect on their own behavior and to reinforce the concepts presented with their child. Parents are challenged to model prosocial behaviors and to build a positive adult-child relationship. To strengthen their commitment they receive The 8 L's of Parenting, The ABC's of Parenting, 10 Ways to Raise Children to USE Drugs, and the Kelly Bear Feelings book or the series of three Kelly bear books (optional). When adults listen to their child answer Kelly Bear's questions without judgment and relate to him/her

in a caring manner, the child's essential need to feel valued and secure will be met and prosocial behavior will more likely occur.

RESEARCH & EVALUATION

Kelly Bear C.A.R.E.S. Program is based on research regarding the protective factors that promote positive behaviors, attitudes and skills in children. It is designed to reduce the following family, school and individual risk factors:

Family: Negative parental attitudes toward the child.

School: Early, persistent antisocial behavior.

Individual: Conduct problems, poor health attitudes and a low level of school competence.

GOALS

The goals of the program are to increase protective factors in the family, school and child.

Family: Enhance family bonding by fostering a positive parent-child relationship.

School: Increase children's prosocial skills and foster student-school bonding.

Individual: Enhance children's self-respect, self-control, problem solving, social/emotional interaction skills, and healthy living habits. (See specific list below under #3, Short-Term Outcomes.)

SHORT-TERM OUTCOMES

1) A parent(s) or a significant other in a child's life will model healthier behaviors and develop a closer bond with their child. Participating in the Parent Program, referring to the handouts, and reading the Kelly Bear Feelings book or the series of three books with the child will foster the parent's listening skills, open communication and positive interaction. The program's effectiveness in helping build a positive parent-child relationship is assessed through parent self-reports.

Participants:

84 parents responded to a questionnaire during Parent Programs at Bear Creek Elementary, Bend, Oregon. It contained a five point scale ranging from Strongly Disagree, 1; Disagree Somewhat, 2; Uncertain, 3; Agree Somewhat, 4; Strongly Agree, 5.

Result:

"Strongly Agree" was chosen by 68% of the parents while "Agree Somewhat" was chosen by 26% of them.

94% AGREED with the following statement: "The Kelly Bear C.A.R.E.S. Program has helped and/or will help me build a more positive relationship with my child."

Note: See Appendix B for parent quotes.

2) The instructor models successful ways to foster children's prosocial life skills. Teachers observe a caring, supportive leader who helps children feel bonded to each other and to school. The effectiveness of the modeling is assessed through teacher self-reports.

Participants:

30 (26 teachers and 4 group leaders) completed the Teacher Evaluation Forms represent-

ing five presentation sites. It consisted of a five point scale ranging from Strongly Disagree, 1; Disagree Somewhat, 2; Uncertain, 3; Agree Somewhat, 4; to Strongly Agree, 5.

Result:

“Strongly Agree” was chosen by 30% of the teachers/leaders.

“Agree Somewhat” was chosen by 57% of them.

The “Uncertain” category was chosen by 13% of them.

87% AGREED with the following statement, “The Program presentations helped me identify ways to foster children’s prosocial skills and school bonding.”

3) The Kelly Bear C.A.R.E.S. Program increases the following individual protective factors in the majority of participating children:

- Self-awareness and self-respect
- Emotional understanding of self and others
- Social competence and constructive peer relationships
- Self-control
- Empathy and kindness toward others
- Problem solving and anger management skills
- Respect for individual differences
- Healthy living choices
- Perseverance and resiliency
- Refusal skills
- Personal safety
- Character traits such as honesty and responsibility

These twelve protective factors are assessed through self-reports by children on the Child Evaluation Forms and through teacher/leader observations reported on the Teacher Evaluation Forms.

Outcome: Child Self-Reports

Participants:

498 children completed the Kelly Bear C.A.R.E.S. Program and the Child Evaluation Form at the following sites:

150 Bear Creek Elementary, Bend, OR 97701

115 Madill Elementary School, Madill, OK 73446

89 Howard L. Emmons School, Pemberton, NJ 08068

92 St. Gabriel Catholic School, Charlotte, NC 28211

52 Madison Center for Children (Day Treatment Program) South Bend, IN 46624

Grades: The children were in kindergarten through sixth grade.

Percentage of students on free or reduced lunch: 54% (for the first 3 schools)

Racial make-up of the 498 students:

Caucasian 70%

African American 14%

Hispanic 10%

Native American 5%

Asian/Pacific Island 1%

Note: See Appendix A for further details on each location.

Child Evaluation Form:

Note: For each question the children had a choice of three answers. The “Not Sure” (neutral

face) provided children in doubt with an opportunity to express their ambiguity. When considered necessary, the questions were read aloud by the presenter.

	YES happy face	NO sad face	NOT SURE neutral face
1. The Kelly Bear Program helped me feel better about myself.	83%	3%	14%
2. Kelly Bear taught me that everyone feels good and bad now and then.	87%	4%	9%
3. Kelly Bear taught me how to make and keep friends.	85%	5%	10%
4. Since the Kelly Bear Program, I get into more arguments or fights with other children.	8%	84%	8%
5. Kelly Bear taught me to use S.T.F.A.: Stop, think, feel, Act in a kind way.	92%	3%	5%
6. Kelly Bear taught me ways to solve my problems without fighting.	81%	7%	12%
7. Kelly Bear taught me to be mean to other children who are different from me.	3%.	94%	3%
8. In the Kelly Bear Program I learned how to take better care of my body.	92%	2%	6%
9. I learned from Kelly Bear that if things don't work out, I will try, try again.	89%	2%	9%
10. Kelly Bear taught me to say "yes" to unsafe things.	10%	87%	3%
11. Kelly Bear taught me what to do to keep myself safe.	93%	3%	4%
12. Kelly Bear taught me to tell lies and blame others for my mistakes.	2%	94%	4%

Note: For children's responses to "Think about how you were before you heard about Kelly Bear. Do you act the same or different? If you act different, in what way have you changed?" and "What is the most important thing that you learned from Kelly Bear?" see Appendix B.

Outcome: Teacher/Group Leader Self-Reports

Participants:

26 teachers and 4 leaders from the Madison Center for Children (Day Treatment Program), observed the Kelly Bear C.A.R.E.S. Program and completed the Teacher Evaluation Forms.

Bear Creek Elementary	8
Madill Elementary	6
Howard L. Emmons Elementary	8
St. Gabriel Catholic School	4
Madison Center for Children (Day Treatment Program)	4

Teacher Evaluation Form:

The evaluation form consisted of five choices per question - Strongly Disagree, Somewhat Disagree, Uncertain, Somewhat Agree, Strongly Agree. Note: Many teachers felt it was difficult to determine if the progress the students made was due to the Kelly Bear C.A.R.E.S. Program or to their continuing efforts in the classroom.

	Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree
1. Over 50% of the children increased their self-awareness and self-respect as a result of the program.			30%	40%	30%
2. During the Kelly Bear CARES Program the majority of the students increased their emotional understanding of themselves and others.			27%	46%	27%
3. I have observed an increase in constructive peer relationships among a majority of my students as a result of the program.		10%	40%	17%	33%
4. Over half of the children increased their self-control as a result of the program.		17%	36%	20%	27%
5. The program taught the majority of the children to use S.T.F.A., Stop think, Fell and Act in a kind ways when they see someone exhibiting a strong emotion.			30%	40%	30%
6. The program taught the majority of the children how to use The Steps to Solving Problems which helped them control their anger.		3%	20%	53%	24%
7. Because of the program the majority of my students are more sensitive and respectful toward children who are different in some way.			37%	33%	30%
8. Over half of my students learned how to make healthy choices and to live healthier lives.			17%	50%	33%
9. The majority of the children learned that there is not just one solution to a problem, to consider other ideas and to try, try again.			13%	43%	43%
10. Over half of the children learned to use refusal skills when necessary.			27%	40%	33%
11. As a result of the program, the majority of the children learned important personal safety rules.			13%	33%	53%
12. This Program taught over half of the student positive character traits like being honest and accepting responsibility for their behavior.			23%	37%	40%

Summary of Teacher Evaluations

The following are the percentage of teachers/leaders who “Agreed Somewhat” or “Strongly Agreed” with each statement:

#1-70% #2-73% #3-50% #4-47% #5-70% #6-77%
#7-63% #8-83% #9-86% #10-73% #11-86% #12-77%

Note: For teacher quotes see Appendix B.

LONG-TERM OUTCOMES

(to be evaluated through time)

Family: Increase positive family interactions, communication, caring and support.

School: Increase teacher effectiveness in promoting children's prosocial skills and school bonding.

Individual: Increase the number of children who exhibit self-control, problem solving skills, social and emotional maturity, and healthy living habits.

SUMMARY

Short-Term Outcomes

1. Ninety-four percent of the parents responded that the Kelly Bear C.A.R.E.S. Program helped and/or will help them build a more positive relationship with their child.

2. Eighty-seven percent of the teachers/leaders reported that the Kelly Bear C.A.R.E.S. Program presentations helped them identify ways to foster their student's prosocial skills and school bonding.

3. The self-reports on the Child Evaluation Form completed by 498 children representing four schools and the Madison Center for Children indicate that a majority of children learned the twelve prosocial skills and attitudes represented by the protective factors listed. The total percentages of correct answers varied from 81% to 94% based on the responses of all the children.

The results from thirty teachers/leaders on the Teacher Evaluation Form substantiated that the majority of their participating students increased their knowledge, attitudes and skills in the following protective factors:

- Self-awareness and self-respect
- Emotional understanding of self and others
- Social competence and constructive peer relationships
- Empathy and kindness toward others
- Problem solving and anger management skills
- Respect for individual differences
- Healthy living choices
- Perseverance and resiliency
- Refusal skills
- Personal safety
- Character traits such as honesty and responsibility

The Kelly Bear C.A.R.E.S. Program (Character And Resiliency Education Skills) provides a strong foundation for a comprehensive, kindergarten through twelfth grade prevention program. The Short-Term Goals of effectively increasing the protective factors in families, schools and in children were met.

See Appendix C for ways the Kelly Bear C.A.R.E.S. Program meets the standards established by the National Standards for Health Education Joint Committee.

Appendix A: Testing Results by Location

Bear Creek Elementary School

51 N. E. 13th Street

Bend Oregon 97701

Presented by: Leah Davies, Author

169 children participated

82% Caucasian

10% Hispanic

5% African American

2% Asian/Pacific island

1% Native American

51% of the students qualified for free or reduced lunch.

Summary: **Child Evaluation Form**

Number of children who completed the final evaluation: 150

Kindergartners 81

First graders 69

Scale: Yes (happy face); No (sad face); Not sure (neutral face)

	YES happy face	NO sad face	NOT SURE neutral face
1. The Kelly Bear Program helped me feel better about myself.	89%	3%	8%
2. Kelly Bear taught me that everyone feels good and bad now and then.	88%	5%	7%
3. Kelly Bear taught me how to make and keep friends.	87%	5%	8%
4. Since the Kelly Bear Program, I get into more arguments or fights with other children.	4%	93%	3%
5. Kelly Bear taught me to use S.T.F.A.: Stop, think, feel, Act in a kind way.	96%	3%	1%
6. Kelly Bear taught me ways to solve my problems without fighting.	86%	5%	9%
7. Kelly Bear taught me to be mean to other children who are different from me.	3%	95%	2%
8. In the Kelly Bear Program I learned how to take better care of my body.	95%	1%	4%
9. I learned from Kelly Bear that if things don't work out, I will try, try again.	95%	1%	4%
10. Kelly Bear taught me to say "yes" to unsafe things.	11%	86%	3%
11. Kelly Bear taught me what to do to keep myself safe.	95%	3%	2%
12. Kelly Bear taught me to tell lies and blame others for my mistakes.	0%	94%	6%

Madill Elementary School

701 West Tishomingo

Madill, OK 73446

Presented by: Jodie Coulson, Elementary School Counselor

123 children participated

54% Caucasian

19% Hispanic

6% African American

21% American Indian

0% Asian/Pacific island

69% of the students qualify for free or reduced lunch.

Summary: **Child Evaluation Form**

Number of children who completed the final evaluation: 115

First graders 115

Scale: Yes (happy face); No (sad face); Not sure (neutral face)

	YES happy face	NO sad face	NOT SURE neutral face
1. The Kelly Bear Program helped me feel better about myself.	100%	0%	0%
2. Kelly Bear taught me that everyone feels good and bad now and then.	100%	0%	0%
3. Kelly Bear taught me how to make and keep friends.	99%	0%	1%
4. Since the Kelly Bear Program, I get into more arguments or fights with other children.	3%	94%	3%
5. Kelly Bear taught me to use S.T.F.A.: Stop, think, feel, Act in a kind way.	100%	0%	0%
6. Kelly Bear taught me ways to solve my problems without fighting.	92%	6%	2%
7. Kelly Bear taught me to be mean to other children who are different from me.	0%	100%	0%
8. In the Kelly Bear Program I learned how to take better care of my body.	100%	0%	0%
9. I learned from Kelly Bear that if things don't work out, I will try, try again.	99%	1%	0%
10. Kelly Bear taught me to say "yes" to unsafe things.	1%	98%	1%
11. Kelly Bear taught me what to do to keep myself safe.	99%	1%	0%
12. Kelly Bear taught me to tell lies and blame others for my mistakes.	1%	99%	0%

Howard L. Emmons School

14 Scrapetown Rd.

Pemberton, NJ 08068

Presented by Rosemary Janvier, Elementary School Counselor

89 plus students participated

55% Caucasian

32% African American

11% Hispanic

2% Asian/Pacific island

0% Native American

40% of the students qualify for free or reduced lunch

Summary: **Child Evaluation Form**

Number of children who completed the final evaluation: 89

Second graders 31

Third graders 42

Fourth graders 16

Scale: Yes (happy face); No (sad face); Not sure (neutral face)

	YES happy face	NO sad face	NOT SURE neutral face
1. The Kelly Bear Program helped me feel better about myself.	67%	5%	28%
2. Kelly Bear taught me that everyone feels good and bad now and then.	81%	2%	17%
3. Kelly Bear taught me how to make and keep friends.	66%	9%	25%
4. Since the Kelly Bear Program, I get into more arguments or fights with other children.	5%	80%	15%
5. Kelly Bear taught me to use S.T.F.A.: Stop, think, feel, Act in a kind way.	81%	4%	15%
6. Kelly Bear taught me ways to solve my problems without fighting.	84%	5%	11%
7. Kelly Bear taught me to be mean to other children who are different from me.	3%	94%	3%
8. In the Kelly Bear Program I learned how to take better care of my body.	85%	5%	10%
9. I learned from Kelly Bear that if things don't work out, I will try, try again.	78%	5%	17%
10. Kelly Bear taught me to say "yes" to unsafe things.	13%	82%	5%
11. Kelly Bear taught me what to do to keep myself safe.	88%	2%	10%
12. Kelly Bear taught me to tell lies and blame others for my mistakes.	1%	93%	6%

St. Gabriel Catholic School

3028 Providence Road

Charlotte, NC 28211

Presented by: Theresa Anderson, school counselor

96 children participated

97% Caucasian

2% Hispanic

1% African American

0% Asian/Pacific island

0% Native American

Summary: **Child Evaluation Form**

Number of children who completed the final evaluation: 92

Kindergartners 92

Scale: Yes (happy face); No (sad face); Not sure (neutral face)

	YES happy face	NO sad face	NOT SURE neutral face
1. The Kelly Bear Program helped me feel better about myself.	71%	4%	25%
2. Kelly Bear taught me that everyone feels good and bad now and then.	71%	8%	21%
3. Kelly Bear taught me how to make and keep friends.	82%	5%	13%
4. Since the Kelly Bear Program, I get into more arguments or fights with other children.	21%	64%	14%
5. Kelly Bear taught me to use S.T.F.A.: Stop, think, feel, Act in a kind way.	89%	3%	8%
6. Kelly Bear taught me ways to solve my problems without fighting.	65%	5%	30%
7. Kelly Bear taught me to be mean to other children who are different from me.	3%	92%	5%
8. In the Kelly Bear Program I learned how to take better care of my body.	86%	0%	14%
9. I learned from Kelly Bear that if things don't work out, I will try, try again.	75%	3%	22%
10. Kelly Bear taught me to say "yes" to unsafe things.	15%	81%	4%
11. Kelly Bear taught me what to do to keep myself safe.	87%	4%	9%
12. Kelly Bear taught me to tell lies and blame others for my mistakes.	5%	91%	4%

Madison Center for Children

403 East Madison Street, PO Box 80

South Bend, IN 46624

Submitted by Kevin Patton, Director of Day Treatment for Children

Participating children were part of a Day Treatment Program where the Kelly Bear materials were used in therapeutic groups for referred students who exhibited behavior problems.

62 students participated

50% Caucasian

45% African American

5% Hispanic

0% Asian/Pacific island or Native American

Summary: **Child Evaluation Form**

Number of children who completed the final evaluation: 62

(Ten were not included since neither child's age nor grade was specified)

First graders 4 Second graders 10

Third graders 6 Fourth graders 10

Fifth graders 14 Sixth graders 8

Total: 52

Scale: Yes (happy face); No (sad face); Not sure (neutral face)

	YES happy face	NO sad face	NOT SURE neutral face
1. The Kelly Bear Program helped me feel better about myself.	75%	10%	15%
2. Kelly Bear taught me that everyone feels good and bad now and then.	90%	6%	4%
3. Kelly Bear taught me how to make and keep friends.	79%	13%	8%
4. Since the Kelly Bear Program, I get into more arguments or fights with other children.	15%	77%	8%
5. Kelly Bear taught me to use S.T.F.A.: Stop, think, feel, Act in a kind way.	85%	9%	6%
6. Kelly Bear taught me ways to solve my problems without fighting.	73%	19%	8%
7. Kelly Bear taught me to be mean to other children who are different from me.	11%	81%	8%
8. In the Kelly Bear Program I learned how to take better care of my body.	90%	8%	2%
9. I learned from Kelly Bear that if things don't work out, I will try, try again.	88%	6%	6%
10. Kelly Bear taught me to say "yes" to unsafe things.	10%	84%	6%
11. Kelly Bear taught me what to do to keep myself safe.	90%	8%	2%
12. Kelly Bear taught me to tell lies and blame others for my mistakes.	4%	92%	4%

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Appendix B: Parent, Child, and Teacher Responses to the Kelly Bear C.A.R.E.S. Program

PARENT COMMENTS

“[I liked] the focus on listening to my child and validating her responses. Helping kids understand that they are responsible for their behavior. Teaching kids how to reach out to someone in need.”

“It’s a great way to help him learn to control his anger and not act out before he thinks it out.”

“I feel that this was a perfect age to introduce children to be respectful of their bodies and to think about their peer’s feelings. It has gotten him to think about his actions more.”

“I think it is wonderful to reinforce problem solving, treating others as you would want to be treated. I feel she does stop and think about how her actions affect herself and others.”

“The repetition helps them learn! The hand signals also helps him learn! I love the emphasis on making good choices. He discussed this daily at home! Positive reactions to negative situations, talking through a problem, acting positively, not reacting negatively.”

“Communicating feelings, making healthy choices, safety outside the home, reinforcing things that we have already taught at home, dialogue about drugs and alcohol.”

“I love how Kelly Bear encourages and validates concerns, emotions and feelings of children. She has a better attitude.”

“He liked learning to take care of your body. Helped to learn not to hit.”

“It teaches good interaction skills and gives a framework to address problems...”

“I liked everything about the Program! Bryan talks about what he has learned from Kelly Bear all the time.”

CHILD COMMENTS

... in answer to the questions, **“Think about how you were before you heard about Kelly Bear. Do you act the same or different? If you act different, in what way have you changed?”**

“I help others.”

“[I’m] not in trouble.”

“To take care of my body better.”

“I am listening to the teacher.”

“I am different because I am friends with others now.”

“I obey my mom and dad more.”

“I used to be mean, now I am nice.”

“Not going into people’s house [if I do not know them.]”

“Getting good at homework and stuff. Not fighting with my brother.”

“Now, I can do monkey bars because I tried.”

“I don’t tell lies anymore.”
“I used to hurt my cat. Now I don’t.”
“I’m happy now.”
“Getting along better with my family.”
“I act more gooder.”
“Sometimes when I saw other people hurt, I just went on and didn’t help because they weren’t my friends. Now, I help.”
“Made a lot of friends now because I’m nicer.”
“I get my homework done and get better grades.”
“I get along with others.”
“I have changed by listening better.”
“I changed by being good and don’t lie.”
“I use the steps before I do something bad. The Steps are Stop, Think, Feel, and Act in a kind way.”
“When I watched Kelly Bear, I changed my act around.”
“I know not to be afraid to tell if someone touches me somewhere.” (good touch/bad touch)
“I don’t fight as much because I always got in trouble.”

... in answer to the question:

“What is the most important thing that you learned from Kelly Bear?”

“Drugs are bad for your body, except the ones your mom gives you when you’re sick.”
“Use S.T.F.A. [Stop Think, Feel, Act in a kind way].”
“Be nice and help people.”
“Don’t let people touch your private [body] places.”
“Be responsible.”
“Keep my body safe and eat healthy food.”
“Do not touch guns, knives, poisons, cigarettes, medicine, matches.”
“Say ‘no’ to drugs.”
“Don’t blame my mistakes on others.”
“Do not take rides with strangers.”
“Don’t ignore your parents.”
“Keep my body fit.”
“All about feelings.”
“Say ‘no’ to unhealthy things.”
“Respect other people’s feelings. You shouldn’t hurt them just because they are different.”
“To help people when they get hurt.”
“I used to punch people. Now, I don’t.”
“The posters taught me to care.”
“To stay away from drugs and drinking.”
“Tell if someone tries to touch you in a bad way.”
“I don’t get into fights.”
“I learned if someone is trying to fight me, you stop, think, act in a kind way.”
“To take good care of my body.”
“About feelings.”
“Keep your body healthy and not smoke drugs.”
“How to keep your body safe.”
“I do not be bad.”
“Never talk to strangers.”
“I learned that if things don’t work out, I will try, try again.”

TEACHER AND LEADER COMMENTS

“Kelly Bear was a great program that introduced many important social concepts...”

“I feel that, overall, the program presents good points in a child friendly manner...”

“Very good lessons and concepts. Students enjoyed the presentations. It made them think of others. These ideas were very good life skills that the classroom teacher might not address due to academic pressures.”

“The kids loved the songs and even sang them when faced with a conflict.”

“...I thought the secret touching was handled wonderfully.”

“Great concepts...”

“It is very good to use before kids are approached with real world situations...”

“I think the Kelly Bear Program was a real positive learning experience for the younger group of kids. I also think they will make better choices in their self-control and will interact better with their peers.”

Appendix C: National Standards for Health Education

The NATIONAL STANDARDS FOR HEALTH EDUCATION JOINT COMMITTEE developed guidelines of school health standards (1995). The committee's objective was to assist educators in developing and evaluating thorough health education programs. Sponsored by the American Cancer Society, it consisted of representatives from the Association for the Advancement of Health Education, the American School Health Association, the American Public Health Association, and the Society of State Directors of Health, Physical Education and Recreation.

The Kelly Bear C.A.R.E.S. Program encompassed and evaluated three of the seven Standards for grade K - 4.

“Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Performance indicators include identifying responsible and harmful behaviors, developing health-enhancing strategies, and managing stress.”

RESULTS

Child Evaluation Form, Question #8:

“In the Kelly Bear Program I learned how to take better care of my body.”

92% of the children answered “Yes” when given a choice of “Yes,” “No,” and “Not Sure.”

Teacher Evaluation Form, Question #8:

“Over half of my students learned how to make healthy choices and to live healthier lives.”

83% agreed.

“Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Performance indicators relate to interpersonal communication, refusal and negotiation skills, and conflict resolution.”

RESULTS

Child Evaluation Form, Question #10:

“Kelly Bear taught me to say “yes” to unsafe things.” 87% of the children answered “No” when given a choice of “Yes,” “No,” and “Not Sure.”

Teacher Evaluation Form, Question #10:

“Over half of the children learned to use refusal skills when necessary.”

73% agreed.

“Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Performance indicators focus on setting reasonable and attainable goals and developing positive decision-making skills.”

RESULTS

Child Evaluation Form, Question #11:

“Kelly Bear taught me what to do to keep myself safe.”

93% of the children answered “Yes” when given a choice of “Yes,” “No,” and “Not Sure.”

Teacher Evaluation Form, Question #11:

“As a result of the program, the majority of the children learned important personal safety rules.”

86% agreed.

For further information and reference see: http://www.ericfacility.net/databases/ERIC_Digests/ed387483.html