



# 2005-2007

## R.E.S.P.E.C.T.<sup>2</sup> RESEARCH RESULTS:

RELATIONSHIP EMPOWERMENT for STUDENTS, PARENTS, EDUCATORS & COMMUNITY THROUGH THEATRE

Over 500 4<sup>th</sup> – 8<sup>th</sup> grade students in six inner city Omaha schools were surveyed at three different points in time. Three surveys were administered to each student within one week of seeing the R.E.S.P.E.C.T.<sup>2</sup> program. The same three surveys were administered to each student within one week of seeing the program. All programs were presented in the fall semester. The same three surveys were administered once again in April – May of the following spring semester. The three surveys were: Reynold's Bullying Victimization Scale; Reynold's Victimization Distress Scale; Reynold's School Violence Anxiety Scale. Results are as follows:

- Percentage of Students Reporting **Bullying Victimization**
  - \*Pre-test 27.90%
  - \*Immediate Post-Test 19.14%
  - \*End of Year Post-Test 15.92% **SIGNIFICANT DECREASE**
- Percentage of Students Reporting **Anxiety about Going to School Due to Bullying**
  - \*Pre-test 21.93%
  - \*Immediate Post-Test 9.88%
  - \*End of Year Post-Test 8.40% **SIGNIFICANT DECREASE**
- Percentage of Students Reporting **Bullying Perpetration**
  - \*Pre-test 21.47%
  - \*Immediate Post-Test 14.84%
  - \*End of Year Post-Test 12.10% **SIGNIFICANT DECREASE**
- Percentage of Students Reporting **Internalizing Behavior Problems Due to Bullying**
  - \*Pre-test 20.42%
  - \*Immediate Post-Test 12.47%
  - \*End of Year Post-Test 12.39% **SIGNIFICANT DECREASE**
- Percentage of Students Reporting **Externalizing Behavior Problems Due to Bullying**
  - \*Pre-test 20.63%
  - \*Immediate Post-Test 13.92%
  - \*End of Year Post-Test 14.52% **SIGNIFICANT DECREASE**
- Percentage of Students Reporting **Internalized & Externalized Problems Due to Bullying**
  - \*Pre-test 28.39%
  - \*Immediate Post-Test 19.53%
  - \*End of Year Post-Test 16.18% **SIGNIFICANT DECREASE**

Statistically significant differences at the .01 level of significance were seen between the pre-test and immediate post-test in all cases. This change continued and maintained the same level of significance at the end of the school year as noted on the end of year post-test results.

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