2020 Vision

Injury Free Living and Violence Prevention

Data Report 2015

Buffalo County
COMMUNITY PARTNERS®
BUILDING A HEALTHIER COMMUNITY

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Executive Summary

The Injury Free Living and Violence Prevention Report includes a broad array of data, which can be broadly categorized into two types: surveillance data and program-level data. Surveillance data includes data collection that gives an overall picture of the community, examples of which include large statewide surveys such as the Behavioral Risk Factors Surveillance System (BRFSS), Youth Risk Behaviors Survey (YRBS), and the Nebraska Risk and Protective Factors Student Survey (NRPFSS). Program-level data are collected only on particpiants in a particular program and include pre-post program data and post-only survey results. This report is divided into six sections, with Section 1 pertaining to surveillance data, Sections 2 through 5 pertaining to program-level data. Following is a brief summary of highlights from each section, and Section 6 containing program outreach data (number of participants, number trained, etc.).

Section 1. Surveillance Data

- In 2012, 64.4% of adults in Buffalo County reported always wearing their seatbelt, which was lower than estimates for the Two Rivers Health District and the state. Just 48.9% of Buffalo County youth (9^{th}-12^{th} grade) reported always wearing their seat belt when riding or driving in a car in 2014.
- In 2013, there were 72 substantiated cases of child abuse/neglect in Buffalo County.
- In 2014, 14.7% of Buffalo County youth (9^{th}-12^{th} grade) reported seriously considering suicide in the past 12 months.
- Over half (57.1%) of adults in Buffalo County reported experiencing at least one adverse experience during their childhood in 2012. Adverse childhood experiences (with rates of occurrence in Buffalo County) include physical abuse (16.6%), sexual abuse (11.2%), verbal abuse (28.9%), household mental illness (14.3%), household substance abuse (24.3%), divorce (23.7%), witness of abuse (13.9%), and household incarceration (6.4%).
- In 2014, 22.0% of Buffalo County youth (9^{th}-12^{th} grade) reported being bullied on school property in the past 12 months.
- In 2014, 17.5% of Buffalo County youth (9^{th}-12^{th} grade) reported being in a physical fight in the past 12 months.

Section 2. Pre-Post Attitude Survey Results for Middle School Second Step Participants in Buffalo County

- Overall, middle school participants in the Second Step program in Buffalo County indicate slight (non-statistically significant) improvements in the areas of acceptance of verbal derogation, acceptance of social exclusion, and frequence of student skill use.
- Students at Elm Creek indicated the greatest improvement from pre to post-survey compared to students from Ravenna and Horizon.

Section 3. Pre-Post Strengths and Difficulties Survey Results for Pre-School Second Step Participants in Buffalo County

- Adults who completed the survey about the pre-school youth participants in the Second Step program indicated decreases from pre to post-survey in the areas of restless, overactive behavior, often losing temper, worries, fighting with other children, being distracted, argumentative behaviors, and being spiteful.

Section 4. FRIENDS Program Evaluation

- Nearly all (96.3%) of mentors ("Big Friends) in the FRIENDS program rated their overall opinion of the FRIENDS experience as a 4 or 5 on a scale from 1 to 5.
- Nearly two-thirds (65.1%) of school counselors indicated that the FRIENDS program has helped the child ("Little Friend") a lot.

Section 5. PhotoVoice Evaluation

- On a scale from 1 to 5, with 1 being "not at all" and 5 being "absolutely", all three of the participants who completed a PhotoVoice evaluation rated either a 4 or a 5 that PhotoVoice has helped them to better understand the thoughts and feelings of others, made them feel more connected with the community, and helped them feel positive about the future.

Section 6. BCCP Program Outreach

- In 2014, highligh of the PCCP program outreach include 30 Second Step kits in use at 9 locations and 20 YAB members trained in youth mentoring.

Injury Free Living and Violence Prevention

2015 Report

Introduction

Buffalo County Community Partners has developed a 2020 vision around five strategic directions:

1. Active Lifestyle and Healthy Eating
2. Eliminate Health Disparities
3. High Impact Prevention Services
4. Healthy Homes and Sustainable Communities
5. **Injury Free Living**

Each strategic direction has identified 2020 well-being indicators as well as measures and targets. The purpose of the data reports for each of the strategic directions is to provide baseline and indicator data directly related to each of the strategic directions to measure and review changes in the community data. Data sources are indicated within each of the tables and figures. The tables and figures may include, when available and appropriate, regional, and state data comparisons. If the community or coalition has set a specific target for the indicator or measure, those will also be indicated within the figures.

2020 Well Being Measures

The 2020 well-being measures (and objectives) for "Injury Free Living" are listed below. This data report includes these measures, in addition to other relevant data.

- Increase in the number of adults who report always wearing seat belts
- Increase in the number of youth who report always wearing seat belts
- Decrease the number of children involved in child abuse
- Decrease the number of crisis calls for domestic violence
- Decrease the number of youth reporting thoughts of suicide

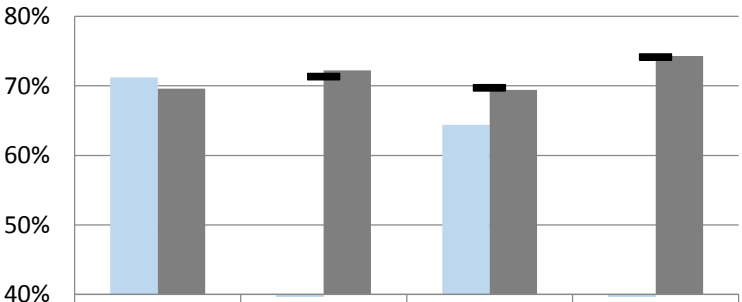
This report also includes a wide array of surveillance and program-level data addressing issues of violence prevention.

Section 1.
Surveillance Data

Injury Free Living - Performance Measures

The percentage of adults reporting that they always wear a seatbelt decreased from 2010 to 2012 in both Buffalo County and the state. In 2012, 64.4% of adults in Buffalo County reported always wearing their seatbelt, which was lower than estimates for the Two Rivers Health District and the state (Figure 1.1).

Figure 1.1 Percentage of Adults (18 and over) Who Report Always Wearing a Seat Belt When Driving or Riding in a Car



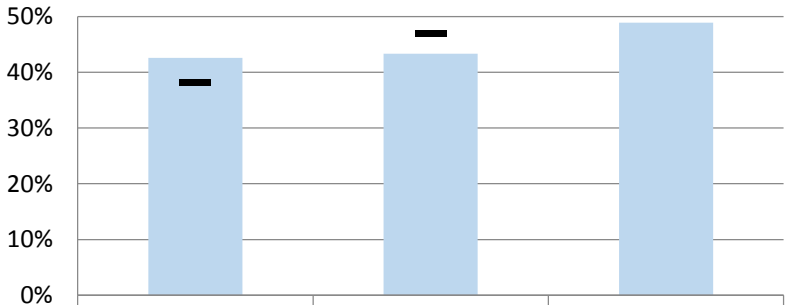
	2010	2011	2012	2013
Buffalo County	71.2%	-	64.4%	-
Two Rivers Health District*	69.6%	72.2%	69.4%	74.3%
Nebraska	71.8%	71.3%	69.7%	74.1%

*Includes Buffalo, Dawson, Gosper, Phelps, Kearney, Harlan, and Franklin Counties.

(Source: Behavioral Risk Factors Surveillance System)

The percentage of youth in Buffalo County and the state who report always wearing a seatbelt is drastically less than adults who report the same. However, there is an upward trend in the percentage of youth who report always wearing their seat belt. In 2014, 48.9% of Buffalo County youth reported always wearing their seat belt, an increase from 42.6% in 2009 (Figure 1.2, compare to Figure 1.1 above).

Figure 1.2. Percentage of Youth Who Report Always Wearing a Seat Belt When Driving or Riding in a Car



	2009	2012	2014
	Average (9th-12th grade)		
Buffalo County	42.6%	43.3%	48.9%
Nebraska	38.1%	47.0%	-

(Source: Youth Risk Behavior Survey)

From 2011 to 2013, the rate of substantiated cases of child abuse/neglect has been comparable between Buffalo County and the State. In 2013, there were 72 such cases in Buffalo County, making for a rate of 6.5 per 1,000 under 18 population (compared to a rate of 6.2 per 1,000 for the state) (Figure 1.3).

Figure 1.3	Substantiated Cases of Child Abuse/Neglect: Number and Rate per 1,000 children under 18			
		2011	2012	2013
Buffalo County	Number of cases	78	67	72
	Rate per 1,000	7.1	6.0	6.5
Nebraska	Number of cases	3,410	2,723	2,892
	Rate per 1,000	7.4	5.9	6.2

(Source: Nebraska Department of Health and Human Services)

Figure 1.4 below displays counts related to intimate partner violence (IPV) in Buffalo, Franklin, Harlan, Kearney, and Phelps Counties. In 2014 in the five county area, there were 742 calls to law enforcement for IPV related issues, 152 arrests for IPV, and 255 children present during an IPV incident.

Figure 1.4	Intimate Partner Violence (IPV) Counts in Buffalo, Franklin, Harlan, Kearney, and Phelps Counties		
	2012	2013	2014
Calls to law enforcement for IPV (performance measure)	592	825	742
Arrests for IPV	143	162	152
Number of children present during IPV incident	222	264	255

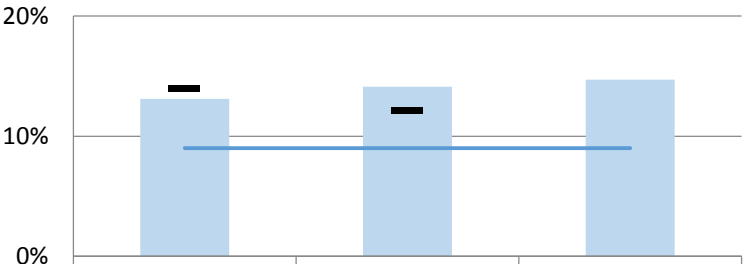
(Source: S.A.F.E. Center)

Violence Prevention - Performance Measures

Suicide

From 2009 to 2014 in Buffalo County there was a slight increase in students seriously considering attempting suicide from 13.1% to 14.7%. The 2016 target for students seriously considering suicide is 9.0% (Figure 1.5).

Figure 1.5. Percentage of Youth Who Seriously Considered Attempting Suicide in the Past 12 Months



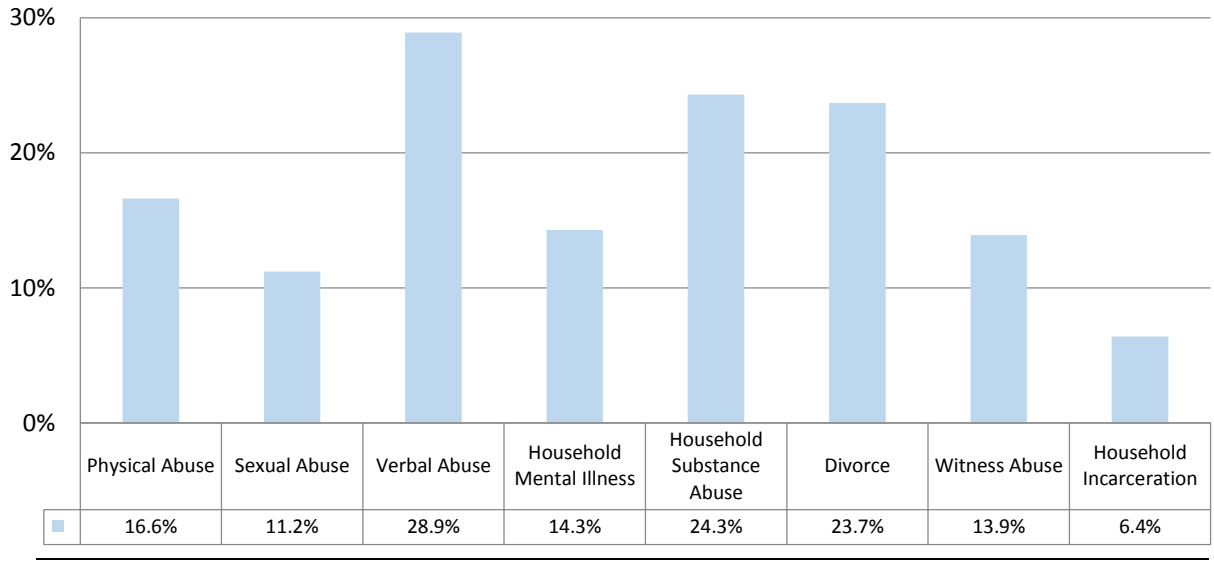
	2009	2012	2014
Buffalo County	13.1%	14.1%	14.7%
Nebraska	14.0%	12.1%	-
2016 Target	9.0%	9.0%	9.0%

(Source: Youth Risk Behavior Survey)

Adverse Childhood Experiences

The top three most frequent types of adverse childhood experiences reported by Buffalo County respondents to the Behavioral Risk Factors Survey were verbal abuse (28.9%), household substance abuse (24.3%), and divorce (23.7%) (Figure 1.6).

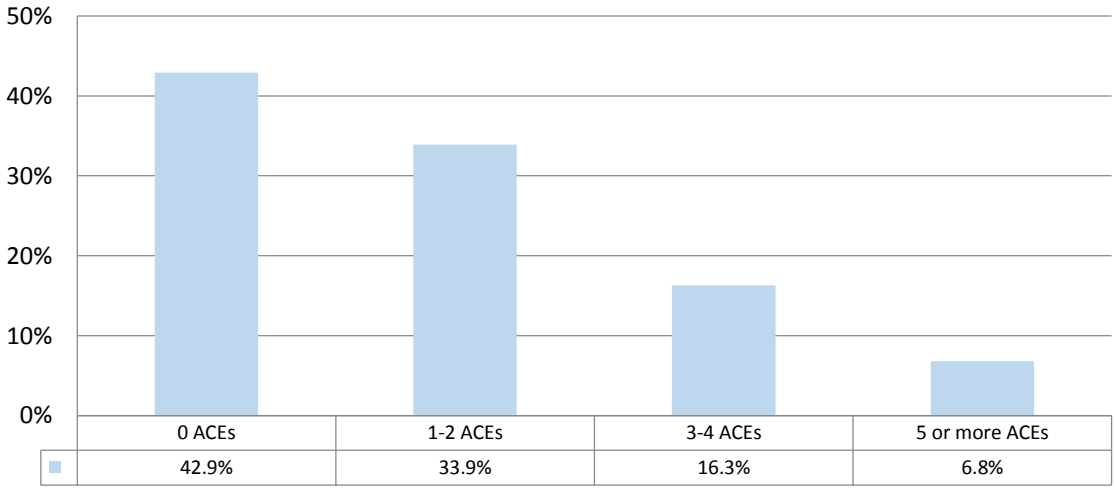
Figure 1.6. Frequency of Adverse Childhood Experiences Reported by Buffalo County Adults (Ages 18 and Over) by Type of Exposure (2012 only)



(Source: Behavioral Risk Factors Surveillance System)

Over half of respondents to the Buffalo County Behavioral Risk Factors Survey had some type of adverse childhood experience. However, the majority who did have an adverse childhood experience only had one or two (Figure 1.7).

Figure 1.7. Frequency of Adverse Childhood Experiences Reported By Buffalo County Adults (Ages 18 and over) (2012 only)



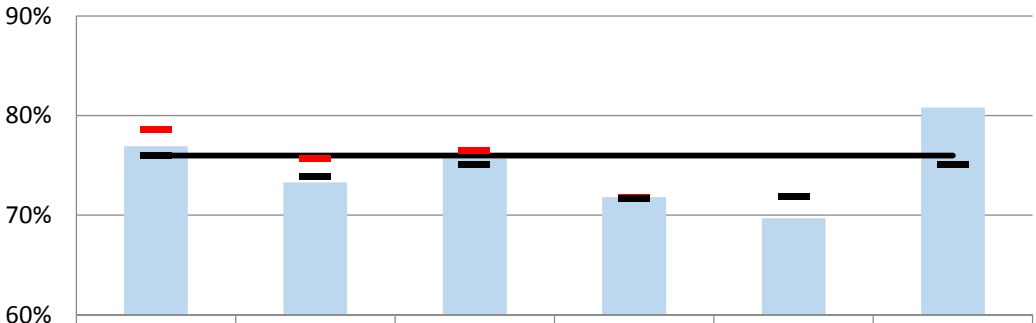
(Source: Behavioral Risk Factors Surveillance System)

Protective Factors

Protective factors are meant to put forth a positive influence against the negative influence of risk and in doing so reduce the likelihood that individuals will engage in problem behaviors. The following three figures represent protective factors for adolescents. Protective factors are aggregated from multiple survey items on the Nebraska Risk and Protective Factors Student Survey (NRPFSS).

In 2014, 80.8% of Buffalo County students indicated opportunities for pro-social involvement at school, which is higher than the rate of 75.1% for the state (Figure 1.8).

Figure 1.8. Opportunities for Pro-Social Involvement at School



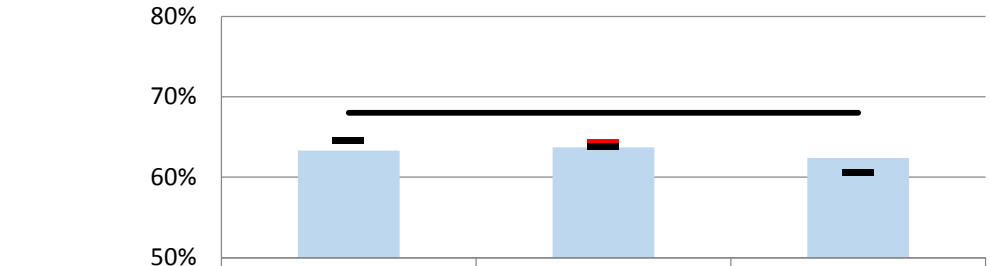
	2003	2005	2007	2010	2012	2014*
Buffalo County	76.9%	73.3%	75.7%	71.8%	69.7%	80.8%
Region 3	78.6%	75.7%	76.5%	71.8%	71.9%	
Nebraska	76.0%	73.9%	75.1%	71.7%	71.9%	75.1%
2016 Target	76.0%	76.0%	76.0%	76.0%	76.0%	76.0%

*2014 data is an average of 8th-12th graders. Students in 6th grade are no longer included in the survey.

(Source: Nebraska Risk and Protective Factors Student Survey)

From 2010 to 2014, approximately 62% to 64% of Buffalo County youth have indicated rewards for pro-social involvement at school, rates which have been largely comparable to the state (Figure 1.9).

Figure 1.9. Rewards for Pro-Social Involvement at School



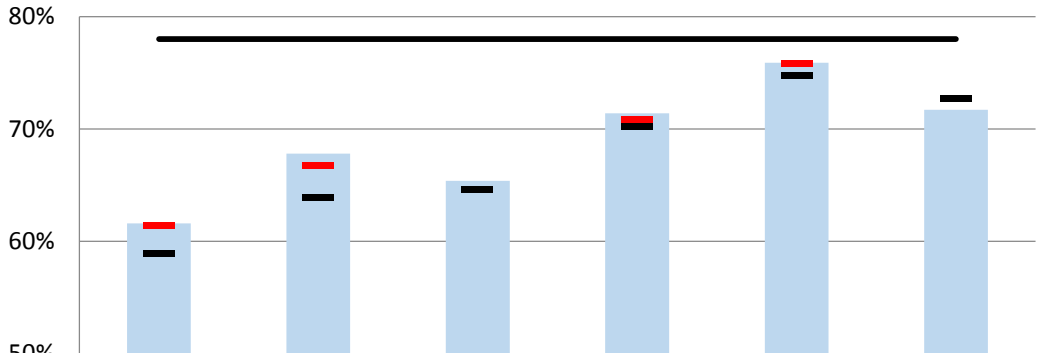
	2010	2012	2014*
	Average (6th-12th grade)		
Buffalo County	63.3%	63.7%	62.4%
Region 3	64.5%	64.3%	
Nebraska	64.5%	63.8%	60.6%
2016 Target	68.0%	68.0%	68.0%

*2014 data is an average of 8th-12th graders. Students in 6th grade are no longer included in the survey.

(Source: Nebraska Risk and Protective Factors Student Survey)

In 2014, 71.7% of Buffalo County youth indicated a belief in the moral order, which is comparable to the rate of 72.7% for the state (Figure 1.10).

Figure 1.10. Belief in the Moral Order



	2003	2005	2007	2010	2012	2014*
	Average (6th-12th grade)					
Buffalo County	61.6%	67.8%	65.4%	71.4%	75.9%	71.7%
Region 3	61.4%	66.7%	64.6%	70.8%	75.8%	
Nebraska	58.9%	63.9%	64.6%	70.2%	74.7%	72.7%
2016 Target	78.0%	78.0%	78.0%	78.0%	78.0%	78.0%

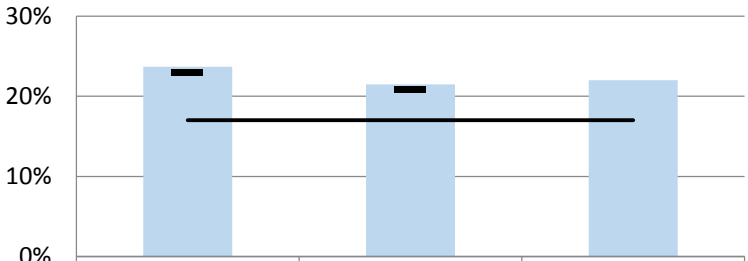
*2014 data is an average of 8th-12th graders. Students in 6th grade are no longer included in the survey.

(Source: Nebraska Risk and Protective Factors Student Survey)

Bullying

In Buffalo County, there has been a slight decrease in bullying on school property from 23.7% in 2009 to 22.0% in 2014 (Figure 1.11).

Figure 1.11. Bullied on School Property in the Past 12 Months



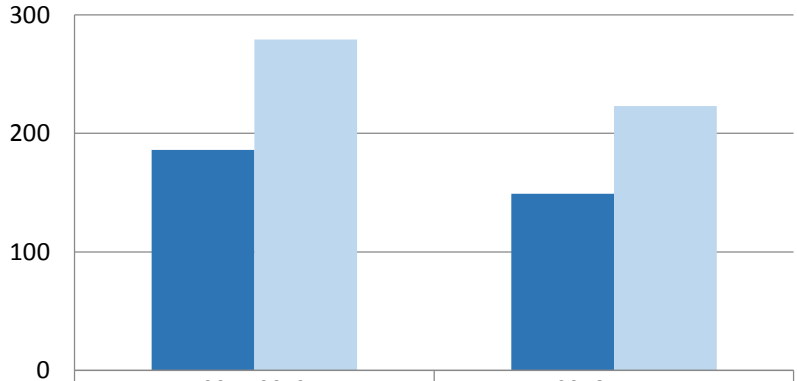
	2010	2012	2014
Buffalo County	23.7%	21.5%	22.0%
Nebraska	23.0%	20.8%	-
2016 Target	17.0%	17.0%	17.0%

(Source: Youth Risk Behavior Survey)

Suspensions

During the 2011-2012 school year in Buffalo County, there were 186 in school suspensions and 279 out of school suspensions. In order to meet the 2016 target, both need to decrease by approximately 25% (Figure 1.12).

Figure 1.12. Suspensions in Buffalo County



	2011-2012	2016 Target
In School	186	149
Out of School	279	223

(Source: Buffalo County Schools)

Additional Measures

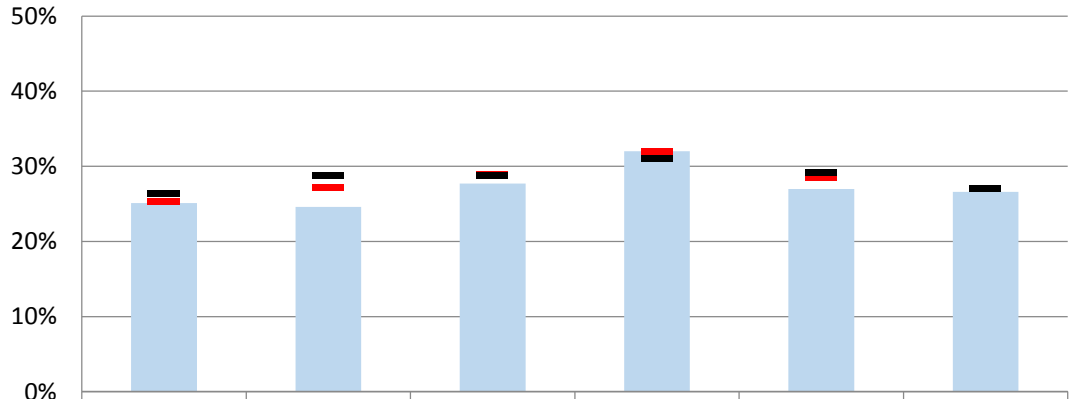
Risk Factors

Risk factors include characteristics of school, community and family environments as well as characteristics of students and their peer groups that are known to predict the increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth. It has been found through research that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

The following five figures represent risk factors for adolescents. Risk factors are aggregated from multiple survey items on the NRPFSS. Please note that no targets have been set for these measures.

In 2014, 26.6% of youth indicated poor family management, which is comparable to the rate of 27.1% for the state (Figure 1.13).

Figure 1.13. Poor Family Management



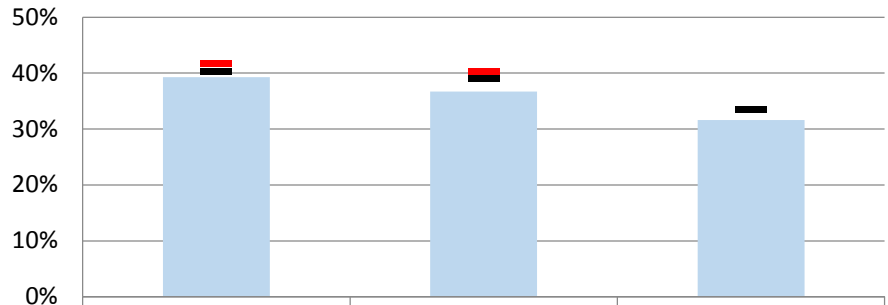
	2003	2005	2007	2010	2012	2014*
	Average (6th-12th grade)					
Buffalo County	25.1%	24.6%	27.7%	32.0%	27.0%	26.6%
Region 3	25.3%	27.2%	28.9%	32.0%	28.5%	
Nebraska	26.3%	28.7%	28.7%	31.0%	29.2%	27.1%

*2014 data is an average of 8th-12th graders. Students in 6th grade are no longer included in the survey.

(Source: Nebraska Risk and Protective Factors Student Survey)

Buffalo County youth appear to be reporting decreasing rates of academic failure. In 2014, 31.6% of Buffalo County youth indicated academic failure, which marked a decrease from the 2010 rate of 39.3% (Figure 1.14).

Figure 1.14. Academic Failure



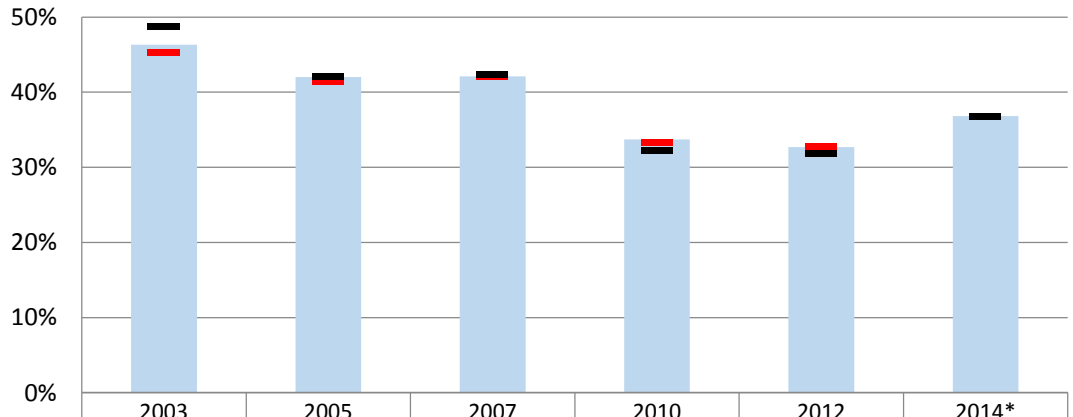
	2010	2012	2014*
	Average (6th-12th grade)		
Buffalo County	39.3%	36.7%	31.6%
Region 3	41.6%	40.2%	
Nebraska	40.2%	39.1%	33.4%

*2014 data is an average of 8th-12th graders. Students in 6th grade are no longer included in the survey.

(Source: Nebraska Risk and Protective Factors Student Survey)

In 2014, 36.8% of Buffalo County youth indicated low commitment to school. This rate is identical to the state (Figure 1.15).

Figure 1.15. Low Commitment to School



	2003	2005	2007	2010	2012	2014*
	Average (6th-12th grade)					
Buffalo County	46.3%	42.0%	42.1%	33.7%	32.7%	36.8%
Region 3	45.3%	41.4%	42.1%	33.3%	32.7%	
Nebraska	48.7%	42.1%	42.4%	32.3%	31.8%	36.8%

*2014 data is an average of 8th-12th graders. Students in 6th grade are no longer included in the survey.

(Source: Nebraska Risk and Protective Factors Student Survey)

In 2014, 23.6% of Buffalo County youth indicated an early initiation of anti-social behavior. This rate is largely comparable to previous years as well as the rate for the state (Figure 1.16).

Figure 1.16. Early Initiation of Anti-Social Behavior

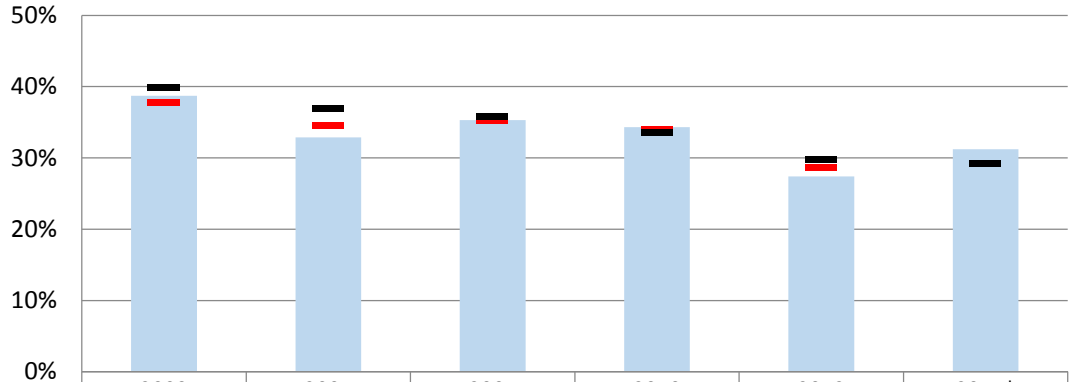
Average (6th-12th grade)	2003	2005	2007	2010*	2012*	2014*
Buffalo County	23.2%	26.2%	23.1%	26.1%	25.3%	23.6%
Region 3	22.1%	22.9%	21.7%	25.3%	21.6%	
Nebraska	22.8%	23.6%	21.9%	24.4%	22.7%	22.6%

*2010-2014 data is an average of 8th-12th graders. Students in 6th grade did not receive the questions for this risk factor in 2010 and 2012 are no longer included in the survey beginning in 2014.

(Source: Nebraska Risk and Protective Factors Student Survey)

In 2014, 31.2% of Buffalo County youth indicated favorable attitudes towards anti-social behavior, which is slightly higher than the rate of 29.2% for the state (Figure 1.17)

Figure 1.17. Favorable Attitudes Towards Anti-Social Behavior



Average (6th-12th grade)	2003	2005	2007	2010	2012	2014*
Buffalo County	38.7%	32.9%	35.3%	34.3%	27.4%	31.2%
Region 3	37.8%	34.5%	35.2%	34.0%	28.6%	
Nebraska	39.8%	36.9%	35.8%	33.5%	29.7%	29.2%

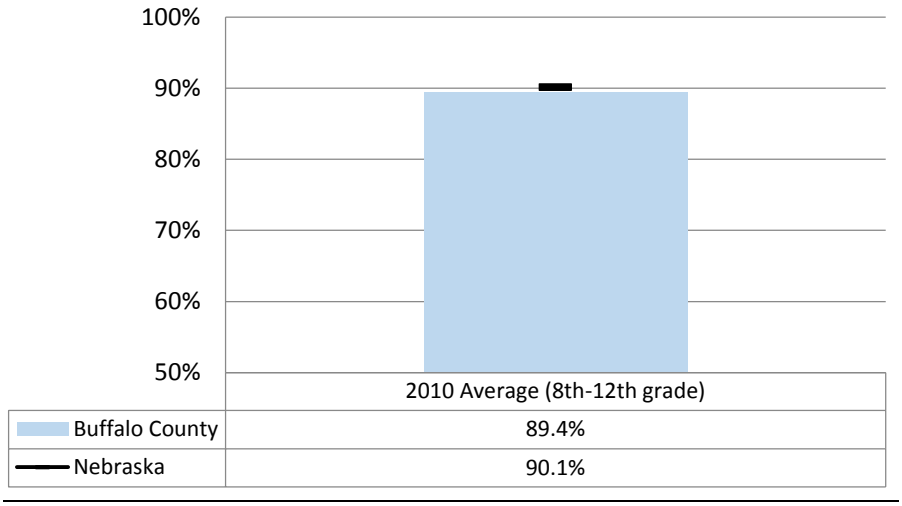
*2014 data is an average of 8th-12th graders. Students in 6th grade are no longer included in the survey.

(Source: Nebraska Risk and Protective Factors Student Survey)

School Safety

Nearly 90% of Buffalo County students reported feeling safe in school which is comparable to their peers in the state (Figure 1.18).

Figure 1.18. Feel Safe at School



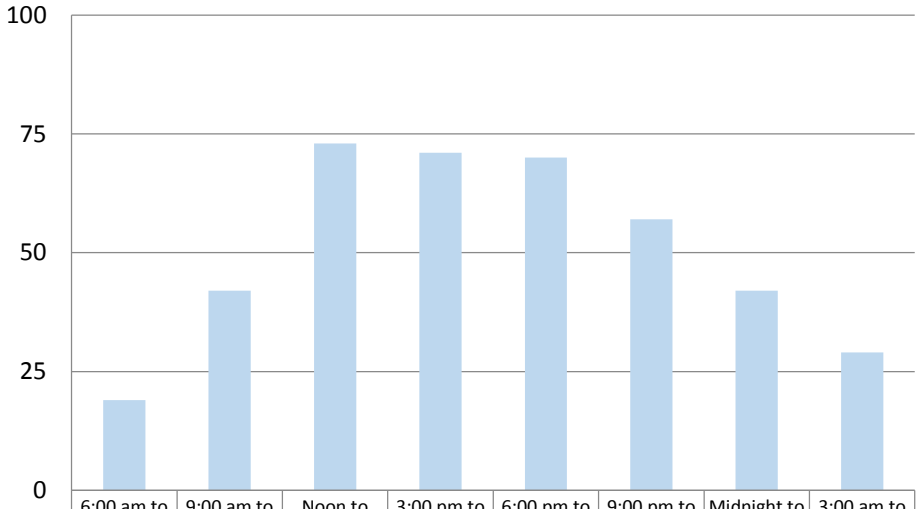
	2010 Average (8th-12th grade)
Buffalo County	89.4%
Nebraska	90.1%

(Source: Nebraska Risk and Protective Factors Student Survey)

Time of Day of Juvenile Charge

The majority of juvenile charges in Buffalo County take place between the hours of 12:00PM and 8:59PM. The number of charges drops off drastically from Midnight to 11:59AM (Figure 1.19).

Figure 1.19. Time of Day of Buffalo County Juvenile Charges in 2012

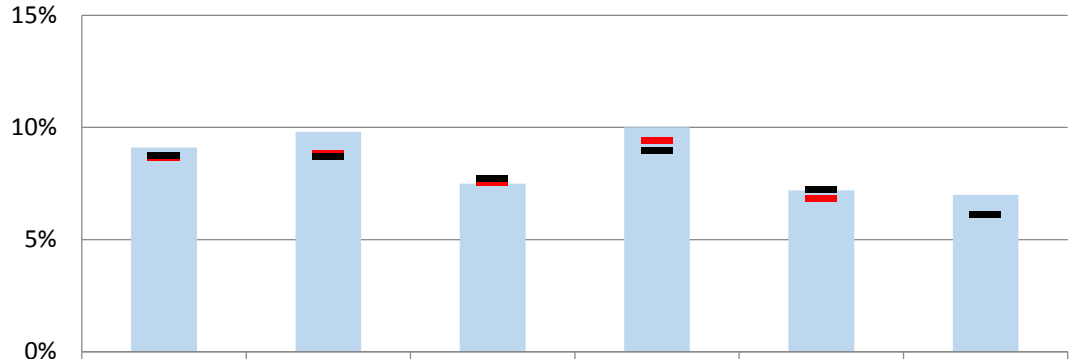


	6:00 am to 8:59 am	9:00 am to 11:59	Noon to 2:59 pm	3:00 pm to 5:59 pm	6:00 pm to 8:59 pm	9:00 pm to 11:59 pm	Midnight to 2:59 am	3:00 am to 5:59 am
Number of Juvenile Charges in 2012	19	42	73	71	70	57	42	29

(Source: Buffalo County Police, 2012

In 2014, 7.0% of Buffalo County youth reported that they attacked someone with the idea of seriously hurting them in the past 12 months. This represented the lowest level this indicator has ever reached in the County since the NRPFSS began in 2003 (Figure 1.20).

Figure 1.20. Attacked Someone with the Idea of Seriously Hurting Them in the Past 12 Months



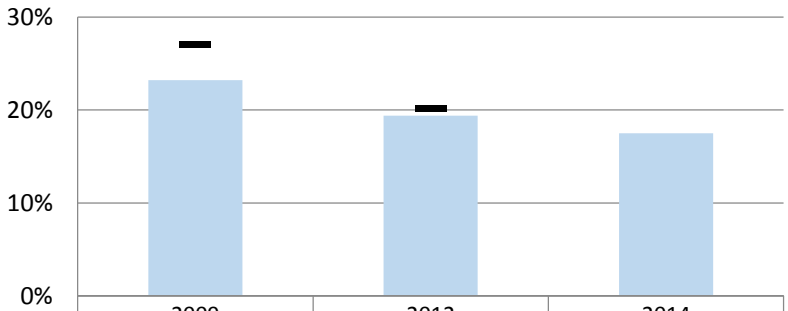
	2003	2005	2007	2010	2012	2014*
	Average (6th-12th grade)					
Buffalo County	9.1%	9.8%	7.5%	10.0%	7.2%	7.0%
Region 3	8.7%	8.8%	7.5%	9.4%	6.8%	
Nebraska	8.8%	8.7%	7.7%	9.0%	7.2%	6.1%

*2014 data is an average of 8th-12th graders. Students in 6th grade are no longer included in the survey.

(Source: Nebraska Risk and Protective Factors Student Survey)

The percentage of students who have been in a physical fight decreased from 23.2% in 2009 to 17.5% in 2014 in Buffalo County (Figure 1.21).

Figure 1.21. Percentage of Youth Who Were in a Physical Fight in the Past 12 Months



	2009	2012	2014
	Average (9th-12th grade)		
Buffalo County	23.2%	19.4%	17.5%
Nebraska	27.0%	20.1%	-

(Source: Youth Risk Behavior Survey)

Section 2.
Pre-Post Attitude Survey Results for Middle School Second Step Participants in Buffalo County

Overview

The Second Step program for middle-school students teaches empathy and communication, emotion-management, coping skills, and decision making. These skills help students stay engaged in school, make good choices, set goals, and avoid peer pressure, substance abuse, bullying, and cyber bullying. The program was implemented in three Buffalo County middle schools (Ravenna, Horizon, and Elm Creek) for 6th grade students during the 2014-2015 school year (Table 2.1).

Table 2.1	Number of Participants	
	Pre	**Post**
Ravenna	61	63
Horizon	54	54
Elm Creek	33	33
Overall	148	150

The effectiveness of the Second Step program was evaluated using the Attitude Survey for Middle School Students. Items in the Attitude Survey are combined into four scales (acceptance of physical aggression, acceptance of verbal derogation, acceptance of social exclusion, and perceived social-emotional competence) and a single survey item asking students how often they use their social-emotional competence skills. There was no statistically significant change on any of the four scales or the frequency of student skill use item from pre to post for any of the schools. However there were several slight improvements in certain areas at each of the three schools, with Elm Creek exhibiting the most improvement from pre to post (Table 2.2).

Table 2.2	Overview of Change in Scale Items from Pre to Post				
	Part 1: Acceptance of Physical and Relational Aggression			**Part 2: Perceived Social-Emotional Competence**	
	Acceptance of Physical Aggression Scale	**Acceptance of Verbal Derogation Scale**	**Acceptance of Social Exclusion Scale**	**Perceived Social-Emotional Competence Scale**	**Frequency of Student Skill Use**
Ravenna	No change	Improved slightly	Declined	Declined slightly	Improved slightly
Horizon	Declined slightly	Declined slightly	Improved	Improved slightly	Improved slightly
Elm Creek	Declined slightly	Improved	Improved	Improved slightly	Improved
Overall	Declined slightly	Improved slightly	Improved slightly	No change	Improved slightly

Note: any change that was less than 10% from pre to post was determined to be "slight."

Findings

Scoring of the Attitude Survey combines multiple survey items into scales, which are divided into two parts. Part 1: Acceptance of Physical and Relational Aggression includes three sub-scales: acceptance of physical aggression scale, acceptance of verbal derogation scale, and acceptance of social exclusion scale. Part 2 includes just one scale: perceived-social emotional competence and an additional single survey item pertaining to the frequency of student use of their social-emotional skills.

All of the survey items are on a 0 to 3 scale. For the sub-scales under Part 1: Acceptance of Physical and Relational Aggression a *decrease* in score from pre to post indicate a positive change. For the Perceived Social-Emotional Competence Scale and Frequency of Student Skill Use (Part 2) an *increase* in score from pre to post indicates a positive change.

Table 2.3 below outlines the number of responses by scale item.

Table 2.3	**Number of responses by scale item**									
	Part 1: Acceptance of Physical and Relational Aggression						**Part 2: Perceived Social-Emotional Competence**			
	Acceptance of Physical Aggression Scale		**Acceptance of Verbal Derogation Scale**		**Acceptance of Social Exclusion Scale**		**Perceived Social-Emotional Competence Scale**		**Frequency of Student Skill Use**	
	Pre	*Post*	*Pre*	*Post*	*Pre*	*Post*	*Pre*	*Post*	*Pre*	*Post*
Ravenna	63	61	63	61	63	61	63	61	63	61
Horizon	53	54	53	54	54	54	53	54	53	54
Elm Creek	33	33	33	33	33	32	33	33	33	33
Overall	149	148	149	148	150	147	149	148	149	148

Part 1: Acceptance of Physical and Relational Aggression

Acceptance of Physical Aggression

The acceptance of physical aggression sub-scale includes seven survey items. A decrease of scores on this sub-scale indicates a positive change. Youth from Ravenna showed no improvement on this survey item, while youth from Horizon and Elm Creek indicated a greater acceptance of physical aggression from pre to post (Figures 2.1 and 2.2).

Figure 2.1. Acceptance of Physical Aggression Scale: Pre-Post Comparison [Scale: 0 to 3] [DECREASE INDICATES IMPROVEMENT]

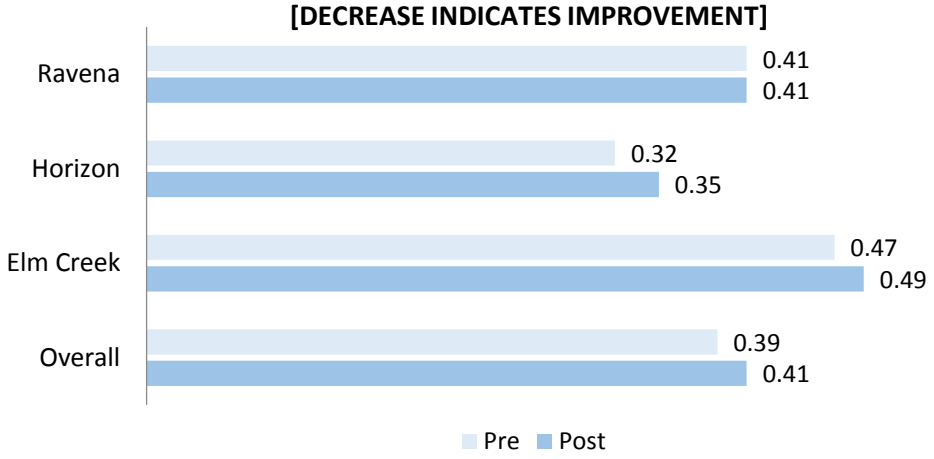
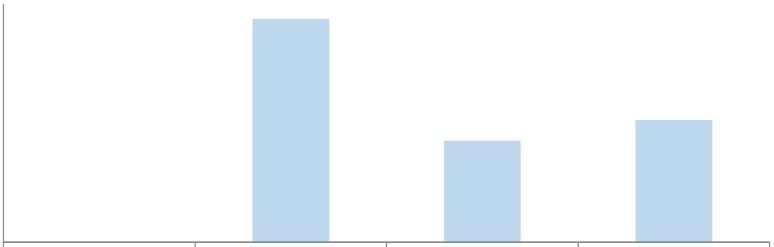


Figure 2.2. Acceptance of Physical Aggression Scale: Percent Change from Pre to Post [DECREASE INDICATES IMPROVEMENT]



	Ravena	Horizon	Elm Creek	Overall
Percent change from pre to post	0.0%	9.4%	4.3%	5.1%

Note on statistical significance:
Ravenna: p=.96
Horizon: p=.72
Elm Creek: p=.85
Overall: p=.80
(Statistical significance at p<.05)

Acceptance of Verbal Derogation

The acceptance of verbal derogation sub-scale includes five survey items. A decrease of scores on this sub-scale indicates a positive change. Youth from Ravenna and Elm Creek showed improvement on this survey item and thus indicated a decrease in acceptance of verbal derogation, while youth from Horizon indicated a greater acceptance of verbal derogation from pre to post (Figures 2.3 and 2.4).

Figure 2.3. Acceptance of Verbal Derogation Scale: Pre-Post Comparison [Scale: 0 to 3] [DECREASE INDICATES IMPROVEMENT]

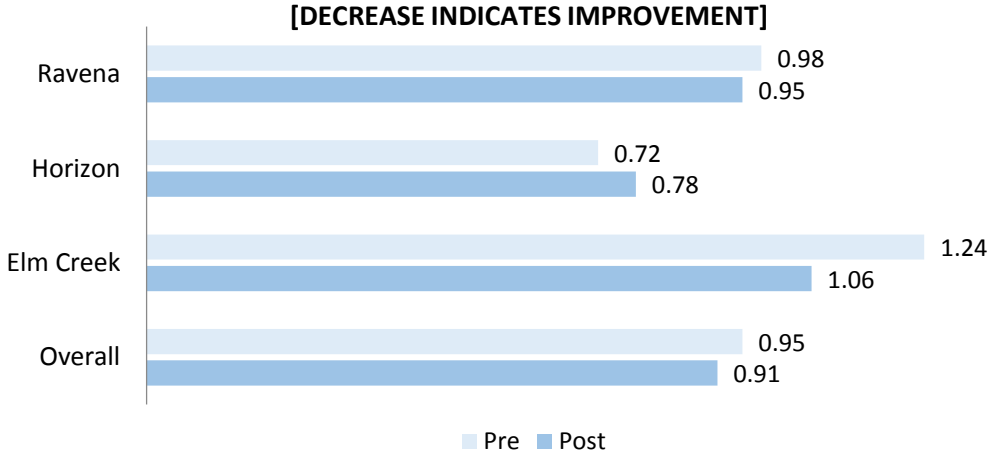
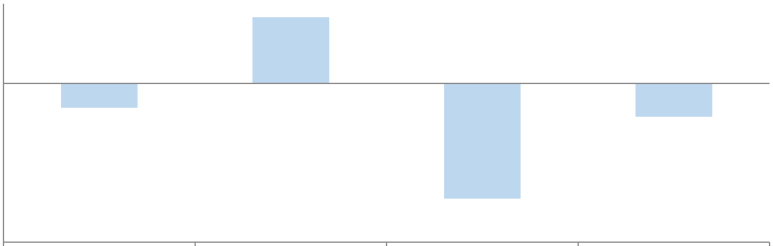


Figure 2.4. Acceptance of Verbal Derogation Scale: Percent Change from Pre to Post [DECREASE INDICATES IMPROVEMENT]



	Ravena	Horizon	Elm Creek	Overall
Percent change from pre to post	-3.1%	8.3%	-14.5%	-4.2%

Note on statistical significance:
Ravenna: p=.81
Horizon: p=.64
Elm Creek: p=.32
Overall: p=.67
(Statistical significance at p<.05)

Acceptance of Social Exclusion

The acceptance of social exclusion sub-scale includes two survey items. A decrease of scores on this sub-scale indicates a positive change. Youth from Horizon and Elm Creek showed improvement on this survey item and thus indicated a decrease in acceptance of social exclusion, while youth from Ravenna indicated a greater acceptance of social exclusion from pre to post (Figures 2.5 and 2.6).

Figure 2.5. Acceptance of Social Exclusion Scale: Pre-Post Comparison [Scale: 0 to 3] [DECREASE INDICATES IMPROVEMENT]

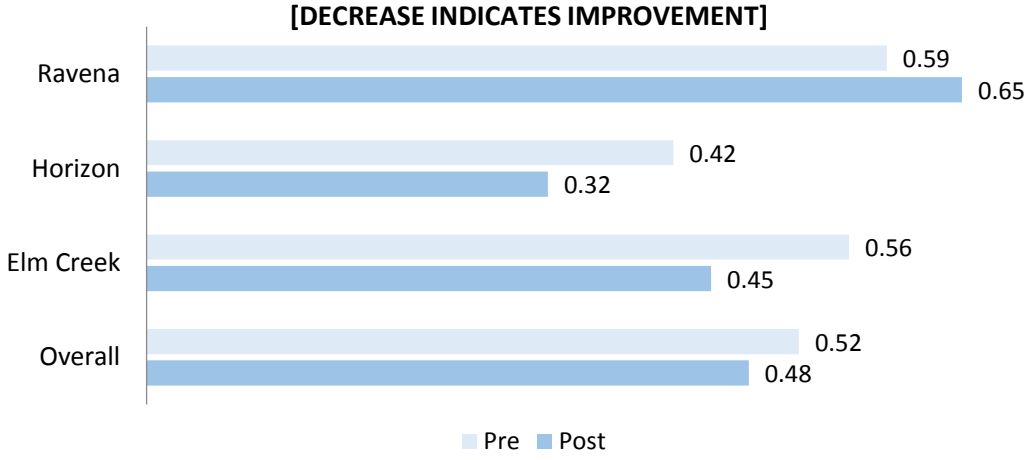
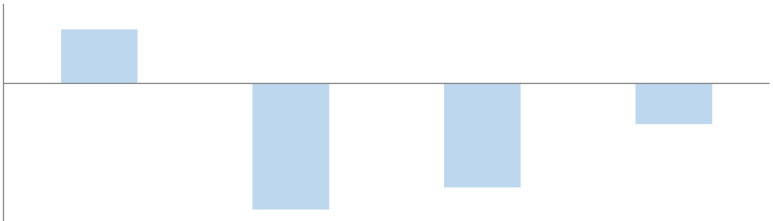


Figure 2.6. Acceptance of Social Exclusion Scale: Percent Change from Pre to Post [DECREASE INDICATES IMPROVEMENT]



	Ravena	Horizon	Elm Creek	Overall
Percent change from pre to post	10.2%	-23.8%	-19.6%	-7.7%

Note on statistical significance:
Ravenna: p=.63
Horizon: p=.36
Elm Creek: p=.42
Overall: p=.61
(Statistical significance at p<.05)

Part 2: Perceived Social-Emotional Competence

The perceived social-emotional competence scale includes eight survey items. An increase of scores on this scale indicates a positive change. Youth from Horizon and Elm Creek showed a slight improvement on this survey item and thus indicated an increase in social emotional competence, while youth from Ravenna indicated a slight decrease in perceived social-emotional competence from pre to post (Figures 2.7 and 2.8).

Figure 2.7. Perceived Social-Emotional Competence Scale: Pre-Post Comparison [Scale: 0 to 3] [INCREASE INDICATES IMPROVEMENT]

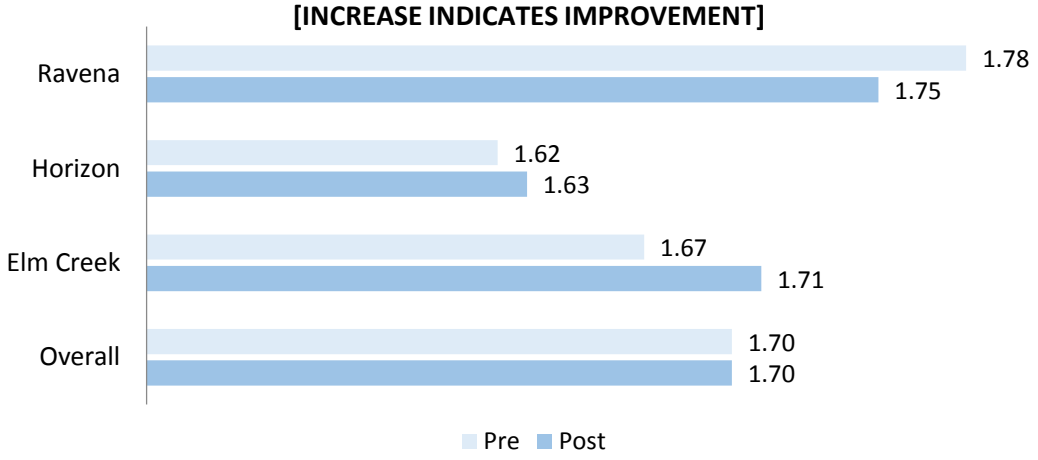
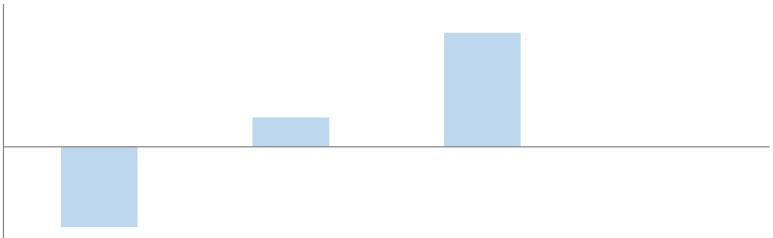


Figure 2.8. Perceived Social-Emotional Competence Scale: Percent Change from Pre to Post [INCREASE INDICATES IMPROVEMENT]



	Ravena	Horizon	Elm Creek	Overall
Percent change from pre to post	-1.7%	0.6%	2.4%	0.0%

Note on statistical significance:
Ravenna: p=.80
Horizon: p=.97
Elm Creek: p=.42
Overall: p=.99
(Statistical significance at p<.05)

Frequency of Student Skill Use

The frequency of student skill use is a single survey item asking students how often they have used their social-emotional competence skills. An increase of scores on this scale indicates a positive change. Youth from all three schools showed at least a slight improvement on this survey item from pre to post (Figures 2.9 and 2.10).

Figure 2.9. Frequency of Student Skill Use: Pre-Post Comparison [Scale: 0 to 3] [INCREASE INDICATES IMPROVEMENT]

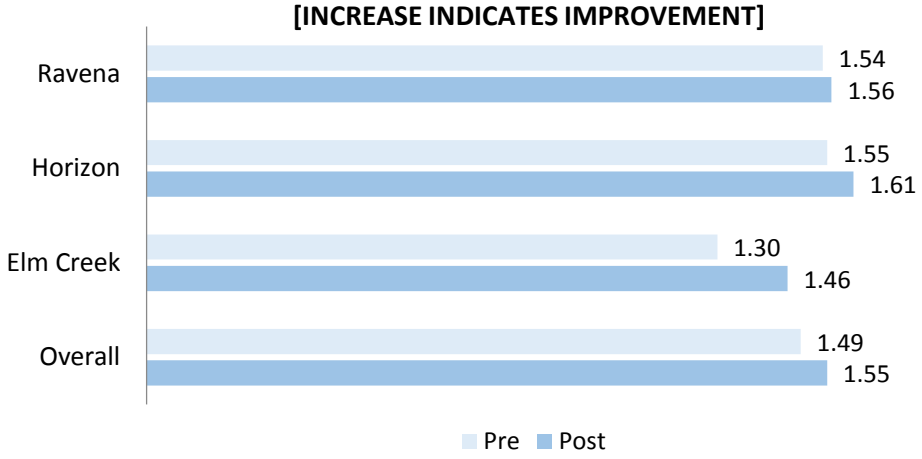
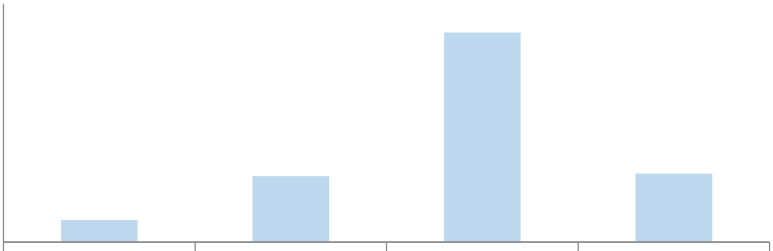


Figure 2.10. Frequency of Student Skill Use: Percent Change from Pre to Post [INCREASE INDICATES IMPROVEMENT]



	Ravena	Horizon	Elm Creek	Overall
Percent change from pre to post	1.3%	3.9%	12.3%	4.0%

Note on statistical significance:
Ravenna: p=.91
Horizon: p=.69
Elm Creek: p=.52
Overall: p=.52
(Statistical significance at p<.05)

Individual Survey Item Results

Acceptance of Physical Aggression Scale Items

Table 2.4	Sometimes you have only two choices – getting hit or hitting the other kid first. [q2]				
		Don't agree [0]	Agree a little [1]	Agree a lot [2]	Completely agree [3]
Ravenna	*Pre (n=63)*	46.0%	30.2%	9.5%	14.3%
	Post (n=61)	57.4%	27.9%	8.2%	6.6%
Horizon	*Pre (n=53)*	66.0%	22.6%	5.7%	5.7%
	Post (n=54)	64.8%	24.1%	7.4%	3.7%
Elm Creek	*Pre (n=33)*	69.7%	15.2%	6.1%	9.1%
	Post (n=32)	56.3%	12.5%	12.5%	18.8%
Overall	*Pre (n=149)*	58.4%	24.2%	7.4%	10.1%
	Post (n=147)	59.9%	23.1%	8.8%	8.2%

Table 2.5	Sometimes you have to fight other kids to get respect. [q3]				
		Don't agree [0]	Agree a little [1]	Agree a lot [2]	Completely agree [3]
Ravenna	*Pre (n=63)*	87.3%	6.3%	6.3%	0.0%
	Post (n=61)	83.6%	11.5%	3.3%	1.6%
Horizon	*Pre (n=53)*	84.9%	13.2%	1.9%	0.0%
	Post (n=54)	81.5%	13.0%	1.9%	3.7%
Elm Creek	*Pre (n=33)*	72.7%	24.2%	0.0%	3.0%
	Post (n=32)	78.1%	18.8%	3.1%	0.0%
Overall	*Pre (n=149)*	83.2%	12.8%	3.4%	0.7%
	Post (n=147)	81.6%	13.6%	2.7%	2.0%

Table 2.6	When two kids are fighting each other, it's all right for you to stand there and watch. [q4]				
		Don't agree [0]	Agree a little [1]	Agree a lot [2]	Completely agree [3]
Ravenna	*Pre (n=63)*	77.8%	17.5%	4.8%	0.0%
	Post (n=61)	82.0%	11.5%	3.3%	33.3%
Horizon	*Pre (n=53)*	79.2%	17.0%	1.9%	1.9%
	Post (n=54)	83.3%	14.8%	0.0%	1.9%
Elm Creek	*Pre (n=33)*	78.8%	18.2%	3.0%	0.0%
	Post (n=32)	81.3%	15.6%	0.0%	3.1%
Overall	*Pre (n=149)*	78.5%	17.4%	3.4%	0.7%
	Post (n=147)	82.3%	13.6%	1.4%	2.7%

Table 2.7	It's okay to hit someone who does something mean to you. [q8]				
		Don't agree [0]	Agree a little [1]	Agree a lot [2]	Completely agree [3]
Ravenna	*Pre (n=63)*	66.7%	23.8%	7.9%	1.6%
	Post (n=61)	70.5%	24.6%	4.9%	0.0%
Horizon	*Pre (n=53)*	83.0%	15.1%	0.0%	1.9%
	Post (n=54)	68.5%	27.8%	1.9%	1.9%
Elm Creek	*Pre (n=32)*	68.8%	12.5%	12.5%	6.3%
	Post (n=32)	75.0%	6.3%	18.8%	0.0%
Overall	*Pre (n=148)*	73.0%	18.2%	6.1%	2.7%
	Post (n=147)	70.7%	21.8%	6.8%	0.7%

Table 2.8	There are only two kinds of kids – the kids who fight and the kids who get beaten up. [q11]				
		Don't agree [0]	Agree a little [1]	Agree a lot [2]	Completely agree [3]
Ravenna	*Pre (n=63)*	63.5%	23.8%	3.2%	9.5%
	Post (n=60)	66.7%	23.3%	3.3%	6.7%
Horizon	*Pre (n=52)*	76.9%	15.4%	1.9%	5.8%
	Post (n=54)	74.1%	14.8%	1.9%	9.3%
Elm Creek	*Pre (n=33)*	63.6%	15.2%	15.2%	6.1
	Post (n=33)	69.7%	12.1%	12.1%	6.1%
Overall	*Pre (n=148)*	68.2%	18.9%	5.4%	7.4%
	Post (n=147)	70.1%	17.7%	4.8%	7.5%

Table 2.9	When a friend of yours is in a fight, it's all right to cheer for him or her. [q13]				
		Don't agree [0]	Agree a little [1]	Agree a lot [2]	Completely agree [3]
Ravenna	*Pre (n=63)*	82.5%	12.7%	3.2%	1.6%
	Post (n=61)	68.9%	16.4%	6.6%	8.2%
Horizon	*Pre (n=53)*	73.6%	15.1%	1.9%	9.4%
	Post (n=54)	79.6%	9.3%	0.0%	11.1%
Elm Creek	*Pre (n=33)*	69.7%	15.2%	3.0%	12.1%
	Post (n=33)	66.7%	15.2%	15.2%	3.0%
Overall	*Pre (n=149)*	76.5%	14.1%	2.7%	6.7%
	Post (n=148)	72.3%	13.5%	6.1%	8.1%

Table 2.10	It's okay to hit someone who really makes you angry. [q14]				
		Don't agree [0]	Agree a little [1]	Agree a lot [2]	Completely agree [3]
Ravenna	*Pre (n=63)*	82.5%	12.7%	3.2%	1.6%
	Post (n=61)	78.7%	13.1%	4.9%	3.3%
Horizon	*Pre (n=53)*	81.1%	15.1%	1.9%	1.9%
	Post (n=54)	83.3%	14.8%	0.0%	1.9%
Elm Creek	*Pre (n=33)*	66.7%	27.3%	6.1%	0.0%
	Post (n=33)	63.6%	24.2%	9.1%	3.0%
Overall	*Pre (n=149)*	78.5%	16.8%	3.4%	1.3%
	Post (n=148)	77.0%	16.8%	3.4%	1.3%

Acceptance of Verbal Derogation Scale Items

Note: scoring for items in this scale has been reversed.

Table 2.11	It's best to avoid repeating stories about others if you don't know what's true. [q6]				
		Don't agree [3]	Agree a little [2]	Agree a lot [1]	Completely agree [0]
Ravenna	*Pre (n=63)*	28.6%	6.3%	17.5%	47.6%
	Post (n=61)	11.5%	9.8%	18.0%	60.7%
Horizon	*Pre (n=53)*	24.5%	9.4%	13.2%	52.8%
	Post (n=54)	16.7%	3.7%	7.4%	72.2%
Elm Creek	*Pre (n=33)*	37.5%	12.5%	3.1%	46.9%
	Post (n=32)	27.3%	21.2%	12.1%	39.4%
Overall	*Pre (n=149)*	26.8%	10.7%	14.8%	47.7%
	Post (n=147)	19.0%	8.2%	10.9%	61.9%

Table 2.12	When one kid is picking on another, it's not right for you to join in. [q7]				
		Don't agree [3]	Agree a little [2]	Agree a lot [1]	Completely agree [0]
Ravenna	*Pre (n=63)*	27.0%	20.6%	12.7%	39.7%
	Post (n=61)	39.3%	6.6%	8.2%	45.9%
Horizon	*Pre (n=53)*	26.4%	3.8%	1.9%	67.9%
	Post (n=54)	35.2%	1.9%	5.6%	57.4%
Elm Creek	*Pre (n=33)*	48.5%	9.1%	6.1%	36.4%
	Post (n=33)	48.5%	6.1%	3.0%	42.4%
Overall	*Pre (n=149)*	31.5%	12.1%	7.4%	49.0%
	Post (n=148)	39.9%	4.7%	6.1%	49.3%

Table 2.13	There are always other ways to solve an argument besides insulting a kid or getting put down yourself. [q9]				
		Don't agree [3]	Agree a little [2]	Agree a lot [1]	Completely agree [0]
Ravenna	*Pre (n=63)*	11.1%	9.5%	23.8%	55.6%
	Post (n=61)	11.5%	4.9%	27.9%	55.7%
Horizon	*Pre (n=53)*	0.0%	1.9%	13.2%	84.9%
	Post (n=54)	9.3%	7.4%	22.2%	61.1%
Elm Creek	*Pre (n=33)*	12.1%	21.2%	15.2%	51.5%
	Post (n=33)	9.1%	18.2%	6.1%	66.6%
Overall	*Pre (n=149)*	7.4%	9.4%	18.1%	65.1%
	Post (n=148)	10.1%	8.8%	20.9%	60.2%

Table 2.14	It's best to avoid listening to gossip or rumors. [q10]				
		Don't agree [3]	Agree a little [2]	Agree a lot [1]	Completely agree [0]
Ravenna	*Pre (n=63)*	6.3%	12.7%	17.5%	63.5%
	Post (n=61)	6.6%	16.4%	24.6%	52.5%
Horizon	*Pre (n=53)*	9.4%	13.2%	17.0%	60.4%
	Post (n=54)	9.3%	11.1%	11.1%	68.5%
Elm Creek	*Pre (n=33)*	9.1%	15.2%	24.2%	51.5%
	Post (n=33)	3.0%	27.3%	6.1%	63.6%
Overall	*Pre (n=149)*	8.1%	13.4%	18.8%	59.7%
	Post (n=148)	6.8%	16.9%	15.5%	60.8%

Table 2.15	If you hear something bad about someone, you shouldn't pass it on. [q15]				
		Don't agree [3]	Agree a little [2]	Agree a lot [1]	Completely agree [0]
Ravenna	*Pre (n=63)*	27.0%	3.2%	12.7%	57.1%
	Post (n=61)	26.2%	9.8%	14.8%	49.2%
Horizon	*Pre (n=53)*	22.6%	3.8%	3.8%	69.8%
	Post (n=54)	24.1%	3.7%	5.6%	66.7%
Elm Creek	*Pre (n=33)*	36.4%	12.1%	6.1%	45.5%
	Post (n=32)	25.0%	12.5%	3.1%	59.4%
Overall	*Pre (n=149)*	27.5%	5.4%	8.1%	59.1%
	Post (n=147)	25.2%	8.2%	8.8%	57.8%

Acceptance of Social Exclusion Scale Items

Table 2.16	If a friend upsets you, it's okay to completely stop talking to him or her. [q1]				
		Don't agree [0]	Agree a little [1]	Agree a lot [2]	Completely agree [3]
Ravenna	*Pre (n=62)*	43.5%	45.2%	4.8%	6.5%
	Post (n=61)	47.5%	37.7%	3.3%	11.5%
Horizon	*Pre (n=54)*	57.4%	33.3%	7.4%	1.9%
	Post (n=54)	74.1%	20.4%	1.9%	3.7%
Elm Creek	*Pre (n=33)*	39.4%	54.5%	6.1%	0.0%
	Post (n=32)	65.6%	31.3%	3.1%	0.0%
Overall	*Pre (n=149)*	47.7%	43.0%	6.0%	3.4%
	Post (n=147)	61.2%	29.9%	2.7%	6.1%

Table 2.17	If you're angry at someone, it's okay to keep him or her out of your group of friends. [q5]				
		Don't agree [0]	Agree a little [1]	Agree a lot [2]	Completely agree [3]
Ravenna	*Pre (n=63)*	65.1%	27.0%	6.3%	1.6%
	Post (n=61)	59.0%	34.4%	3.3%	3.3%
Horizon	*Pre (n=53)*	71.7%	26.4%	1.9%	0.0%
	Post (n=54)	79.6%	16.7%	0.0%	3.7%
Elm Creek	*Pre (n=33)*	72.7%	12.1%	12.1%	3.0%
	Post (n=32)	50.0%	46.9%	3.1%	0.0%
Overall	*Pre (n=149)*	69.1%	23.5%	6.0%	1.3%
	Post (n=147)	64.6%	30.6%	2.0%	2.7%

Perceived Social-Emotional Competence Scale Items

Table 2.18	When you're having a problem with someone, how easy is it to understand his or her point of view? Is it EASY!, easy, hard or HARD!? [q16]				
		EASY! [3]	easy [2]	hard [1]	HARD! [0]
Ravenna	*Pre (n=63)*	11.1%	28.6%	46.0%	14.3%
	Post (n=58)	6.9%	43.1%	37.9%	12.1%
Horizon	*Pre (n=52)*	5.8%	57.7%	36.5%	0.0%
	Post (n=54)	9.3%	46.3%	37.0%	7.4%
Elm Creek	*Pre (n=33)*	12.1%	24.2%	42.4%	21.2%
	Post (n=33)	12.1%	36.4%	27.3%	24.2%
Overall	*Pre (n=148)*	9.5%	37.8%	41.9%	10.8%
	Post (n=145)	9.0%	42.8%	35.2%	13.1%

Table 2.19	How easy is it to identify and name the emotions you feel? [q17]				
		EASY! [3]	easy [2]	hard [1]	HARD! [0]
Ravenna	*Pre (n=62)*	9.7%	25.8%	35.5%	29.0%
	Post (n=58)	6.9%	22.4%	44.8%	25.9%
Horizon	*Pre (n=51)*	5.9%	39.2%	39.2%	15.7%
	Post (n=54)	16.7%	25.9%	38.9%	18.5%
Elm Creek	*Pre (n=33)*	9.1%	27.3%	30.3%	33.3%
	Post (n=33)	12.1%	27.3%	30.3%	30.3%
Overall	*Pre (n=146)*	8.2%	30.8%	35.6%	25.3%
	Post (n=145)	11.7%	24.8%	39.3%	24.1%

Table 2.20	When you have a problem with other people, how easy is it to stop yourself from doing the first think that pops into your head? [q18]				
		EASY! [3]	easy [2]	hard [1]	HARD! [0]
Ravenna	*Pre (n=63)*	22.2%	34.9%	30.2%	12.7%
	Post (n=57)	21.1%	42.1%	28.1%	8.8%
Horizon	*Pre (n=52)*	15.4%	36.5%	30.8%	17.3%
	Post (n=54)	16.7%	31.5%	35.2%	16.7%
Elm Creek	*Pre (n=33)*	18.2%	39.4%	33.3%	9.1%
	Post (n=33)	18.2%	33.3%	30.3%	18.2%
Overall	*Pre (n=148)*	18.9%	36.5%	31.1%	13.5%
	Post (n=144)	18.8%	36.1%	31.3%	13.9%

Table 2.21	How easy is it to think of more than one way to solve a problem? [q19]				
		EASY! [3]	easy [2]	hard [1]	HARD! [0]
Ravenna	*Pre (n=63)*	7.9%	22.2%	36.5%	33.3%
	Post (n=58)	6.9%	24.1%	50.0%	19.0%
Horizon	*Pre (n=52)*	7.7%	25.0%	50.0%	17.3%
	Post (n=54)	9.3%	22.2%	50.0%	18.5%
Elm Creek	*Pre (n=33)*	9.1%	18.2%	42.4%	30.3%
	Post (n=32)	3.1%	31.3%	37.5%	28.1%
Overall	*Pre (n=148)*	8.1%	22.3%	42.6%	27.0%
	Post (n=144)	6.9%	25.0%	47.2%	20.8%

Table 2.22	When you try to solve a problem and your solution doesn't work, how easy is it to try something else? [q20]				
		EASY! [3]	easy [2]	hard [1]	HARD! [0]
Ravenna	*Pre (n=62)*	8.1%	27.4%	35.5%	29.0%
	Post (n=58)	5.2%	24.1%	48.3%	22.4%
Horizon	*Pre (n=52)*	7.7%	30.8%	46.2%	15.4%
	Post (n=54)	5.6%	46.3%	29.6%	18.5%
Elm Creek	*Pre (n=33)*	9.1%	30.3%	36.4%	24.2%
	Post (n=32)	6.3%	25.0%	53.1%	15.6%
Overall	*Pre (n=147)*	8.2%	29.3%	39.5%	23.1%
	Post (n=144)	5.6%	32.6%	42.4%	19.4%

Table 2.23	When someone says or does something mean to you, how easy is it to keep your anger under control? [q21]				
		EASY! [3]	easy [2]	hard [1]	HARD! [0]
Ravenna	*Pre (n=63)*	23.8%	31.7%	27.0%	17.5%
	Post (n=57)	28.1%	33.3%	24.6%	14.0%
Horizon	*Pre (n=52)*	21.2%	26.9%	36.5%	15.4%
	Post (n=54)	29.6%	33.3%	20.4%	16.7%
Elm Creek	*Pre (n=33)*	24.2%	42.4%	30.3%	3.0%
	Post (n=33)	30.3%	30.3%	27.3%	12.1%
Overall	*Pre (n=148)*	23.0%	32.4%	31.1%	13.5%
	Post (n=144)	29.2%	32.6%	23.6%	14.6%

Table 2.24	How easy is it to say "no" to your friends if they want you to do something you don't want to do? [q22]				
		EASY! [3]	easy [2]	hard [1]	HARD! [0]
Ravenna	*Pre (n=63)*	9.5%	23.8%	30.2%	36.5%
	Post (n=58)	8.6%	22.4%	31.0%	37.9%
Horizon	*Pre (n=52)*	9.6%	32.7%	25.0%	32.7%
	Post (n=54)	13.0%	24.1%	31.5%	31.5%
Elm Creek	*Pre (n=33)*	21.2%	39.4%	18.2%	21.2%
	Post (n=33)	21.2%	12.1%	33.3%	33.3%
Overall	*Pre (n=148)*	12.2%	30.4%	25.7%	31.8%
	Post (n=145)	13.1%	20.7%	31.7%	34.5%

Table 2.25	How easy is it for you to stand up for yourself when someone picks on you? [q23]				
		EASY! [3]	easy [2]	hard [1]	HARD! [0]
Ravenna	*Pre (n=63)*	6.3%	9.5%	31.7%	52.4%
	Post (n=61)	9.8%	13.1%	39.3%	37.7%
Horizon	*Pre (n=53)*	11.3%	24.5%	28.3%	35.8%
	Post (n=54)	13.0%	14.8%	27.8%	44.4%
Elm Creek	*Pre (n=33)*	9.1%	15.2%	24.2%	51.5%
	Post (n=33)	6.1%	21.2%	30.3%	42.4%
Overall	*Pre (n=149)*	8.7%	16.1%	28.9%	46.3%
	Post (n=148)	10.1%	15.5%	33.1%	41.2%

Frequency of Student Skill Use

Table 2.26	How often have you used any of the above skills in the past month? Never, A little, Some, or A lot? [q24]				
		Never [0]	A little [1]	Some [2]	A lot [3]
Ravenna	*Pre (n=63)*	14.3%	28.6%	46.0%	11.1%
	Post (n=61)	8.2%	37.7%	44.3%	9.8%
Horizon	*Pre (n=53)*	11.3%	34.0%	43.4%	11.3%
	Post (n=54)	13.0%	22.2%	55.6%	9.3%
Elm Creek	*Pre (n=33)*	27.3%	24.2%	39.4%	9.1%
	Post (n=33)	15.2%	36.4%	36.4%	12.1%
Overall	*Pre (n=149)*	16.1%	29.5%	43.6%	10.7%
	Post (n=148)	11.5%	31.8%	46.6%	10.1%

Survey Item Not Included in Any Scales

Table 2.27	It's okay to say something mean to someone if he or she says something mean to you. [q12]				
		Don't agree [0]	Agree a little [1]	Agree a lot [2]	Completely agree [3]
Ravenna	*Pre (n=61)*	70.5%	23.0%	3.3%	3.3%
	Post (n=61)	62.3%	26.2%	6.6%	4.9%
Horizon	*Pre (n=53)*	73.6%	20.8%	3.8%	1.9%
	Post (n=54)	68.5%	29.6%	0.0%	1.9%
Elm Creek	*Pre (n=33)*	54.5%	27.3%	15.2%	3.0%
	Post (n=33)	57.6%	15.2%	9.1%	18.2%
Overall	*Pre (n=147)*	68.0%	23.1%	6.1%	2.7%
	Post (n=148)	63.5%	25.0%	4.7%	6.8%

Section 3.
Pre-Post Strengths and Difficulties Survey Results for Pre-School Second Step Participants in Buffalo County

Second Step - Strengths and Difficulties – Pre-Post Survey Results

The Strengths and Difficulties Survey was used to evaluate the implementation of the Second Step Program for younger children. The survey was completed by an adult, such as a parent or teacher. The average age of the participants in the study was 4 years old at time of post. The vast majority of the children were in a pre-school program. The program was implemented at the YMCA and at Bright Futures Pre-School. Table 3.1 outlines the number of participants by institution. Due to the small number of respondents from Bright Futures, survey results are not broken down by institution. Use caution when interpreting these results due to the unmatched nature of the pre-post sample.

Positive results are highlighted in yellow below. These positive results included **decreases** in…

- Restless, overactive behavior
- Often losing temper
- Worries
- Fighting with other children
- Being distracted
- Argumentative behaviors
- Being spiteful

(see Table 3.2)

Table 3.1	Number of Participants	
	Pre	**Post**
YMCA	42	50
Bright Futures	5	6
Overall	47	56

Table 3.2	Strengths and Difficulties Pre-Post Results			
		Not true	**Somewhat True**	**Certainly True**
1. Considerate of other people's feelings.	Pre (n=47)	4.3%	25.5%	70.2%
	Post (n=56)	1.8%	58.9%	39.3%
2. Restless, overactive, cannot stay still for long	Pre (n=47)	44.7%	21.3%	34.0%
	Post (n=56)	37.5%	50.0%	12.5%
3. Often complains of headaches, stomach-aches or sickness	Pre (n=46)	89.1%	4.3%	6.5%
	Post (n=56)	83.9%	12.5%	3.6%
4. Shares readily with other children. For example toys, treats, pencils	Pre (n=47)	8.5%	42.6%	48.9%
	Post (n=56)	8.9%	73.2%	17.9%
5. Often loses temper	Pre (n=47)	72.3%	21.3%	6.4%
	Post (n=56)	67.9%	25.0%	7.1%

		Not true	Somewhat True	Certainly True
6. Rather solitary, prefers to play alone	Pre (n=47)	72.3%	21.3%	6.4%
	Post (n=56)	71.4%	21.4%	7.1%
7. Generally well behaved, usually does what adults request	Pre (n=47)	12.8%	38.3%	48.9%
	Post (n=56)	1.8%	51.8%	46.4%
8. Many worries or often seem worried	Pre (n=47)	85.1%	14.9%	0.0%
	Post (n=56)	75.0%	23.2%	1.8%
9. Helpful if someone is hurt, upset or feeling ill	Pre (n=47)	2.1%	29.8%	68.1%
	Post (n=56)	1.8%	55.4%	42.9%
10. Constantly fidgeting or squirming	Pre (n=47)	53.2%	25.5%	21.3%
	Post (n=56)	50.0%	35.7%	14.3%
11. Has at least one good friend	Pre (n=47)	6.4%	12.8%	80.9%
	Post (n=56)	8.9%	26.8%	64.3%
12. Often fights with other children or bullies them	Pre (n=47)	72.3%	25.5%	2.1%
	Post (n=56)	48.2%	50.0%	1.8%
13. Often unhappy, depressed or tearful	Pre (n=47)	91.5%	8.5%	0.0%
	Post (n=56)	92.9%	5.4%	1.8%
14. Generally liked by other children	Pre (n=47)	0.0%	19.1%	80.9%
	Post (n=56)	1.8%	14.3%	83.9%
15. Easily distracted, concentration wanders	Pre (n=47)	50.0%	19.6%	30.4%
	Post (n=56)	37.5%	50.0%	12.5%
16. Nervous or clingy in new situations, easily loses confidence	Pre (n=47)	57.4%	31.9%	10.6%
	Post (n=56)	51.8%	37.5%	10.7%
17. Kind to younger children	Pre (n=47)	0.0%	21.3%	78.7%
	Post (n=56)	1.8%	17.9%	80.4%
18. Often argumentative with adults	Pre (n=47)	70.2%	21.3%	8.5%
	Post (n=56)	60.7%	32.1%	7.1%
19. Picked on or bullied by other children	Pre (n=47)	89.4%	10.6%	0.0%
	Post (n=56)	92.9%	7.1%	0.0%
20. Often offers to help others (parents, teachers, other children)	Pre (n=46)	6.5%	32.6%	60.9%
	Post (n=56)	0.0%	41.1%	58.9%
21. Can stop and think things out before acting	Pre (n=45)	15.6%	46.7%	37.8%
	Post (n=56)	10.7%	67.9%	21.4%
22. Can be spiteful to others	Pre (n=46)	76.1%	23.9%	0.0%
	Post (n=56)	60.7%	32.1%	7.1%
23. Gets along better with adults than with other children	Pre (n=46)	78.3%	19.6%	2.2%
	Post (n=56)	66.1%	26.8%	7.1%
24. Many fears, easily scared	Pre (n=46)	80.4%	17.4%	2.2%
	Post (n=56)	82.1%	17.9%	0.0%
25. Good attention span, sees work through to the end	Pre (n=46)	19.6%	28.3%	52.2%
	Post (n=56)	8.9%	58.9%	32.1%

Table 3.3	Overall, do you think that your child has difficulties in one or more of the following areas: emotions, concentration, behavior, or being able to get on with other people?			
	No	**Yes – minor difficulties**	**Yes – definite difficulties**	**Yes – severe difficulties**
Pre (n=47)	42.6%	53.2%	4.3%	0.0%
Post (n=42)	45.2%	47.6%	7.1%	0.0%

If you have answered "Yes", please answer the following questions about these difficulties.

Table 3.4	How long have these difficulties been present?			
	Less than a month	**1-5 months**	**6-12 months**	**Over a year**
Pre (n=25)	80.0%	16.0%	0.0%	4.0%
Post (n=22)	0.0%	18.2%	77.3%	4.5%

Table 3.5	Do the difficulties upset or distress your child?			
	Not at all	**Only a little**	**A medium amount**	**A great deal**
Pre (n=27)	25.9%	59.3%	14.8%	0.0%
Post (n=23)	17.4%	73.9%	8.7%	0.0%

Table 3.6	Do the difficulties interfere with your child's everyday life in the following areas?				
		Not at all	**Only a little**	**A medium amount**	**A great deal**
Home life	Pre (n=24)	50.0%	45.8%	4.2%	0.0%
	Post (n=16)	87.5%	6.3%	6.3%	0.0%
Friendships	Pre (n=25)	12.0%	72.0%	16.0%	0.0%
	Post (n=22)	9.1%	77.3%	13.6%	0.0%
Learning	Pre (n=24)	29.2%	58.3%	12.5%	0.0%
	Post (n=22)	4.5%	81.8%	13.6%	0.0%
Leisure Activities	Pre (n=25)	36.0%	48.0%	12.0%	4.0%
	Post (n=22)	4.5%	86.4%	9.1%	0.0%

Table 3.7	Do the difficulties put a burden on you or the family as a whole?			
	Not at all	Only a little	A medium amount	A great deal
Pre (n=23)	47.8%	39.1%	13.0%	0.0%
Post (n=17)	82.4%	17.6%	0.0%	0.0%

Section 4.
FRIENDS Program Evaluation

Overview

The FRIENDS program is a mentoring program which pairs a high school age youth ("big friend") with an elementary age youth ("little friend"). The program provides a rich experience for both individuals. The program was implemented in Kearney, Ravenna, and Elm Creek. Following are results from the surveys that were completed by the big friends, little friends, and school counselors.

Big Friend Evaluation

Table 4.1	Did this volunteer experience meet your expectations for time commitment? (n=54)	
Too little time	**About right**	**Too much time**
5.6%	94.4%	0.0%

Table 4.2	Did you know what was expected of you by both FRIENDS and the parent(s) (n=54)				
Never 1	**2**	**3**	**4**	**Always 5**	***Average***
0.0%	1.9%	11.1%	11.1%	75.9%	*4.61*

Table 4.3	Did you feel prepared and well informed to take on this responsibility? (n=54)				
Never 1	**2**	**3**	**4**	**Always 5**	***Average***
0.0%	0.0%	3.7%	16.7%	79.6%	*4.76*

Table 4.4	What is your overall opinion of your FRIENDS experience? (n=54)				
Unsatisfactory 1	**2**	**3**	**4**	**Outstanding 5**	***Average***
0.0%	0.0%	3.7%	14.8%	81.5%	*4.78*

Table 4.5	Do you plan to continue meeting with your Little Friend during the summer? (n=54)
Yes	**No**
20.4%	79.6%

Table 4.6	Do you plan to continue with the FRIENDS Program during the next academic school year? (n=54)	
Yes	**No**	**Maybe**
51.9%	16.7%	31.5%

Table 4.6	If yes, would you prefer the same little friend? (n=47)	
Yes	No	Maybe
78.7%	21.3%	0.0%

Please describe what you have personally gained (experiences, skills, or other benefits) by being a Big FRIEND? (selection of responses)

- I have gained a true passion for caring for my little friend. I gained patience and understanding while working with him and putting a smile on his face and also being able to see him grow and become more comfortable.
- Understanding how one can benefit by having a role model or someone to look up to or ask questions. I gained patience and a new understanding of the different point of views between age groups.
- Taught me the importance of being responsible and reliable. With everything I do, I stop and remind myself that I am an important role model for a mindful child.
- I learned patience and understanding. I learned that working with children is something I want to do for the rest of my life. I also learned how big of an impact one person can have in a child's life
- I have been able to see life through a kids eyes who doesn't have an ideal home life.
- I gained a lot of people skills and how to communicate to my little friend, their grandparents, and parents.
- Robert has been the light of my life and I pray that I have been the same for him. I am recommending the program to other friends because I believe it is such an important program. It helps children feel loved, cared for, and insures them that there is good in the world.
- I gained the virtue of patience, the boys certainly tested my limits.
- I learned so much, and even though he was quiet, I could really tell he loved meeting with me each week.
- I have personally gained a better understanding of how a child in elementary school thinks. It has been great to have a look at the world through a child's eyes as we do activities and have conversations.
- It was an amazing experience to watch my little friend grow and prosper over the last year. I hope I have taught her things just as she has taught me. Being a part of the program has led me to think about a career in this type of work. It truly has been a life changing experience.
- I understand that I have truly made a difference in Coltynn's life. Serving as a Big Friend allowed me to get a little side note in parenting because I had to plan activities for us each week.
- Lots of patience, fun memories, the ability to communicate with younger children (with whom I was previously unaccustomed to)
- I learned how to work with kids. When I started, I wasn't quite sure how to act, but it got easier. I learned a great deal of patience.
- I gained time management skills. I also gained responsibility because caring for someone is so important. It was a stress reliever because doing random things with someone that is so care free is an amazing feeling. I tend to forget about things and just focus all my attention on my little friend.
- Respect for others and their situation at home.

- I gained a best friend that I still love to hand out with and going to her soft ball games. She's so great and I'm glad I got to meet her. Loved the FRIENDS experience.
- I gained the ability to be someone's mentor and have them look up to me. It has made me a better person. My little friend always had a huge smile and was excited to see me. This program is so great for both the Little and Big Friend.
- It was a very rewarding experience. I have gained a personal connection with my friend and that is something I will cherish. I have gained experience and skills in interacting with young children and in learning how to be a great role model.
- I have learned to be patient with younger kids and how to help them with things that they don't know how to do. The Friends Program also taught me that even if you're feeling down and sad, it could always be worse.
- I gained the realization that I take a lot for granted, and that just simply playing a board game or baking or going to the park can mean so much to someone that doesn't have very much. I have loved being a part of this program.
- It's such a wonderful feeling to have someone who looks up to you so much and admires you. I love being able to be a mentor to my little friend. I've learned a lot about showing others how to be better people. I've personally become a better person.
- I has helped be grow as a person but more importantly Clayton has enjoyed the time and I know his family has appreciated me hanging out with him.
- I have learned the skills of working with the younger generation, becoming organized and time management. I also learned how to build a relationship with a younger person.
- Personally gained a little bit better responsibility for what being a parent is about.
- I look for ways to keep my little friend active in sports.
- I have seen the difference I can make in a child's life. I think it was really great being a part of someone's life and seeing them grow throughout the year.
- I really enjoyed my time with Jessica. I could be having a hard day, but that time I got to spend with her always improved my mood.
- I have been a Big Friend for 3 years, it has been a joy to meet with my Little Friend each week. With my little friend growing up in a family of 5, I have watched different circumstances that kids in elementary ages and even middle school don't understand and have no control over. I get to be part of a life that doesn't have it all together like most of the other girls in her grade. I get to explore the world of art, visit the Children's Museum, be silly and bake food with her.
- I gained an amazing experience of friendship and leadership. This program taught me to be more accountable for my actions and be a role model to my little friend.
- I have learned to be patient and kind. I have been Harlee's BF for two years now and we have been able to see each other grow. I hope I get the opportunity to be her BF again next year and be able to watch her grow even more. The friendship that we have created is really a good one and I honestly love hanging out with her each week. It's been really fun for her and a great stress reliever for me outside of school.
- Skills with Charles has made me realize that it may take a lot to gain a child's trust, but even when a child smiles he is gaining trust. I have had a wonderful time learning from Charles different ways to improve on things. We were critical of each other when it came to our activities, which helped each of us get better (i.e. soccer, frisbee golf, basketball)
- Being a Big Friend to Baylee was challenging at first. However, as the year went on, Baylee and I developed a positive relationship. Baylee needs to know that someone likes her for who she is. Being a Big Friend has helped me develop patience, and I have enjoyed being a positive role model. Doing small things to make Baylee smile also brought me great joy.

Please list any additional comments or suggestions for making FRIENDS more effective? (selection of responses)

- Providing more opportunities for Friends participants to get together (i.e. BBQ, YMCA Fun Day, game night, etc.)
- Would like to have more cheap and free things to do.
- It would be awesome if there was some way for Friends to connect pairs to resources they would like to have/need. (For example, I would often play my guitar for Coltynn and she would say how she wanted to learn. It would be cool if somehow we could do lessons together.)
- One piece of advice is that to not let your little friend always pick what they want to do. The Big Friend should pick some activities and introduce their little friend to something new like fishing or disc golf.
- Able to go outside and play instead of inside.
- Parents need to be more open and let the school/big friend know when they switch phone numbers.
- Toward the end, the parents weren't very compliant and always said my LF was busy. I would suggest more follow-up with parents on a monthly basis.
- I think it would be great if there was more advertisement in the schools for the Friends Program because very few people I talk to actually know about it.

Little Friend Evaluation

Table 4.7	How much fun did you have with your Big Friend? (n=50)	
None	Some	A lot
0.0%	10.0%	90.0%

Any special stories you would like to share about the time you spend with your Big Friend? (selection of responses)

- Big Apple for my birthday! Ice cream on our last day. Playing tennis. Went on an Easter egg hunt with her friends and their little friends. Went to the Humane Society. She would bring her guitar and we would sit in the park and she would play and one of us would sing and the other one would guess the song. Sometimes we made up songs. She made up a song about a grass blade and I made up a song about a pickle in a jar. She got me a plant to take care of and we named it Velvet Golden Petal.
- BF is good at playing the piano and he showed me how to play.
- We did so many fun things together. We went to her dorm and to Harmon Park. Emily had finals so I got to bake cookies and make bracelets with another Big Friend named Katelyn
- She met with me EVERY TUESDAY! One day I was dancing in the store and the manager was clapping for me. My Big Friend had to granny roll the ball when we went bowling because she couldn't find a ball her size.
- We are both One Direction fans and were able to talk about the group together.

Counselor Evaluation

Table 4.7	I believe the FRIENDS Program has helped this child? (n=43)	
None	Some	A lot
0.0%	34.9%	65.1%

Things I have noticed that have improved or changed since the Little Friend has been meeting with his/her Big Friend include (selection of responses):

- Developed skills of independence and maturity
- Tessa has had a traumatic year and having a person to be with is a wonderful thing.
- He seems to have gained confidence and improved socially.
- Aiden tends to get his homework done when he knows that he will get to go with his big friend. He feels that Luke really cares about him and he feels respected with Luke. Aiden told me that Luke always took time to listen to him and to teach him different things such as the piano and different levels of video games. Aiden is from a family of 6 children and he is one of triplets. There is not a lot of money to be spent doing extra things nor does Mom (single parent) have extra time to do the kinds of things that Aiden is able to do with his big friend.
- Chastity really looks forward to meeting with her big friend, Emily. She has gotten exposed to new and exciting things that she has never gotten exposed to before. Chasity just beams when she talks about Emily and Emily's family. She feels very special and seems happier. Her appearance is cleaner and she takes pride in that.
- Josh needs a positive male role model and his Big Friend was able to offer that.
- Alise has anger issues and this has helped relieve some of her anger at times and distracts her.
- Shyanne's Mom is sick with cancer and she is in and out of the hospital a lot. This was a good program for her as it gave her someone to talk with that she trusts about her feelings.
- Samantha was new this year and the Friends Program I believe has helped her make friends more easily as she has been able to work on her social skills.
- Justine did a nice job communicating if unable to attend the weekly mtg and found an alternative time to meet with Lola.

Section 5.
PhotoVoice Evaluation

PhotoVoice is a process by which people can identify, represent, and enhance their community through a specific photographic technique. PhotoVoice empowers people to record and reflect on their community, and to promote a critical awareness of social issues.

It can be difficult to capture the impact of PhotoVoice. Numerous individuals, working in small groups, have participated in the project under the direction of Buffalo County Community Partners. The most recent group consisted of three individuals who completed a brief evaluation at the completion of their PhotoVoice project. Following is a set of quotes taken from the evaluation:

- "My next step after this project is to go home and use my camera to photograph my daughter as she grows."
- "My favorite part of PhotoVoice was being able to take great pictures by myself with the advice and techniques I've learned from the speakers and instructors."
- "My favorite part was taking pictures and while I was taking pictures I was not worrying about anything else."
- "I learned how to take photos with meaning."
- "My favorite thing about PhotoVoice was the acceptance of the class and the opportunity to be so creative."

On a scale from 1 to 5, with 1 being "not at all" and 5 being "absolutely", all three of the participants rated either a 4 or a 5 that PhotoVoice has helped them to better understand the thoughts and feelings of others, made them feel more connected with the community, and helped them feel positive about the future.

Section 6.
BCCP Program Outreach

Table 6.1	BCCP Program Outreach: Injury Free Living and Violence Prevention
# of PhotoVoice Participants	4
# of Second Step Kits in use	30 kits to 9 locations
# of YAB Members trained in youth mentoring	20
# of YAB Members participating in Friends program/youth mentoring	3
# of Picturing Peace photo submissions/# of participants	In 2015
# of attendees at Picturing Peace Reception	In 2015
# of Trauma-informed Schools and Workplaces	2