



Take Ten Evaluation Report

2008-2009 School Year

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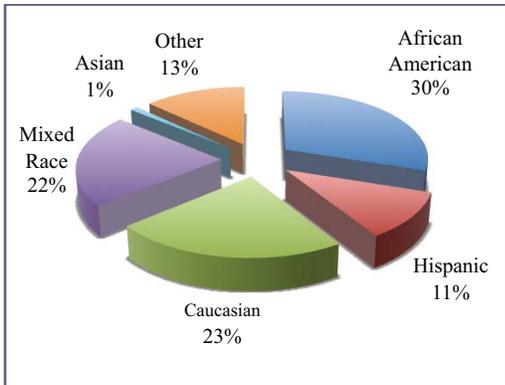
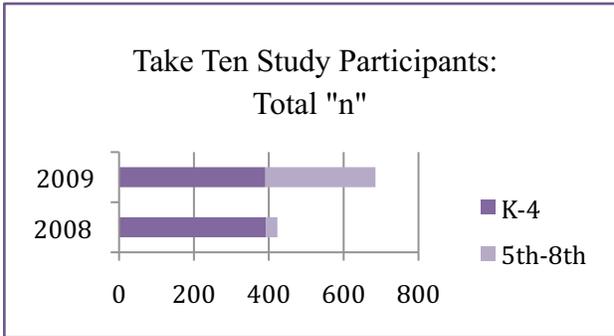
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INTRODUCTION

“2008-09 research reveals that students in primary grades as well as intermediate grades demonstrated significant increases in three important areas of analysis. They improved in their knowledge about conflict and violence, in their feelings as they relate to this area and, most importantly, in their actions and behaviors when faced with potentially violent situations.” -Report Authors, January, 2010

Take Ten© is a violence prevention initiative operating at the Robinson Community Learning Center of the University of Notre Dame. Started in 1999 in South Bend, Take Ten made the commitment to evaluate program effectiveness after developing a curriculum based upon the original concept designed by Anne Parry in the mid-1990’s. In the 2008-09 academic year, **685** Take Ten youth participants were assessed in a longitudinal survey to determine significant changes in their feelings, thoughts/knowledge and behaviors with regard to violence and conflict. The students were separated into two groups: the younger cohort of Grades 3 and 4 took Form A of the evaluation instrument and the older cohort of Grades 5 through 8 who took Form B. There were 391 students in the younger group, and 294 older students.



During the 2008-2009 school year, an average of 125 volunteers per semester worked directly with approximately 1,500 children each week. Those children then spread Take Ten’s message to over 8,000 of their peers indirectly, through school activities and assemblies, morning announcements and peer mentoring at the high school level. During the 2008-2009 school year, Take Ten was implemented in schools in the South Bend Community School Corporation, School City of Mishawaka, St. Adalbert’s Catholic School and at five Boys and Girls Club locations.

In 2007, Take Ten engaged Joyce Long, Ph.D., then faculty member from the University of Notre Dame (Institute for Educational Initiatives, Education, Schooling and Society Program) to manage the assessment. Later, in the summer of 2008, Dr. Long refined the instrument with measures of not only curricular knowledge, but the changes in feelings, attitudes, and behaviors in children from third grade through eighth grade. Together with Take Ten staff, the current set of internally consistent tools was created which allow for cross-sectional analysis. These tools allow evaluators to assess changes within

individual students, within a grade, within a school or within a series of schools. Take Ten administrators received consent from the University of Notre Dame’s Institutional Review Board and the South Bend Community School Corporation to evaluate program effectiveness for 2008-2009. During the summer of 2009, Take Ten professional and undergraduate staff finalized data entry, and, guided by Dr. Stuart Greene, Associate Dean of the College of Arts and Letters at the University of Notre Dame, data analysis was carried out by Post-doctoral staff, Jody Nicholson, and Jennifer Burke Lefever, Ph.D., Associate Director of Notre Dame’s Center for Children and Families. Take Ten would like to thank all of these individuals without whom this latest evaluation report would not be possible.

Determining Correlations between desirable outcomes and Take Ten curriculum

Take Ten derives its theory for change¹ from extensive international research which confirms that a program / intervention in the violence prevention field must delineate its beliefs about desired outcomes. The outcomes sought by Take Ten were developed from more than eight years of relationships with classroom teachers and building administrators, anecdotal evidence from youth, parents, and school staff, previous internal assessments, and existing research from the field.² Examples of these outcomes include feeling safe in school, feeling respect both from teachers and from peers, treating others helpfully and fairly, and responding to violence through means that de-escalate tension and resolve the underlying conflict.

Knowing what outcomes were most desired from classroom teachers and administrators drove Take Ten to align the current survey instruments with broad categories of analysis (feelings/attitudes, thought/knowledge, behaviors/actions) to determine the impact of Take Ten’s curriculum on desired outcomes that are described above, and more fully described in the correlation tables below. This evaluation assesses statistically significant correlations between these desirable outcomes and the specific principles and concepts that Take Ten teaches to the children in all three areas outlined above.



¹ “Theory for Change” as necessary component to conflict resolution program evaluation, Church, C. and Shouldice, J., “The Evaluation of Conflict Resolution Interventions”, University of Ulster, Aberfoyle House, March 2003.

² Seminal research to determine outcomes is twofold: Johnson, D.W., Johnson, R.T., Dudley, B.& Magnuson, D. “Training Elementary School Students to Manage Conflicts”, Journal of Social Psychology, 1995, and Jones, T.S., and Kmitta, D. “Does it Work? The Case for Conflict Resolution Education in Our Nation’s Schools”, Conflict Resolution Education Network, Assoc. for Conflict Resolution, Washington, DC, 2000



PRIMARY SCHOOL STUDENTS

Children in grades 3 and 4 were given “Form A” of the evaluation. Form A is written with questions at their grade level and included examples structured for concrete thinking, in keeping with the developmental capabilities of children that age. Additionally, the surveys for this age level are read aloud with the children, and each set of possible answers is explained in detail before the questions themselves are read.

A total of 391 children in grades 3 and 4 were included in the final results. Form A was administered to 593 children in September and October of 2008; of these, 391 returned permission slips and were present at the end of the school year for post-survey completion in April or May 2009.

School	Number Assessed (n)
Battell	84
BGC Sample	40
BGC Wilson	50
Lincoln	18
Madison	152
McKinley	112
St. Adalbert	39
TOTAL	391

Comparing Students Against Themselves – Significant Gains over Time:

The assessment yielded strong correlations between the principles taught in the Take Ten curriculum and desirable outcomes in third and fourth grade students. In addition, the evaluation also showed the specific areas where students had significant positive change over time. Gains were evidenced in the three categories of measurement discussed throughout this report:

- Feelings/Attitudes
- Thoughts/Knowledge
- Behaviors/Actions

In the area of **Feelings /Attitudes**, girls’ post-test scores indicated a greater difference than boys in the areas of feeling safe at school ($t = 4.101, p > .001$) and of both respecting teachers and classmates and feeling respected by those two groups ($t = 2.291, p > .05$). In regard to **Thought/Knowledge** about conflict and lessons within the Take Ten curriculum, girls had similarly desirable scores with significant differences when compared to boys of the same age. Girls had higher scores on knowledge of how to respond to conflict in a positive way ($t = 3.797, p > .01$) and in being helpful to peers in trouble, as well ($t = 2.835, p > .01$). In the area of **Behaviors/Actions**, girls’ scores were also higher than boys, but the difference was not significant.

Other gains over time were seen among both genders and both grades which completed Form A during the evaluation. On the items assessing **feelings/attitudes**, the following areas had significant gains³ during the course of the school year:

³ Statistically significant at the .01 level

- Respect for classmates (.031)
- Not feeling jealous of others (.032)
- Feeling that fighting is wrong (.166)
- Liking to work with diverse peers (.100)
- Feeling safe at school (.197)
- Worried about fighting (.316)
- Preferring to talk about problems rather than fight (.157)

In the area of children’s **behaviors/actions**, the evaluation results are revealing. Behavior answers indicate whether the feelings expressed above are producing actual change in the way the students comport themselves. In the items that assess positive behavioral changes over time, the following demonstrate statistically significant change (at the .05 level):

- Apologizes when hurt someone’s feelings (.122)
- Says what child believes is “right” (.052)
- Treats others fairly (.086)
- Refrains from making fun of others (.075)
- Makes self relax when tense or angry (.055)

Questions in the area of **thoughts** about conflict and violence were also designed to ascertain the **knowledge** of the curriculum itself that children gained over a school year. The items asked specific curricular questions and also probed the children to seek data as to whether their thoughts about the conflicts they experienced were changing. These areas demonstrated significant change (at the .05 level) over the course of the academic year:

- Understands that conflict happens often (.099)
- Grasps one’s own ability to maintain a safe environment [by one’s actions] (.145)
- Understands that being friendly to a bully is a positive reaction (.098)
- Hitting someone who hits you first is wrong and unjustifiable (.102)
- Breaking something (instead of hitting someone) is violence and is unacceptable (.027)



Comparing Participating Students to a Control School - Primary:

The research included a control school in the overall analysis. McKinley Primary Center in South Bend, a similar school to the primary and elementary schools where Take Ten is administered allowed Take Ten to survey all (111) its third and fourth grade students after consents were obtained. These students were surveyed in October, 2008 and again in May, 2009, but did not receive the Take Ten curriculum intervention. The use of a control school helps answer the question of causality; i.e. would children gain similar knowledge / change behaviors through their typical school lessons / experiences, or are changes over time likely attributable to Take Ten’s curriculum?

All three areas of analysis used in this research reflected improvement in post-test scores when comparing the students who participated in Take Ten versus the control school’s students.



In the area of **Feelings/Attitudes**, where significance can be found at the .970 level, the improvement in Take Ten students over control school students was .057. In the **Thoughts/Knowledge** category, where significance was found at .755, the improvement was very high at 4.79. For the category of **Behaviors/Actions**, significance was found at the .031 level and the level of improvement for Take Ten's intervention was .506.

The children who participate in Take Ten demonstrate marked improvements in all three main areas. Children in a similar school, with similar demographic factors and in the same grades, did not make improvements at the same level. From an analysis of these factors, Take Ten's curriculum influences children to have a deeper understanding of conflict resolution than children who are not exposed to this intervention.

Third Graders Score Higher—A Trend to Watch:

The evaluation tools assessed in a pre-post design children's self-reported feelings/attitudes, actions/behaviors, and thoughts/knowledge described above. One of the key notable differences in gains over time **in all areas** was between children in 3rd grade versus 4th grade.

FEELINGS/ATTITUDES: At the pretest phase, younger children (3rd grade) showed higher scores on questions analyzing their feelings toward conflict, safety at school and related factors. Their scores were more desirable in terms of reporting their feelings associated with conflict resolution and controlling their behavior at school ($t = -.138$; $p = .014$). At the post-test phase of analysis, a group difference between grades was still evidenced, with third graders having greater scores than fourth graders. ($t = -.207$; $p = .003$). The pre and post-implementation findings in both cases was statistically significant. Thus third graders scored higher at the beginning, and again at the end of the program; their gains were not as high as other groups, but were still statistically significant overall ($t = .336$; $p > .001$).

BEHAVIORS/ACTIONS: At the pretest phase, a difference emerged in the behaviors of children in these two grades. On the final surveys there was a grade difference in responses ($t = 2.56$; $p > .05$), demonstrating that younger children exhibited non-violent behavior more often than did their older counterparts. The relationship between age and children's report of actions/behaviors ($t = -.126$; $p = .079$), however, only approached significance. A change in pre-post actions and behaviors, however, was evidenced and the increase was significantly larger for younger children. There was a significant correlation between pre- and post-scores in participants' behaviors on conflict resolution issues; 3rd graders continued to score higher in the post-test ($t = .450$; $p > .001$).

THINKING ABOUT CONFLICT/CURRICULAR KNOWLEDGE: The third area of analysis deals with children's thoughts about conflict and the content of the Take Ten curriculum itself. Younger children had higher scores ($t = -.199$; $p > .01$), with third graders initially scoring higher on more desirable "thinking" behaviors surrounding conflict resolution ($t = 2.031$; $p = .05$) during pretest data collection.

There was a significant correlation between pre- and post-scores in participants’ thoughts and knowledge of conflict resolution issues, too. Those who scored higher initially, again, 3rd grade students, continued to score significantly higher at the final assessment ($t = .336$; $p > .001$).

A possible conclusion from these findings is that younger children absorb Take Ten more readily. It is also possible that younger children exhibit fewer violent behaviors and thoughts at the outset, perhaps from less exposure to the surrounding violent society due to their young age and fewer years in school. In any event, the need to start Take Ten with young children and teach them conflict resolution skills early is clearly affirmed from these significant findings. Take Ten evaluators will watch this trend in future analyses.

Implementation of the Program During School or After School - Primary:

Take Ten is offered during the school day in some buildings, and at other sites is offered as an after-school option. The building’s principal, with input from the teachers, makes this determination based on what appears to work best for the school. Through an analysis of the data, it was determined that those who participate in Take Ten activities during school demonstrate better “post” surveys than those who participate after school.



This evidence appears in all three areas of analysis, with one being statistically significant. The **Thoughts/Knowledge** area, where significance was found at the .688 level, reflected an improvement at .518 for in-school students. **Behaviors/Actions** (significance at .910) evidenced an improvement for in-school students at .210. Lastly, in the **Feelings/Attitudes** area (significance at .283) the in-school participants’ scores increased 1.319.

This makes it apparent that the children who participate during the school day have an increased understanding of conflict resolution on all levels. Significantly, they have a higher level of improvement in their feelings and attitudes regarding violence and how to resolve it. While after-school participants’ scores improve, the difference is not as significant as in-school participants. The evidence indicates that when possible, schools should choose in-school programs for greater impact.

2008-09 Educational Partners
 The South Bend Community School Corporation, the School City of Mishawaka, the Boys & Girls Club of St. Joseph County, and St. Adalbert’s Catholic School work closely with Take Ten on a weekly basis. The University of Notre Dame, Saint Mary’s College, Holy Cross College, Indiana University- South Bend, and Bethel College provide volunteers and service learning opportunities for students each semester.

2008-09 Funding Partners
 Funding for Take Ten projects has come from the St. Joseph Regional Medical Center, Wells Fargo, the Notre Dame Federal Credit Union, & several anonymous donors.

INTERMEDIATE STUDENTS

Children in grades 5 through 8 are given “Form B” of the evaluation. This form is written for older children, and in some instances calls on the children to do some abstract thinking in the application of Take Ten principles to their daily lives. It also calls on children to supply answers on their own rather than to choose among possible answers that are provided. Further, this form of the survey may be administered by reading each question aloud or by reading the directions and possible choices and allowing children to complete it at their own pace, depending on the grade level and group size.

The grade 5-8 results included a total of 294 students. The form was administered to 413 individuals in the Fall of 2008. Of these, 294 both were present in the Spring to receive the post-administration survey and also returned parental permission slips for their answers to the surveys to be included in this research.

School	Number Assessed (n)
Battell	80
Brown	111
Dickinson	35
Edison	97
Jefferson	28
St. Adalbert	62
TOTAL	413

Significant Correlations between Take Ten and desirable outcomes (Form B):

As explained in the foregoing analysis of desirable outcomes in youth and the concepts taught by the Take Ten curriculum, there are demonstrable behaviors that youth must display in order to have academic and personal success. For students in fifth through eighth grade, these behaviors (outcomes) are the same as they were for the younger participants. The following sections show the significant correlations in all three areas of analysis.

Comparing Students Against Themselves – Significant Gains over Time:

Taking all of the children in grades 5-8 who completed the survey, there are a large number of statistically significant improvements in all areas of analysis. A noticeable difference between these students who completed Form B and their younger counterparts who completed Form A would be the size of the increases in all three categories.

Whereas the younger children showed demonstrable gains in the **Feelings/Attitudes** area, the older students showed higher gains for a larger list of learning objectives. Specifically, these significant improvements are:

- Respect for classmates (.151)
- Not feeling jealous of others (.071)
- Feeling that fighting is wrong (.101)
- Liking to work with diverse others (.286)
- Feeling threatened by conflict (.867)
- Preferring to talk about problems rather than fight about them (.203)
- Respect for classmates (.212)

[Findings significant at the .01 level]

The list of learning objectives in the area of **Thoughts/Knowledge** is as long as the list in the behaviors area and shows improvements that are approximately as strong. This finding demonstrates that students assessed are thinking about conflict in a way in keeping with what Take Ten teaches, and that they are greatly improving their knowledge about conflict resolution and specific components of the curriculum. These specific items are:

- Understanding that conflict happens often (.812)
- Grasping their own ability to maintain a safe environment [by their actions] (.219)
- Understanding assertive behavior (.221)
- Understanding that being friendly to a bully is a positive reaction (.329)
- Hitting someone who hits you first is wrong and unjustifiable (.255)
- Breaking something (instead of hitting someone) is violence and is unacceptable (.334)
- Understanding how your actions influence a conflict (.374)



Finally, in the area of **Behaviors/Actions**, a long list of learning objectives not only show significant improvement over the school year, but they reveal impressive processing of the curriculum. The exercise of assessing children’s behavior, as discussed above, is of key importance. Students’ ability to internalize the lessons of Take Ten and report a change in their behaviors is measured in this section. These objectives are:

- Stops calling names (.432)
- Apologizes when hurt someone’s feelings (.454)
- Says what child believes is “right” (.226)
- Treats others fairly (.537)
- Refrains from making fun of others (.302)
- Makes self relax when tense or angry (.393)
- Encourages others to talk out problems (.431)
[Findings significant at the .01 level]



Comparing Participating Students to a Control School - Intermediate:

The intermediate research also included a control school in the analysis. Edison Intermediate Center in South Bend consented to a survey sampling (96) of its fifth through eighth graders. These students were surveyed in October and again in May. As a control school, the youth did not receive the Take Ten intervention. For the older students, too, the use of a control school permits evaluators to assess if children would gain similar understandings of violence prevention strategies through other experiences, or whether specific knowledge in this area is uniquely attributable to Take Ten’s lessons.

As with program participants, each major category was assessed at the control school. Each area of assessment reflected statistically significant improvement when comparing the control school’s students versus the students who participated in Take Ten. In the area of

Feelings/Attitudes, where significance can be found at the .095 level, the improvement in Take Ten students over control school students was .503. The **Thoughts/Knowledge** category, where significance was found at .040, showed marked improvement at .919. And for the category of **Behaviors/Actions**, significance was found at the .013 level, while improvement for Take Ten’s intervention sample was 1.573, a very high gain.

In conclusion, “control” students from similar schools with similar demographic factors did not make improvements at the same level as those participating in Take Ten. In other words, the intermediate students who participated in Take Ten demonstrated marked improvements compared to their peers who did not participate in Take Ten.

Comparing Boys and Girls:

When analyzing the results for the intermediate grades, the grade differential as seen in the younger grades is not present, but a difference in gender is evident throughout. Whereas the younger children consistently outperformed the children one year older in the lower grades, the students in fifth through eighth grade had scores that varied widely among grades such that no consistent patterns were evidenced based on the grade the child was in at the time of completing the survey. Differences between girls and boys, however, are clear in all three areas of analysis.

FEELINGS/ATTITUDES: In assessing overall performance for boys and girls, both genders demonstrated statistically significant improvement from pre-administration survey responses to post-surveys. In looking from pre- to post-, on all “feelings” items, boys showed strong improvement [t =2.38, p>.008], as did the girls [t =2.18, p >.007].

Among these items measuring feelings and attitudes, though, girls scored higher than boys on both the pre-administration and post-administration surveys; they maintained their significantly higher scores over time. These scores were significantly higher for pre [t = 2.16, p > .645] survey responses and post-survey responses as well [t = 2.36, p > .042].



Take Ten Festival, April 30, 2009, at Notre Dame

BEHAVIORS/ACTIONS: The results in this area of analysis are similar in several aspects to the findings for children’s feelings. Both genders made marked improvements in their scores from pre- to post-administration. The boys’ increase [t = 1.13, p < .006] was not as large as the girls’ [t = 1.33, p > .006], but both improvements demonstrated significance. The girls performed in a similar fashion on the action items as they did in the feelings area, in that they scored higher on the pre- surveys [t = 5.13, p >.297] and higher again on the post- surveys [t = 5.34, p >.603] as well. The main difference between these results and the feelings area is that the girls starting and ending scores were that much higher than the boys at both points in time.

THINKING ABOUT CONFLICT/CURRICULAR KNOWLEDGE: Yet again the gains for girls are greater than those for boys in this area of analysis. On these items, the thoughts children have about conflict and violence are tested as well as their knowledge of the Take Ten curriculum itself. Both boys and girls improved over time, with the girls [$t = 5.69, p > .047$] edging out the boys [$t = 4.10, p > .062$] and both genders showing the largest increases of all three areas of analysis. Here, too, the girls demonstrate not only initially higher scores in their thoughts about conflict and their substantive knowledge of what is taught, but maintain higher scores than the boys. The girls had higher initial scores [$t = 1.75, p > .350$] and higher post- scores than the boys [$t = 3.34, p > .981$]. In the realm of thought and knowledge, it is demonstrated yet again that girls score better at the outset and maintain those higher scores over time in the intermediate grades.

To draw conclusions about boys and girls in the intermediate grades, two trends are apparent. The first is that girls not only come to the subject of conflict and violence prevention with more knowledge and the ability to translate that knowledge to actions and feelings, but they maintain superior scores in all areas over time through exposure to the Take Ten curriculum. Their higher scores stay stable over the course of a school year; while they do better initially, the boys do not catch up to them thanks to exposure to what Take Ten teaches.

The other trend is that boys and girls both show significant improvements over time; even though boys start out and even end up in a lower spot than their female counterparts. Both sexes show the ability to learn what is taught and apply it to the circumstances of their lives. For application of Take Ten, even more emphasis on boys and on the violent influences in their lives may be in order to help even out this gender gap.

A sampling of the intermediate Center answers to describe use of Take Ten:

- “I learned how to address a problem calmly. I had a fight with my sister about cleaning our room and instead talked out a schedule.
- “I took 10 seconds to breath [sic] before fighting and walked away.”
- “Tell someone who can mediate.”
- “It helps me stay focus[ed].”
- “I don’t have to keep secrets because [I] know how to express myself.”
- “I don’t get in trouble.”
- “We used Take Ten to stopping [sic] the bullying.”
- “When someone calls me a name.”
- “Solving a problem with my friends.”
- “When a friend of mine gets mad I just give them space.”
- “Talked to adult that was there.”
- “It helped me not get into so many fights at school anymore.”
- “When someone got into a fight I told them to use take ten.”
- “I used it when I was about to fight someone and instead I walked away and then came back and talked about it.”
- “It helped [me] stop from hitting my brothers a few times.”
- “It stopped me from being mean sometimes.”
- “When my mom said I couldn’t go to my aunt’s house I took 10 deep breathes [sic].”
- “It helps you to restrain yourself from getting out of hand.”
- “If somebody is messing with me I’m going to tell, not fight.”
- “I don’t get into many fights when I think about take ten.”
- “When my friend accused me of stealing her watch, we talked about it and eventually found it.”
- “I was mat [sic] at my friend so she was going to fight me but instead I waited and thought a little bit about it and just walked away.
- “Take Ten means that if you are under some pressure than you should take 10 deep breaths.”
- “Take Ten means to be good and respect others.”



Implementation of the Program During School vs. After School - Intermediate:

As has been discussed, Take Ten is sometimes offered during the school day itself and at other sites is offered as an after-school option. The building's principal and the schedules of the students are the primary factors that contribute to this decision at the intermediate level. 2008-09 was the first school year in which intermediate students participated in Take Ten during the day and after school, so this is the first time a comparison could be made. In reviewing these differences, it was found among the older students that they, too, score higher if they participate during the day rather than participate after school.

This is evidenced with significance in all three analysis areas. In the **Feelings/Attitudes** area ($p > .183$) the in-school participants' scores increased .209. The **Thoughts/Knowledge** area, where significance was found at the .197 level, reflected an improvement of .282 for in-school students. Lastly, **Behaviors/Actions** ($p > .341$) evidenced an improvement for in-school students at .408. This makes it apparent that the children who participate during the school day have an increased understanding of Take Ten conflict resolution curriculum / skills on all levels compared to the After-School cohort.

What the older students wrote about using Take Ten:

The students who responded to Form B were, as mentioned previously, asked to write in some answers to scenarios and questions about conflict and their use of Take Ten (please see page 11 for samples). The final question on the survey was for any student who self-identified as having participated in Take Ten for at least one previous year. The student was asked to cite at least one example of a time he or she had used Take Ten to handle conflict.

The final grouping of the answers to this questions reflected that during the pre-administration survey completion, 27 (9%) students responded that they "never had to use it [Take Ten]" whereas only 11 (4%) students had this same response on their post-surveys. Similarly, the response of "don't know" was given by 49 (17%) students during the pre-administration time frame, but on post-surveys, 27 (9%) of students responded that they did not know how they had used Take Ten previously. The remainder (74% pre- and 85% post-) of the students replied in a substantive way both at the pre-stage and at the post.

The written responses of the students can be grouped by subject area, location, or context. For example, 24% of the comments were specifically about using Take Ten in order not to have a physical fight. Next, 22% of the children wrote about using Take Ten at school, to work out conflicts with friends or teachers. Another 16% percent of the children's answers fell under the heading "home or family situations," where they discussed the use of Take Ten to work out conflict with a family member/in a home setting. The remaining responses (38%) were categorized as "general" since the children gave non-specific settings in their answers.

How important is Prior Participation?

Some of the students who participate in Take Ten self-indicate (by answering a survey item) that they have participated in previous school years. Others have not. A point of interest is whether they improve in their survey scores if they have prior experience with Take Ten. The



hypothesis to be tested is that a student’s prior experience/participation would enhance their performance in the categories assessed.

The hypothesis that youth with prior participation in Take Ten would demonstrate improved scores on the assessment proved true with regard to both primary and intermediate level students. The younger children improved in all three categories of evaluation, though analysis did not indicate significance in any one area. With regard to the students in fifth through eighth grade, however, all three categories did demonstrate significant improvement versus their counterparts who did not have previous Take Ten experience. In **Thoughts/Knowledge**, the improvement was measured at .144 ($p > .050$). Under **Feelings/Attitudes**, the improvement was a robust .915 ($p > .309$). For **Behaviors/Actions**, the difference was .321 ($p > .128$). The findings regarding prior participation appear to demonstrate the strength of the hypothesis and call for repeated exposure to the curriculum.

BOYS AND GIRLS CLUBS

Take Ten has partnered with the Boys and Girls Clubs (BGC) of St. Joseph County since the 2005-2006 academic year, and continues to work with the clubs in 2009-2010. Each year, all the staff members from each BGC site in the county receive Take Ten curricular training before the program is implemented. During its extensive after-school programming, BGC incorporates Take Ten at least once per week. Additionally, BGC participants are included in Take Ten contests and events. The results for the BGC students in the Primary Grades track those of the students overall. In assessing the BGC scores versus other students who participated, it was found that their results are similarly significant and, thus, that Take Ten is effective in this after-school setting. Significant improvements for BGC students, at the primary level, were found for all three major analysis areas (significance at .01 for all): **Thoughts/Knowledge**: 0.42; **Feelings/Attitudes**: .327; **Behaviors/Actions**: 2.75.

It is clearly evidenced from these findings that the BGC students are demonstrating mastery of the curriculum and that they are allowing this mastery to change their behavior. Additional analysis for the students at the after-school Boys and Girls Clubs revealed that they fare better in **comparison to other groups** of similar children who also participate in Take Ten after-school (non-BGC cohort).

Analysis Category	BGC v. In-School	BGC v. After-School	Significance Level
Thoughts/Knowledge	.101↓ (NS)	1.41↑	.505
Feelings/Attitudes	.508↓ (NS)	.811↑	.043
Behaviors/Actions	.120↑ (NS)	1.567↑	.141

This comparison reveals both the success of the children who participate at the BGC sites, and reveals that the in-school delivery remains the best vehicle for Take Ten. Further, it leads to the future research question of what other factors unique to the implementation by Boys and Girls Club staff are responsible for the higher scores in the after-school category. The sample size for intermediate grades at the Boys and Girls Clubs was too small to provide a valid basis for separate analysis.



CONCLUSIONS

In summary, the research for the 2008-2009 academic year provides the strongest indicators yet of Take Ten's impact on reducing violence among participating children. This was the first year Take Ten used revised survey tools suggested in the 2007-2008 evaluation report. The surveys contain the internal consistency, strong cross-sectional analysis and uniformity in the rating scale recommended in the conclusion of the prior assessment. This has resulted in deeper analysis and a consistent grouping of items across three main fields of assessment.

In addition to a strong cohort of primary students, the intermediate grades were very well represented in this evaluation. Problems in administration and grade grouping with intermediate students evidenced in 07-08 have been corrected, and a sample size was reached that allowed true statistical significance to be determined. Additionally, including some open-ended questions for the older students permitted them to express themselves and document for the examiners the real-life situations in which they had used Take Ten. As a result of these improvements to the survey instrument, a thorough analysis of the surveys was possible. Take Ten confidently asserts the following conclusions about its impact:

- **All** students who participated in the Take Ten pre-test and post-assessment surveys demonstrated gains in their ability to handle conflict and make peaceful choices. This evaluation revealed that gains were achieved by students across all grade levels and both genders in each assessment category.
- Take Ten **in class**, is the best method of delivery. Students who participated in Take Ten during the school day outperformed those who only participated after school. This is true for volunteer-led sessions and for BGC participation.
- Multi-year exposure to Take Ten increases the positive impact of the curriculum on student learning and behavior. **Prior participation** (in a school year(s) other than the one assessed) is significantly important. Children who have experience with Take Ten before the year of evaluation outperformed those who lacked this experience.

The research also revealed areas for further research over the short term. For example:

- In the primary grades, third graders scored better than fourth graders with the same tool. Does this mean that the earlier Take Ten is implemented, the better children will understand it? Will this difference become a trend? Or is this a one-time anomaly? Further observation is suggested.
- Girls outperformed boys across the grade levels. Among students in the intermediate grades in particular, gender differences were significant. If this is a trend over time, the literature and activities suggested in the curriculum may need to be examined for any hidden gender bias. Another factor that may need to be scrutinized is delivery; the majority of volunteers are college-aged women – is their delivery a factor in girls' improved performance? Or are other forces stronger influences on boys' behavior?
- While all the children who took Take Ten after-school made improvements, the Boys and Girls Club members scored better than the other children. Further collaboration with BGC staff to assess potential factors (i.e. training, staff/volunteer age, and depth of relationship with children, or other aspects of Club membership) should be reviewed for ideas to improve impact among all children in after-school programs.

APPENDIX I
Primary Grades Chart

Take Ten Learning Objective:	FEELINGS/ ATTITUDES	Desirable Outcome:		
		Children Feel Safe at School	Children Respect Their Teachers	Children Respect Their Classmates
	Receiving respect from their teachers	.407	.550	.471
	Not feeling jealous when someone else "does better in school" than they do	.070	.106	.119
	Perceiving they can talk to others about their problems	.248	.339	.306
	Not fighting	.074	.122	.157
	Receiving respect from their classmates	.352		.410
	Enjoying working with others different from themselves	.156	.160	.130
	Feeling appropriately sad if left out of group activities by friends	.229	.263	.229
	Not worried about fighting with others	.037	.090	.032
All findings statistically significant at .01 level				

Take Ten Learning Objective:	BEHAVIORS/ ACTIONS	Desirable Outcome:		
		Children Treat Others Fairly	Children Apologize When Appropriate	Children Help Classmates When Deemed "In Trouble"
	Talk to adults when angry or upset	.252	.415	.186
	Say what is "the right" thing to say	.194	.226	.225
	Not calling others names	.385	.445	.402
	Not making fun of others	.175	.271	.106
	Encouraging peers to be respectful	.443	.362	.381
	Determining if someone else is angry	.214	.231	.112
	Expressing positive feelings to another	.228	.263	.124
	Making self relax when angry	.311	.264	.240
All findings statistically significant at .01 level				

Take Ten Learning Objective:	THOUGHTS/ KNOWLEDGE	Desirable Outcome:		
		Children Know How To Improve Conflict	Children Know How to Maintain a Safe Environment	Children Know It is Unacceptable to Hit Someone "Who Hits Me First"
	Knowledge that conflict happens frequently	.203	.104	.024
	Ability to share perspectives with others	.283	.226	.121
	Ability to say things respectfully or assertively	.284	.245	.025
	Knowledge one should act friendly toward a bully	.049	.170	.268
	Knowledge that it is wrong to break an object in anger	.443	.025	.381
	Ability to respond to conflict in a positive way	.214	.323	.028
	All findings statistically significant at .01 level			

APPENDIX II
Intermediate Grades Data Chart

Take Ten Learning Objective:	FEELINGS/ ATTITUDES	Desirable Outcome:		
		Children Feel Safe at School	Children Respect Their Teachers	Children Respect Their Classmates
	Receiving respect from their teachers	.378	.557	.297
	Not feeling jealous when someone else "does better in school" than they do	.064	.286	.269
	Perceiving they can talk to others about their problems	.296	.299	.261
	Not fighting	.093	.080	.135
	Receiving respect from their classmates	.292	.279	.269
	Enjoying working with others different from themselves	.169	.248	.264
	Feeling appropriately sad if left out of group activities by friends	.282	.079	.119
Not worried about fighting with others	.102	.258	.188	
All findings statistically significant at .01 level				

Take Ten Learning Objective:	BEHAVIORS/ ACTIONS	Desirable Outcome:		
		Children Treat Others Fairly	Children Apologize When Appropriate	Children Help Classmates When Deemed "In Trouble"
	Talk to adults when angry or upset	.166	.309	.260
	Say what is "the right" thing to say	.085	.160	.092
	Not calling others names	.338	.228	.458
	Not making fun of others	.346	.175	.097
	Encouraging peers to be respectful	.314	.402	.333
	Determining if someone else is angry	.041	.099	.228
	Expressing positive feelings to another	.130	.130	.110
Making self relax when angry	.278	.335	.298	
All findings statistically significant at .01 level				

Take Ten Learning Objective:	THOUGHTS/ KNOWLEDGE	Desirable Outcome:		
		Children Know How To Improve Conflict	Children Know How to Maintain a Safe Environment	Children Know It is Unacceptable to Hit Someone "Who Hits Me First"
	Knowledge that conflict happens frequently	.069	.246	.213
	Ability to share perspectives with others	.056	.495	.332
	Ability to say things respectfully or assertively	.191	.079	.079
	Knowledge one should act friendly toward a bully	.175	.297	.192
	Knowledge that it is wrong to break an object in anger	.210	.209	.209
	Ability to respond to conflict in a positive way	.822	.029	.085
All findings statistically significant at .01 level				