



# Analysis of the Effectiveness of the Kelly Bear Violence Prevention Video Program March, 2004

## PROGRAM DESCRIPTION

The **Kelly Bear Violence Prevention Video Program** is a universal intervention program that prevents and reduces antisocial behaviors in young children. Specifically, the Program decreases children's need for discipline intervention in the classroom and increases children's prosocial skills. This cost effective Program includes a three-part video series on **Bullying, Resolving Disputes**, and **Self-Control**, a **Leader's Guide**, and a **Supplemental Resource Guide**. In the videos five children learn important concepts by listening to Kelly Bear answer their questions. The student's understanding is reinforced in the Story Corner as the author and other children explore each topic. Two additional scenes and two songs per video enhance learning. The Program is appropriate for either small or large groups of children ages six to nine in various settings.

The **Kelly Bear Teaches About Bullying** video and related materials teach children that bullying is not only physical intimidation and extortion, but teasing, name calling, gossiping, and excluding children from groups. The reasons children bully and various ways to cope with bullying behaviors are explored. The children learn that bullying not only hurts the victim, but if ignored has a negative impact on the bully as well as the bystander. Students are challenged to make their school a safe place for everyone.

Through watching the **Kelly Bear Teaches About Resolving Disputes** video and participating in activities and role plays, children are empowered to help themselves and their peers settle their disagreements peacefully. They learn communication and mediation skills including: listening for facts and feelings, being empathic, reflecting what they hear, practicing impartiality, and identifying common areas of agreement. Ground rules and steps peer helpers need to follow are explained and demonstrated in a clear, easy-to-use manner.

The **Kelly Bear Teaches About Self-Control** video and supplemental resources teach children ways to control their emotions and impulses. They learn acceptable, prosocial coping skills to deal with their anger and the underlying feelings of rejection, hurt, anxiety, loneliness, fear, and/or sadness. The students are taught to stop, think, and consider the consequences for their actions, and then make constructive choices.

The **Leader's Guide** includes discussion questions, detailed activities, and the words to seven songs. After each video, it is recommended that the leader conduct a thirty minute follow-up session. However, the materials may easily be adapted to twelve sessions. The **Supplemental Resource Guide** contains the following reproducible pages: Parent Letter, teacher and child questionnaires, Classroom Discipline Record Form, Teacher Evaluation Form, Child Evaluation Form, Evaluation Summary Form, six children's activity sheets, and three lists: "No Bullying School Rules," "The Rules for Resolving Disputes," and "The Steps to Resolving Disputes."

## RESEARCH AND EVALUATION

The **Kelly Bear Violence Prevention Video Program** is based on research regarding the protective factors that promote positive behaviors, skills and understandings in children. It is designed to reduce the following school and individual risk factors:

**School:** Early, persistent antisocial behavior

**Individual:** Conduct problems, bullying behaviors

## GOAL

The goal of the Program is to increase protective factors in children.

**School:** Increase children's cooperation and lack of need for discipline intervention in the classroom.

**Individual:** Increase children's prosocial behaviors, skills and understandings (see #2 below for a specific list)

## OUTCOMES

1) The school counselor modeled successful ways to foster children's prosocial behaviors in the classroom. Teachers observed a leader who encouraged children to develop empathy for others and to cooperate in class. The effectiveness of leader presentations was assessed through the Classroom Discipline Record Form. **Thirty teachers** completed the **Classroom Discipline Record Form** for a total of three weeks. Numbers were recorded one week prior to the presentation of the Program, one week after its completion, and six weeks after its completion for a total of at least thirteen weeks.

**Result:** There was a 43% decrease in negative student interactions that required a teachers' attention from the Pre-Program totals to the Second Post Program totals. (See individual location data in Appendix A.)

2) The **Kelly Bear Violence Prevention Video Program** increased the following individual protective factors in the majority of participating children:

1. Self protection
2. Understanding bullying
3. Social interaction skills
4. Assertiveness skills
5. Listening skills
6. Resolving dispute skills
7. Acceptance of differences
8. Consideration of consequences
9. Positive self-talk
10. Coping skills

These protective factors were assessed through self-reports by children on the **Child Evaluation Form** and through the teacher/observer's completion of the **Teacher Evaluation Form**.

## OUTCOME: CHILD SELF-REPORTS

**Participants:** A total of 566 children completed the Kelly Bear Violence Prevention Video Program at the following sites:

235 Newport Elementary School, Newport, NC

148 Prairie Valley Elementary, Callender, IA

104 William Halley Elementary, Fairfax Station, VA

79 Madill Elementary, Madill, OK

Grades: The children were in first through third grade.

Percentage of students on free or reduced lunch: 42%

Racial make-up of the children:

Caucasian	77%
African American	8%
Hispanic	6%
Native American	3%
Multi-Racial	3%
Asian/Pacific Island	3%

### Child Evaluation Form

For each question the children had a choice of three answers: “Yes” (happy face) “No” (sad face) and “Not Sure” (neutral face). The latter option 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. Kelly Bear taught me what to do if someone tries to bully me.	90%	5%	5%
2. I learned why some children bully others.	75%	8%	17%
3. Kelly Bear taught me to bully other children.	3%	96%	1%
4. I learned to help a child who is being bullied.	91%	4%	5%
5. I learned how to look and listen for feelings in others.	89%	1%	10%
6. Kelly Bear taught me how to help other children work out their problems.	90%	3%	7%
7. Kelly Bear taught me how to act in a mean way toward children who are different from me.	4%	92%	4%
8. If I have a problem I learned to stop and think ahead about what might happen before I do anything.	91%	3%	6%
9. Kelly Bear taught me to say bad things to myself when I am upset.	4%	91%	5%
10. I learned ways to help myself feel better when I am angry or sad.	89%	3%	8%

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

### OUTCOME: TEACHER/OBSERVER SELF-REPORTS

#### Participants:

Thirty teachers completed the **Teacher’s Evaluation Form**.

**Newport Elementary School**, Newport, NC, 6 second grade teachers, 7 third grade teachers for a total of 13

**Prairie Valley Elementary**, Callender, IA, 3 first grade teachers, 3 second grade teachers,

3 third grade teachers for a total of 9  
**William Halley Elementary**, Fairfax Station, VA, 4, second grade teachers  
**Madill Elementary**, Madill, OK, 4, first grade teachers

### Teacher Evaluation Form

The evaluation form consisted of five choices per question: “Strongly Disagree,” “Somewhat Disagree,” “Uncertain,” “Somewhat Agree,” and “Strongly Agree.” The “Uncertain” option was provided for teachers who felt it was difficult to determine if over fifty percent of their students met the majority criteria in each statement.

	Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree
1. Over 50% of the children learned what to do if someone tries to bully them.			2	10	18
2. As a result of the Kelly Bear Program, the majority of my students understand the reasons why some children bully others.				17	13
3. As a result of the program, I have observed fewer negative interactions among my students.		2	7	15	6
4. Kelly Bear taught the majority of my students to get involved if they observe bullying behaviors.			6	12	12
5. The program taught the majority of my students to be better observers and listeners.		1	7	10	12
6. As a result of the program, the majority of my students have learned ways to help themselves and their peers resolve disputes peacefully.			4	12	14
7. As a result of the program, the majority of my students are more tolerant of individual differences.		2	4	18	6
8. Over half of my students learned to stop, think and consider the consequences of their behaviors before acting in a negative way.			5	16	9
9. The program taught the majority of the children how to say positive things to themselves when they experience a negative emotion.			7	14	9
10. Over half of my students learned positive coping skills as a result of the program.			4	13	13
11. This is an effective violence prevention program for the age of my students.*	2	1	4	9	14

\*Three of the seven third grade teachers expressed concern about the age level of the program; however, the other seven third grade teachers marked “Somewhat Agree” or “Strongly Agree” with this statement.

## EVALUATION SUMMARY

### OUTCOMES

1) The results from the **Classroom Discipline Record Form** completed by thirty teachers from four locations were: **43%** overall decrease in negative student interactions that required a teachers' attention measured from the **Pre-Program** totals, taken one week prior to the six presentations of the Program to the **Second Post Program** totals, provided six weeks after the Program ended, a period of approximately thirteen weeks.

2) The self-reports on the **Child Evaluation Form** completed by 548 children representing four schools, first through third grades, indicate that a majority of children learned the ten skills and understandings presented in the Program. The total percentages of correct answers given by the children who were offered three choices are as follows:

1. Self protection	90%
2. Understanding bullying	75%
3. Social interaction skills	96%
4. Assertiveness skills	91%
5. Listening skills	89%
6. Resolving dispute skills	90%
7. Acceptance of differences	92%
8. Consideration of consequences	91%
9. Positive self-talk	91%
10. Coping skills	89%

The results from the thirty teachers/observers who completed the **Teacher Evaluation Form** substantiated that the majority of their participating students increased positive behaviors, skills and understandings. The following are the percentages of teachers/observers who marked "Somewhat Agree" or Strongly Agree" with each statement.

1. Self protection	93%
2. Understanding bullying	100%
3. Social interaction skills	70%
4. Assertiveness skills	80%
5. Listening skills	73%
6. Resolving dispute skills	87%
7. Acceptance of differences	73%
8. Consideration of consequences	83%
9. Positive self-talk	77%
10. Coping skills	87%

**Based on these percentages, the goals of effectively decreasing antisocial behavior and increasing the student's protective factors listed above were met.**

## Appendix A: Testing Results by Location

### MADILL ELEMENTARY SCHOOL

701 W. Tishomingo

Madill, OK 73446

Presented by: Jodie Coulson, Elementary School Counselor

#### Participants:

79 first grade children

Percentage of students on free or reduced lunch: 68%

Racial make-up of the children:

51% Caucasian

27% Hispanic

18% Native American

5% African American

0% Asian/Pacific Islander

#### Summary: Classroom Discipline

Completed by the four teachers

One week's number of negative student interactions that required a teacher's attention.

Total for **one week prior** to the Program presentation: 71

Total for the **one week after** the Program was concluded: 49

Total for the week **six weeks after** the Program ended: 46

**Result: 35% decrease** in discipline interventions.

#### Summary: Child Evaluation Form

Number of children who completed the evaluation: 79\*

	YES happy face	NO sad face	NOT SURE neutral face
1. Kelly Bear taught me what to do if someone tries to bully me.	100%	0%	0%
2. I learned why some children bully others.	91%	1%	8%
3. Kelly Bear taught me to bully other children.	0%	100%	0%
4. I learned to help a child who is being bullied.	99%	0%	1%
5. I learned how to look and listen for feelings in others.	100%	0%	0%
6. Kelly Bear taught me how to help other children work out their problems.	87%	4%	9%
7. Kelly Bear taught me how to act in a mean way toward children who are different from me.	0%	100%	0%
8. If I have a problem I learned to stop and think ahead about what might happen before I do anything.	100%	0%	0%
9. Kelly Bear taught me to say bad things to myself when I am upset.	0%	99%	1%
10. I learned ways to help myself feel better when I am angry or sad.	100%	0%	0%

\*The first grade children at Madill Elementary School were tested individually.

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# WILLIAM HALLEY ELEMENTARY

8850 Cross Chase Circle  
Fairfax Station, VA 22039

Presented by: Darlene A. Pulliam, Elementary School Counselor

## Participants

104 second grade children

Percentage of students on free or reduced lunch: 32%

Racial make-up of the children:

- 39% Caucasian
- 30% African American
- 13% Asian/Pacific Islander
- 10% Multi-Racial
- 8% Hispanic

## Summary: Classroom Discipline

Completed by the four teachers

One week's number of negative student interactions that required a teacher's attention.

- Total for **one week prior** to the Program presentation: 60
- Total for the **one week after** the Program was concluded: 46
- Total for the week **six weeks after** the Program ended: 33

**Result: 45% decrease** in discipline interventions.

## Summary: Child Evaluation Form

Number of children who completed the final evaluation: 88

	YES happy face	NO sad face	NOT SURE neutral face
1. Kelly Bear taught me what to do if someone tries to bully me.	86%	6%	8%
2. I learned why some children bully others.	74%	4%	22%
3. Kelly Bear taught me to bully other children.	5%	93%	2%
4. I learned to help a child who is being bullied.	85%	6%	9%
5. I learned how to look and listen for feelings in others.	89%	1%	10%
6. Kelly Bear taught me how to help other children work out their problems.	88%	2%	10%
7. Kelly Bear taught me how to act in a mean way toward children who are different from me.	3%	89%	8%
8. If I have a problem I learned to stop and think ahead about what might happen before I do anything.	90%	2%	8%
9. Kelly Bear taught me to say bad things to myself when I am upset.	2%	94%	4%
10. I learned ways to help myself feel better when I am angry or sad.	84%	2%	14%



# PRAIRIE VALLEY ELEMENTARY SCHOOL

Box 128

Callender, IA 50523

Presented by: Sue Johnson, Elementary School Counselor

## Participants:

148 children

First grade: 47

Second grade: 50

Third grade: 51

Percentage of students on free or reduced lunch: 30%

Racial make-up of the children:

97% Caucasian

1% African American

1% Asian/Pacific Islander

1% Hispanic

## Summary: Classroom Discipline Form

Completed by the nine teachers

One week's number of negative student interactions that required a teacher's attention.

Total for **one week prior** to the Program presentation: 200

Total for the **one week after** the Program was concluded: 128

Total for the week **six weeks after** the Program ended: 81

**Result: 59% decrease** in discipline interventions.

## Summary: Child Evaluation

Number of children who completed the evaluation: 148

	YES happy face	NO sad face	NOT SURE neutral face
1. Kelly Bear taught me what to do if someone tries to bully me.	90%	6%	4%
2. I learned why some children bully others.	81%	5%	14%
3. Kelly Bear taught me to bully other children.	4%	95%	1%
4. I learned to help a child who is being bullied.	92%	2%	6%
5. I learned how to look and listen for feelings in others.	90%	3%	7%
6. Kelly Bear taught me how to help other children work out their problems.	93%	3%	4%
7. Kelly Bear taught me how to act in a mean way toward children who are different from me.	2%	93%	5%
8. If I have a problem I learned to stop and think ahead about what might happen before I do anything.	90%	3%	7%
9. Kelly Bear taught me to say bad things to myself when I am upset.	5%	91%	4%
10. I learned ways to help myself feel better when I am angry or sad.	90%	3%	7%



# NEWPORT ELEMENTARY SCHOOL

219 Chatham Street

Newport, NC 28570

Presented by: Su-Lin Banks and Mary Beth Lanto, Elementary School Counselors

## Participants:

235 children

Second grade: 98

Third grade: 137

Percentage of students on free or reduced lunch: 46%

Racial make-up of the children:

83% Caucasian

7% African American

6% Multi-Racial

2% Hispanic

1% American Indian

1% Asian/Pacific Islander

## Summary: Classroom Discipline

Completed by six teachers of second grade and seven teacher of third grade

One week's number of negative student interactions that required a teacher's attention.

Total for **one week prior** to the Program presentation: 395

Total for the **one week after** the Program was concluded: 295

Total for the week **six weeks after** the Program ended: 261

**Result: 34% decrease** in discipline interventions.

## Summary: Child Evaluation

Completed by 233 children.

	YES happy face	NO sad face	NOT SURE neutral face
1. Kelly Bear taught me what to do if someone tries to bully me.	89%	6%	5%
2. I learned why some children bully others.	67%	13%	20%
3. Kelly Bear taught me to bully other children.	3%	96%	1%
4. I learned to help a child who is being bullied.	91%	5%	4%
5. I learned how to look and listen for feelings in others.	85%	4%	11%
6. Kelly Bear taught me how to help other children work out their problems.	90%	2%	8%
7. Kelly Bear taught me how to act in a mean way toward children who are different from me.	7%	89%	4%
8. If I have a problem I learned to stop and think ahead about what might happen before I do anything.	89%	4%	7%
9. Kelly Bear taught me to say bad things to myself when I am upset.	4%	88%	8%
10. I learned ways to help myself feel better when I am angry or sad.	87%	3%	10%

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## Appendix B: Child, Teacher and Counselor Responses to the Kelly Bear Violence Prevention Video Program

### CHILD COMMENTS

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

“I am different because I used to be mean to people.”

“I’ve changed cause I don’t want to hurt people again. I don’t want people to cry any more.”

“I will talk about my problem with another person and do the right thing.”

“I am different because I didn’t know what to do until Kelly Bear taught me not to fight back.”

“I am going to solve my mistakes early and not hit no more. Be patient. I am going to remember self-control.”

“Now I know a lot of ways to settle down.”

“Yes, because I used to bully others, but now I don’t.”

“I am different. I learned not to bully.”

“I talk to my mom more politely.”

“I know how to solve a problem differently. I know not to bully any more.”

“Yes, I think Kelly Bear did help me change to be nice.”

“I am different. I will act differently by using everything I’ve learned in the Kelly Bear Program.”

“I will never say bad things or pick on anyone.”

“I have changed because I do not gossip behind people’s backs.”

“I’m a lot nicer.”

“Tell a person who is mad to calm down.”

“I’m different - I walk away.”

“To be good and stop talking back.”

“I will try to do better with my mom.”

“To be nice to new people.”

“I will change the way I act - the way I talk to someone.”

“To treat people equally.”

“How to be friendly to people.”

“I changed because before I heard Kelly Bear I used to bully people because they were different from me.”

“I felt a little upset when I first came to school. I felt a whole lot different when I first watched a Kelly Bear video.”

“I use to be mean to my little brother. But, now I’m not.”

“Different, try to be like Kelly Bear.”

“I show others I care.”

“I’m different. I know what to say now.”

... in answer to the question: **“What is the most important thing that you learned from Kelly Bear?”**

“I’ve learned to think before you do something.”

“I learned to help others.”

“When somebody wants to fight walk away. Do not fight with them!!”

“I learned a new way to solve problems.”

“I know how to use self-control.”

“I learned to stop and think before doing something I’d be sorry for.”

“I listen better to my friends.”

“It helps me be good.”

“I learned about solving problems peacefully.”

“What to do if someone bullied me.”

“How to control myself if someone is bothering me.”

“You need to do right and if you are having a problem try to work it out with a friend or an adult.”

“Stand up for your friends.”

“I learned to take deep breaths, stay cool and do self-talk.”

“How to help other people when they are being bullied by someone else.”

“I learned to talk to people when I’m mad.”

“If someone else is getting bullied you can help them out.”

“How to handle a bully.”

“To treat others the ways you want to be treated.”

“Not to tease back if somebody is making fun of me.”

“Not to bully others. You might be hurting their feelings or get in trouble.”

“Not to hit, punch, kick or bite.”

“Not to be bossy.”

“To help people when they are sad, angry or upset.”

“I learned how to make friends with bully people.”

“If you are sad, don’t be bad, talk to someone.”

“To calm down and tell myself that I’m okay.”

“To stand up for myself.”

“To help other kids.”

“Not to call people names.”

“Not to bully my sister.”

“To be in control of myself.”

“Tell an adult when people bully you.”

“Not to push people around.”

“If a bully is being mean to you, don’t do it back. Try to be a friend.”

“You don’t get friends if you bully.”

“Talking about people is bad and mean.”

“I learned ways to help myself feel better when I am angry or sad.”

## TEACHER AND COUNSELOR COMMENTS

“The Kelly Bear Violence Prevention Video Program was wonderful. The videos and follow-up discussions and role playing helped the students visualize and practice the lessons.”

“The Program is very appropriate to help students problem solve...”

“It is a really great program that teaches children about character.”

“The biggest difference I see is positive reactions and better ways of dealing with bullies. I have one bully in my room and the students used to respond negatively. Now, they just walk away.”

“I think the Kelly Bear is a good program, but it needs more time.” [Explanation: 6 sessions were provided. However, the materials could easily be expanded to 12 sessions.]

“The Kelly Bear Program is a great character builder and a motivator for students. I feel that the use of the Program with our counselor has opened a positive line of communication for students to express themselves and their concerns.”

“Students did very nicely referring to Kelly Bear when they observed infractions. We actually named our classroom duty helpers as Kelly bear Helpers...”

“The students enjoyed the songs and music in the videos...”

“Talking about, learning about, and watching situations in videos really help us learn about bullying and how to handle it. I can see many shy and quiet students ‘freezing up’ in a negative situation. The concepts and objectives are very appropriate...”

“The Kelly Bear Program has taught my class a great deal about how to be good citizens with character. The songs are catchy and the kids remember them and sing them often.”

“The Program was an effective one for our class. It taught students positive options for dealing with problem situations.”

“I think the Program is wonderful!...”

“The Kelly Bear Program will enhance our plans for a school-wide anti-bullying program.”

“The Program has been very successful in my elementary school... The Violence Prevention videos held their attention and the music provides a multimodule learning experience. I plan to continue this Program as part of my curriculum dealing with violence and bully prevention.”