



OATVILLE ELEMENTARY SCHOOL
SECOND STEPS SURVEY REPORT
FALL 2019

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Oatville Elementary School Survey Report

Results from Second Step Student Survey: Fall 2019

Contents

- Background 3
- Purpose of Second Step student survey: 3
- Key concepts measured by this survey:..... 3
- Overall Response 6
 - 1. Overall trust in adults and peers at school 6
 - 2. Overall respect in adults and peers at school..... 7
 - 3. Student opinion of whether bullying is a problem at school..... 8
 - 4. Student bystander behaviors in bullying 9
 - 5. Student experience as a victim of bullying 11
 - 6. Student opinion of whether bullying is wrong or okay..... 12
 - 7. Student opinion of bystander intervention against bullying 13
 - 8. Student perception of trust and respect in their relationships with peers 14
 - 9. Student perception that peers would intervene and help a victim of bullying..... 15
 - 10. Student perception that adults in school would intervene and help a victim of bullying... 16

Background

Students in schools experience bullying. Bullying can have negative effects on students who experience it. They can feel socially isolated, perform poorly in school, develop symptoms of anxiety or depression or other problems. There are consequences for the perpetrator as well. Bullying shares risk factors with other forms of violence, including sexual violence. Engaging in bullying can lead to sexual harassment and violence as youth grow older. To prevent bullying, prevention programs help students understand what bullying behaviors are, promote communication and engagement with adults, promote prosocial activities, and model supportive behaviors. The Second Step program builds on a social-emotional learning foundation to teach students to recognize, report, and refuse bullying.

The office of Violence Prevention at the Kansas Department of Health and Environment funded the implementation of the Second Step program across seven elementary schools. Second Step was implemented for the Fall of 2019. Second Step is a social-emotional learning (SEL) program that helps transform schools into supportive, successful learning environments that encourages students to thrive. The Second Step classroom curriculum is implemented in classrooms in grades 3, 4 and 5. The bullying prevention program promotes the social-emotional growth and safety of students at the schools.

Purpose of Second Step student survey:

This report provides a “snapshot” of responses to the student survey for third through fifth grade students receiving the Committee for Children Second Step with Bullying Prevention Unit Program. The survey results below are from the Fall 2019 administration. In Oatville Elementary School, there were 151 third, fourth, and fifth grade students. Blank surveys were removed before data analysis. A total of 1029 students fully or partially completed the survey at seven schools across the state of Kansas. Prairie Elementary School response rates for questions range from 98-100%. The constructs covered in the survey are listed here.

Key concepts measured by this survey:

1. Overall trust in adults and peers at school
2. Overall respect in adults and peers at school
3. Student opinion of whether bullying is a problem at school

4. Student bystander behaviors in bullying
5. Student experience as a victim of bullying
6. Student opinion of whether bullying is wrong or okay
7. Student opinion of bystander intervention against bullying
8. Student perception of trust and respect in their relationships with peers
9. Student perception that peers would intervene and help a victim of bullying
10. Student perception that adults in school would intervene and help a victim of bullying

Demographics of Student Respondents in Grades 3-5

Age	
Ages (years)	Percentage
7	0.0
8	12.8
9	40.3
10	31.5
11	15.4
12	0.0
Grade Level	
Grade	Percentage
3	33.3
4	36.0
5	30.7
Gender	
Gender	Percentage
Boys	46.9
Girls	53.1
Race/Ethnicity* **	
Race/Ethnicity	Percentage
American Indian or Alaskan Native	11.6
African American/Black	4.2
Asian	11.6
Hispanic/Latino	32.5
White	70.5
Pacific Islander	2.1
*Multiple choices allowed. **large number of no responses	

Overall Response

A brief description of the scales and results are presented in this report. For each concept/scale, we present: 1) the responses to each of the questions that comprise the key concepts/scales; 2) the average score overall for the concept; 3) differences in response by grade; and 4) comparison scores to all schools (Overall in the figures). The results for each concept/scale are presented here.

1. Overall trust in adults and peers at school

How much you agree or disagree with the following statements. Since the beginning of this school year:				
	Really disagree	Disagree	Agree	Really agree
Students in my school can be trusted.	1.3%	27.0%	55.3%	16.4%
Students in my school generally get along with each other.	15.8%	35.5%	39.5%	9.2%
Teachers and staff in my school can be trusted.	0.7%	2.0%	25.3%	72.0%
Teachers and staff in my school usually get along with students.	3.9%	7.2%	49.3%	39.5%

*Row percent values were rounded, and therefore may not sum to 100%

Trust in adults and peers at school was measured using responses to four trust statements. The responses could range from *really disagree* to *really agree* as seen in the table above. Responses were scored and range from 0 to 4, with a mean of 3.1. In Oatville Elementary School, overall trust in adults and peers at school were similar across grades. Students generally agreed with the statements as the Oatville Elementary School mean average score (3.1) was slightly higher than the average score across all schools (3.0). The average score for boys (3.1) was higher than for girls (3.0).

Figure 1: Overall Trust in Adults and Peers at School



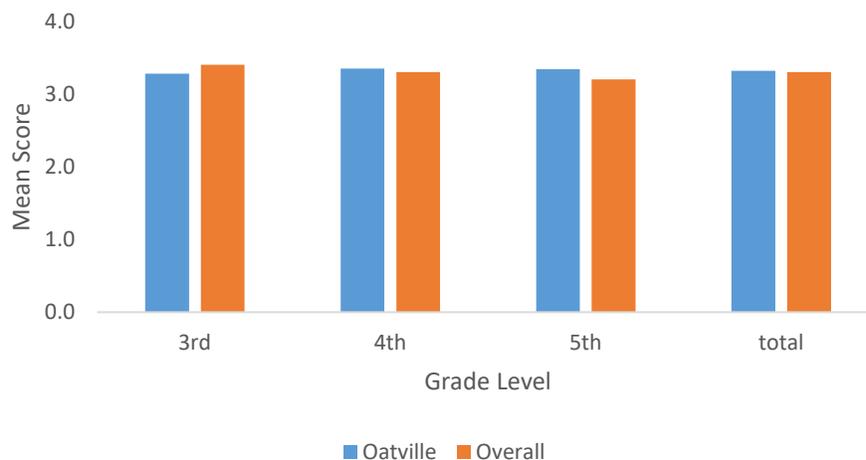
2. Overall respect in adults and peers at school

How much you agree or disagree with the following statements. Since the beginning of this school year...				
	Really disagree	Disagree	Agree	Really agree
My teachers respect me.	2.0%	2.0%	38.2%	57.9%
My teachers are fair.	2.6%	5.3%	47.0%	45.0%
Teachers in my school are nice people.	0.7%	3.3%	39.1%	57.0%
When students break rules at my school, they are treated fairly.	14.7%	26.7%	40.0%	18.7%
Teachers and staff ask students about their ideas at my school.	5.3%	15.3%	50.7%	28.7%
My school is a good place to be.	2.0%	7.3%	36.0%	54.7%
I feel like I belong at my school.	5.4%	12.2%	32.4%	50.0%
There is an adult at school who I trust.	0.0%	1.3%	21.7%	77.0%

*Row percent values were rounded, and therefore may not sum to 100%

Respect among adults and peers at school was measured using responses to eight respect statements above. The responses could range from *really disagree* to *really agree*. Students generally agreed with the respect statements. Responses were scored and range from 0 to 4, with a mean of 3.3. The Oatville Elementary School average score was the same for all schools combined. Grade 4 scores were higher than for other grades. The average score for boys (3.3) was lower than for girls (3.4).

Figure 2: Overall Respect Among Adults and Peers at School



3. Student opinion of whether bullying is a problem at school

Since the beginning of this school year, how much of a problem is...				
	No problem at all	Small problem	Big problem	Really big problem
Students picking fights with other students.	8.6%	44.1%	28.9%	18.4%
Students pushing, shoving, or tripping smaller or weaker students.	16.4%	27.6%	21.1%	34.9%
Students hurting or threatening to hurt teachers or adults at school.	25.2%	13.2%	12.6%	49.0%
Students teasing, spreading rumors and lies, or saying mean things to other students.	2.0%	12.5%	44.7%	40.8%
Students saying mean things about teachers or staff.	11.9%	26.5%	23.8%	37.7%
Students telling lies or making fun of other students using the Internet or cell phone (email, instant messaging, text messaging, social media or websites).	23.0%	22.4%	19.7%	34.9%
Students starting rumors that a kid had a crush on another kid.	9.2%	25.7%	28.3%	36.8%
Students saying things about a girl's body that she didn't like.	23.2%	17.2%	17.9%	41.7%
Students saying things about a boy's body that he didn't like.	25.7%	19.1%	19.1%	36.2%

*Row percent values were rounded, and therefore may not sum to 100%

“Bullying is a problem” at school was measured by nine bullying statements as seen above. The responses could range from *no problem at all* to *really big problem*. School bullying is a problem responses were scored and range from 0 to 4, with a mean of 2.8. The higher the score the more students thought bullying was a problem at the school. Generally, students thought it was a big problem at school. Overall, students at Oatville Elementary School were more likely to see bullying as a problem (2.8) compared to all schools (2.4) combined (Figure 3). The average score for boys (2.8) was lower than for girls (2.9).

Figure 3: Bullying is a Problem at School



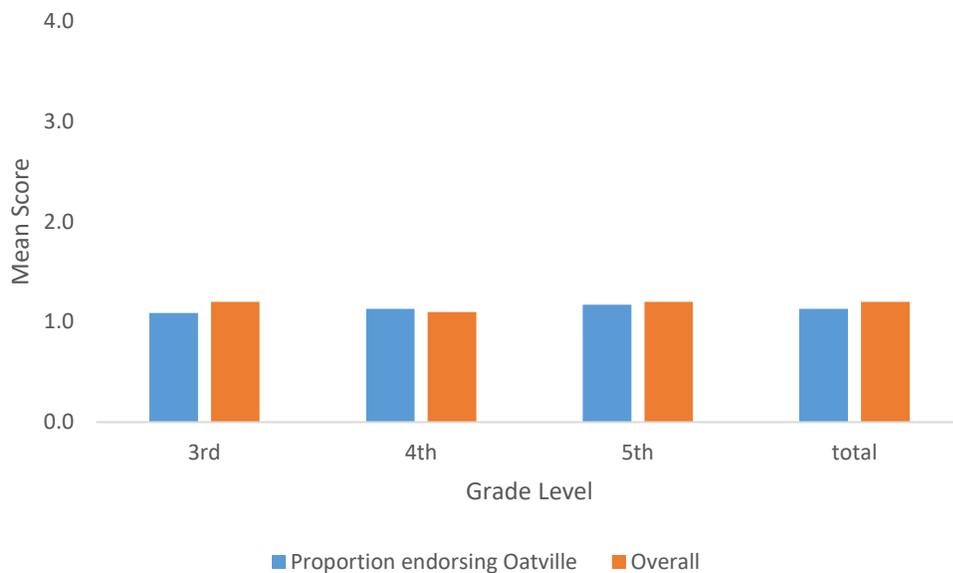
4. Student bystander behaviors in bullying

Student bystander endorsement of bullying behavior

How about these things? Since the beginning of this school year, did YOU:				
	Never	Once or twice	Several times	A lot
I joined in when students were teasing or being mean to other students.	79.6%	18.5%	2.5%	0.0%
I joined in when students told lies about other students.	91.4%	6.6%	1.3%	0.7%
I encouraged somebody else to push, shove or trip weaker students.	95.4%	4.6%	0.0%	0.0%
*Row percent values were rounded, and therefore may not sum to 100%				

Student bystander endorsement behavior in bullying behavior was measured by three statements. The responses could range from *never* to *a lot*. Bystander endorsement behavior responses were scored and range from 0 to 4, with a mean of 1.1. The higher the score the more students engaged in bullying. Student responses indicated they never engage in bullying behavior as a bystander. Students in Oatville Elementary School were less likely to engage in bullying (1.1) compared to the average student across all schools (1.2), as seen in Figure 4a. There was little difference across grades. The average score for boys (1.1) was the same as for girls (1.1).

Figure 4a: Bystander Endorsement of Bullying



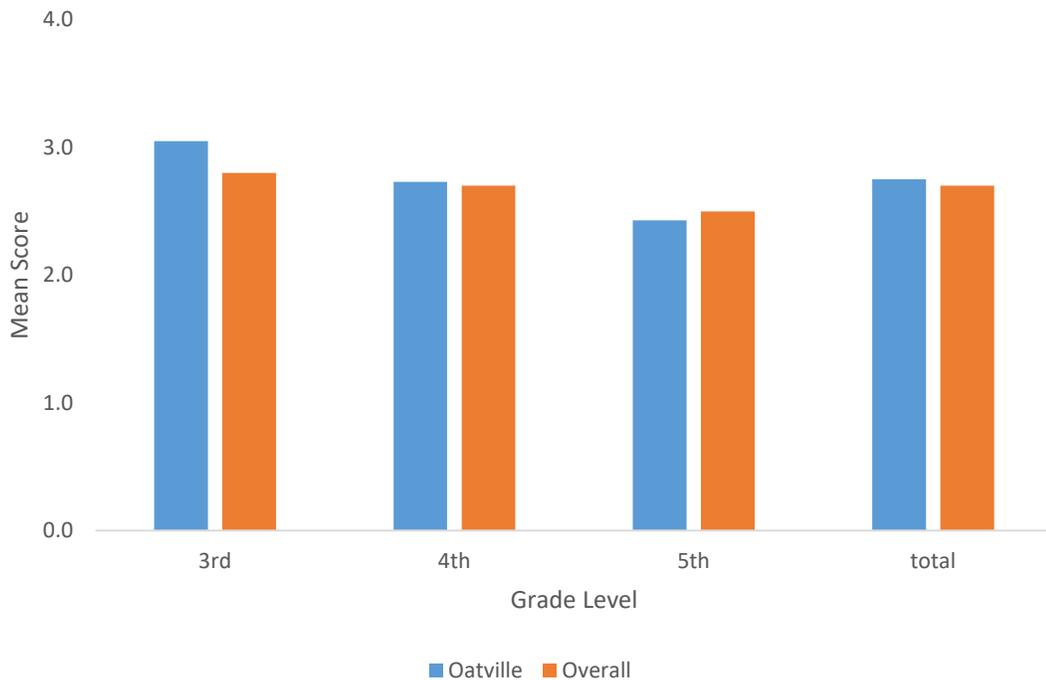
Student defender behavior

How about these things? Since the beginning of this school year, did YOU:				
	Never	Once or twice	Several times	A lot
I tried to stick up for students who always get pushed or shoved around.	10.5%	26.3%	28.9%	34.2%
I asked an adult to help someone whom was getting teased, pushed, or shoved around by other students.	20.5%	25.8%	26.5%	27.2%

*Row percent values were rounded, and therefore may not sum to 100%

The responses for ‘student defender behavior’ were measured by two bystander behavior statements. The responses could range from *never* to *a lot*. Bystander defender behavior statements were scored and range from 0 to 4, with a mean of 2.8. The higher the score the more students defended others from bullying. Generally, students defended others several times or a lot. Third graders were more likely to defend others than students in other grades. Students in Oatville Elementary School were more likely to defend others (2.8) compared to the students across all schools (2.7), as seen in Figure 4b. The average score for boys (2.5) was lower than for girls (2.9).

Figure 4b: Student Defender Behavior



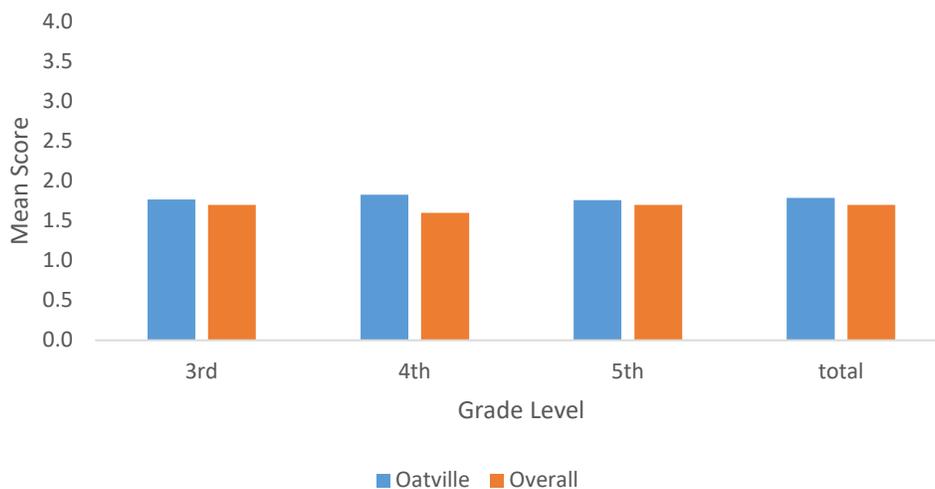
5. Student experience as a victim of bullying

Now, think about things that might have happened to you. Since the beginning of this school year, how often did these things happen to you?				
	Never	Once or twice	Several times	A lot
Another student or group of students pushed, shoved, tripped, or picked a fight with me.	47.7%	33.8%	12.6%	6.0%
Another student or group of students teased me or said mean things to me.	19.9%	45.7%	19.2%	15.2%
Another student or group of students spread rumors about me.	50.3%	27.8%	14.6%	7.3%
A student or group of students told lies or made fun of me using the Internet or cell phone (for example: email, instant messaging, text messaging, social media or websites).	83.4%	9.9%	1.3%	5.3%

*Row percent values were rounded, and therefore may not sum to 100%

Student experience as a victim of bullying was measured by four statements displayed above. The responses could range from *never* to *a lot*. Student experience as a victim of bullying was scored and range from 0 to 4, with a mean of 1.8. The higher the score the more students were victims of bullying. Generally, students stated they experienced bullying once or twice. Slightly more students in Oatville Elementary school were victims of bullying (1.8) compared to the overall average across all schools (1.7). The average score for boys (1.8) was the same as for girls (1.8).

Figure 5: Student Experience as a Victim

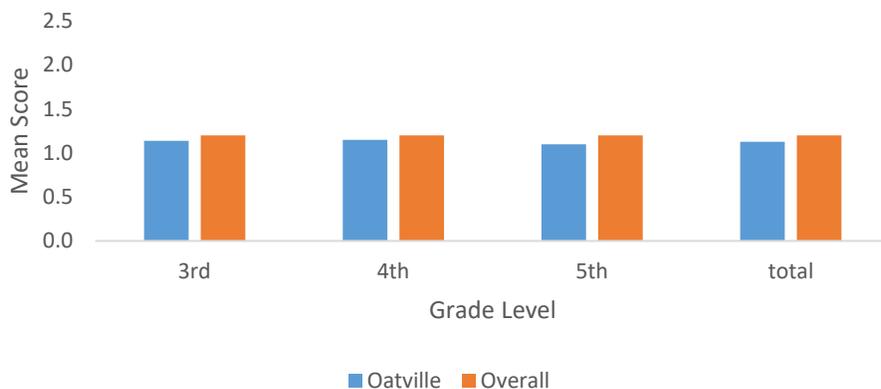


6. Student opinion of whether bullying is wrong or okay

How wrong or okay is it when...				
	Really wrong	Sort of wrong	Sort of okay	Very okay
Students tease weaker students in front of others.	88.0%	10.0%	2.0%	0.0%
Students spread rumors or lies about other students behind their back.	88.7%	10.7%	0.7%	0.0%
Students telling lies or making fun of less popular students using the Internet or cell phone (for example: email, instant messaging, text messaging, social media or websites).	88.0%	11.3%	0.7%	0.0%
Students push, shove, or pick fights with weaker students.	92.0%	8.0%	0.0%	0.0%
Students encourage others to fight weaker students and cheer them on.	90.6%	8.7%	0.0%	0.7%
Students encourage others to be mean and spread lies about less popular students.	88.6%	10.7%	0.7%	0.0%
Students ignore it when someone weaker is being pushed around.	75.3%	24.0%	0.7%	0.0%
*Row percent values were rounded, and therefore may not sum to 100%				

Student opinion of whether bullying is wrong or okay was measured by seven statements. The responses could range from *really wrong* to *very okay*. Overall, students in Oatville Elementary School viewed bullying as really wrong (1.1), slightly lower than across all schools (1.2). The average score for boys (1.2) was higher than for girls (1.1).

Figure 6: Student Opinion that Bullying is Wrong

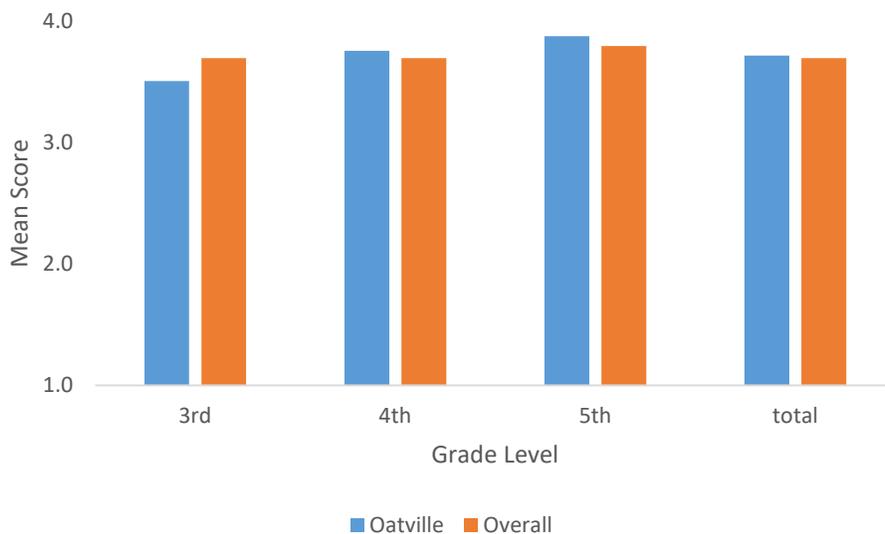


7. Student opinion of bystander intervention against bullying

How wrong or okay is it when...				
	Really wrong	Sort of wrong	Sort of okay	Very okay
Students stick up for others who are being shoved around by strong students.	10.7%	0.7%	4.7%	84.0%
Students go to the teacher or an adult for help when someone is getting beaten up.	2.0%	0.7%	6.7%	90.6%
Students go to the teacher or an adult for help when others are spreading rumors or lies about someone.	4.7%	2.0%	16.0%	77.3%
*Row percent values were rounded, and therefore may not sum to 100%				

Student opinion of bystander intervention against bullying was measured with three statements. The responses could range from *really wrong* to *very okay*. Overall, students at Oatville Elementary School responded that bystander intervention against bullying was very okay. The student opinion of bystander intervention is the sum of the statements, and ranges from 0 to 4, with a mean of 3.7. The higher the score the more students thought bystander interventions was okay. Overall, Oatville Elementary School students scored the same as all schools (3.7), but grades 4 and 5 scored higher than 3rd graders. The average score for boys (3.7) was the same as for girls (3.7).

Figure 7: Student Opinion in Favor of Defender Behavior



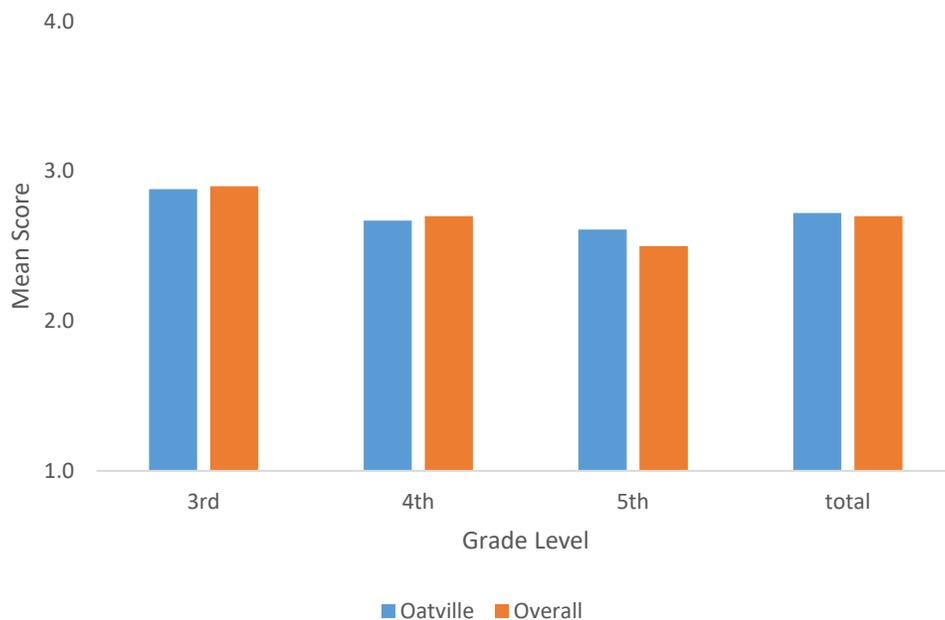
8. Student perception of trust and respect in their relationships with peers

Students my age...				
	No, not at all true	Sometimes true	Most of the time true	Yes, completely true
Really care about what happens to me.	8.7%	43.3%	28.7%	19.3%
Are there for me whenever I need help.	4.0%	30.0%	44.0%	22.0%
Can be trusted a lot.	11.3%	37.3%	31.3%	20.0%
Care about my feelings.	12.0%	22.0%	36.7%	29.3%

*Row percent values were rounded, and therefore may not sum to 100%

Student perception of trust and caring among peers was measured using responses to four statements. The responses could range from *no, not at all true* to *yes, completely true*. Most of the students thought these statements are true most of the time. The responses were scored and range from 0 to 4 and had a mean of 2.7. The higher the score the more students perceived trust and caring among peers. Oatville Elementary School students were just as likely to perceive trust and caring among peers compared to all other schools. The average score for boys (2.7) was the same as for girls (2.7).

Figure 8: Student Perception of Trust and Respect in Their Relationships with Peers



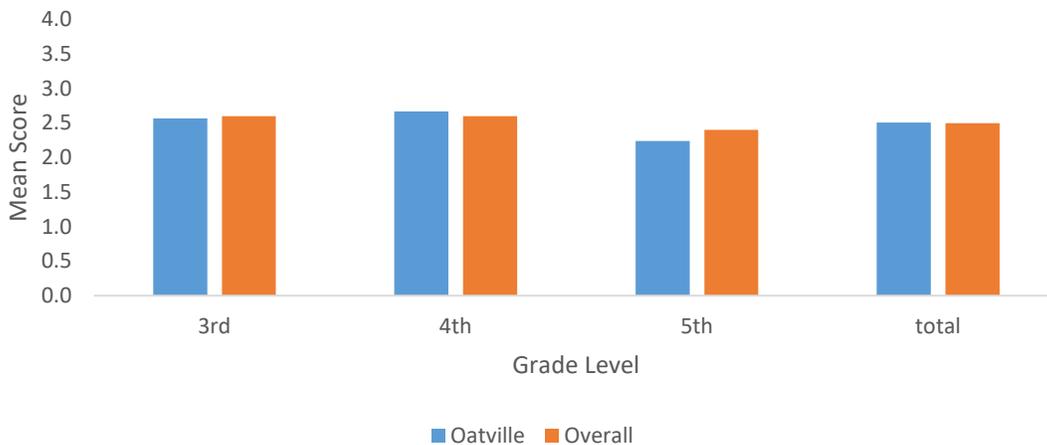
9. Student perception that peers would intervene and help a victim of bullying

Students in your school would help out if...				
	Never	Sometimes	Most of the time	Always
A student is making fun of or teasing another student who is obviously weaker.	12.0%	31.3%	36.0%	20.7%
A student is spreading rumors or lies about another student behind their back.	15.4%	36.2%	29.5%	18.8%
A student in my school is telling lies or making fun of another student who gets picked on a lot using the Internet or cell phone (for example: email, instant messaging, text messaging, social media or websites).	33.3%	30.7%	18.7%	17.3%
A student or group of students is pushing, shoving, or trying to pick a fight with a weaker student.	13.4%	32.9%	26.8%	26.8%

*Row percent values were rounded, and therefore may not sum to 100%

Student perception that their peers would intervene was measured using responses to four statements. The responses could range from *never* to *always*. Most of the students thought these statements were true most of the time. The responses were scored and range from 0 to 4 and had a mean of 2.5. The higher the score the more students thought their peers would intervene in bullying situations. Overall, students at Oatville Elementary School responded the same as students in all schools (2.5). Fourth graders were most likely to perceive that that their peers would intervene in bullying situations. The average score for boys (2.5) was the same as for girls (2.5).

Figure 9: Student Perception that Peers Would Intervene and Help a Victim of Bullying



10. Student perception that adults in school would intervene and help a victim of bullying

Since the beginning of this school year, teachers and staff in your school would stop it if...				
	Never	Sometimes	Most of the time	Always
A student is making fun of or teasing another student who is obviously weaker.	8.0%	10.0%	20.7%	61.3%
A student is spreading rumors or lies about another student behind their back.	6.0%	21.3%	26.7%	46.0%
A student in my school is telling lies or making fun of another student who gets picked on a lot using the Internet or cell phone (for example: email, instant messaging, text messaging, social media or websites).	19.3%	22.7%	16.7%	41.3%
A student or group of students is pushing, shoving, or trying to pick a fight with a weaker student.	7.3%	12.0%	16.7%	64.0%

*Row percent values were rounded, and therefore may not sum to 100%

Student perception that adults would intervene was measured using responses to four statements. The responses could range from *never* to *always*. Most of the students thought these statements were true most of the time. The responses were scored and range from 0 to 4 and had a mean of 3.2. The higher the score the more students thought adults would intervene in bullying situations. Students at Oatville Elementary School were just as likely to respond that adults would intervene in bullying situations compared to students in other schools (2.7), see Figure 10. Fourth and fifth graders were most likely to perceive that adults would intervene in bullying situations (Figure 10). The average score for boys (3.2) was the same as for girls (3.2).

Figure 10: Perception of Adult Willingness to Intervene

