

# EMBRACE CIVILITY STUDENT SURVEY

## Survey Message to Students

This survey is being conducted so that our school community can do a better job of fostering civility, kindness, and respect for all people in our school community. When people treat others in a hurtful or disrespectful way, this demonstrates a lack of civility. This survey is to find out about hurtful situations that may be occurring at (name of school), as well as student perspectives on hurtful behavior and positive relationships.

In this survey: “Hurtful” means when someone has intentionally been hurtful to another. This includes situations that could be called bullying, harassment, disrespect or put-downs, conflict or drama, bias incidents, fighting, and the like. This does not include friendly teasing or accidental hurtful acts. These incidents could be in person or when using social media. “Online” means any use of digital technologies including sites or apps, using a computer or mobile device, while at school or when away from school.

It is your choice whether you want to do this survey. This survey is anonymous. No one will be able tell which responses are yours. You can skip any question that you do not understand or do not feel like answering.

1. What three words would you use to describe how you would like to see students at (name of school) treat each other?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Please indicate whether you strongly disagree, disagree, agree or strongly agree with these statements. The students at my school ...

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
Treat other students with kindness and respect while at school.				
Treat other students with kindness and respect while using social media.				
Step in to help if they see someone being treated badly.				
Tell students who are hurtful to stop.				
Tell their friend who is being hurtful to stop.				
Report serious situations to an adult who can help.				
Stop themselves and say they are sorry if they were hurtful.				
Respond in an effective way if someone treats them badly.				

3. What is your normal reaction if you see a student being hurtful or disrespectful to another? (Check one.)

\_\_\_\_\_ I really do not like to see this happen.

\_\_\_\_\_ This happens all the time, so I generally just try to ignore it.

\_\_\_\_\_ The student who was treated badly probably deserved it.

\_\_\_\_\_ It sometimes is pretty funny.

4. What are the most important reasons why you would not be hurtful to another student? (Check all you think are most important.)

\_\_\_\_\_ How I would feel if someone did this to me or someone I care about.

\_\_\_\_\_ How I would feel about myself because of how this would reflect on me.

\_\_\_\_\_ It is against my values to be hurtful to others.

\_\_\_\_\_ How I would make the other student feel.

\_\_\_\_\_ What adults whose opinion I value would think.

\_\_\_\_\_ What my friends would think.

\_\_\_\_\_ What this would do to my reputation.

\_\_\_\_\_ That I might get into trouble.

\_\_\_\_\_ Other

5. What do you think about students who act in this way?

Statement	Admire	Mixed Feelings	Do Not Admire
Are respectful and kind to others.			
Think it is cool to put others down.			
Creates “drama” to get attention or revenge.			
Reach out to support a student being treated badly.			
Ignore hurtful situations involving others.			
Laugh when they see someone treated badly.			
Demand their friends support them when they are hurtful.			
Help someone being treated badly safely walk away.			
Were treated badly and responded in a powerful and positive way			
Reach out to support a student who has been treated badly.			
Help other students resolve conflict.			
Support their hurtful friend by also being hurtful.			
Use words or symbols that are hurtful or biased against others.			
Are hurtful to others to be considered “popularity.”			
Encourage a hurtful student to stop and say they are sorry.			
Encourage a hurtful friend to stop and say they are sorry.			

Statement	Admire	Mixed Feelings	Do Not Admire
Were hurtful, but stopped and said they were sorry.			
Were treated badly and retaliated.			
Were treated badly and did not respond in a hurtful way.			
Were hurtful and refused to accept responsibility and say they were sorry.			
Help someone facing challenges think things through.			
Tell an adult when someone is or could be harmed.			
Ask for help from an adult if they are experiencing serious concerns.			
Get into fights or threaten to fight.			
Include students who are often excluded.			
Encourage students to exclude those they think are "different."			

6. What three words would you use to describe students who are helpful in getting hurtful incidents to stop by supporting the one treated badly, telling the one being hurtful to stop, or reporting concerns?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What are the most important reasons why you would want to be helpful if you saw that someone was being treated badly by another student? (Check all you think are most important or indicate that you would likely not be helpful.)

- \_\_\_\_\_ I would likely not step in to help.
- \_\_\_\_\_ How I would feel if someone did this to me and no one stepped in to help.
- \_\_\_\_\_ How I would feel about myself because of how not helping would reflect on me.
- \_\_\_\_\_ It is an important part of my values to be helpful to others.
- \_\_\_\_\_ How I think the student treated badly would feel if no one stepped in to help.
- \_\_\_\_\_ What adults whose opinion I value would think if they saw that I helped.
- \_\_\_\_\_ What my friends would think if they saw that I helped.
- \_\_\_\_\_ How this might benefit my reputation.
- \_\_\_\_\_ Other

8. In the last month, how frequently have you witnessed a student being hurtful to another student?

- \_\_\_\_\_ Almost every day.
- \_\_\_\_\_ Once a week or so.
- \_\_\_\_\_ Once or twice a month.

\_\_\_\_\_ Never.

9. Think of a significant hurtful incident you witnessed in the last month. Did you ... (Skip if you did not see someone being hurtful.)

<b>Response</b>	<b>Yes</b>	<b>No</b>
Step in to help the student being treated badly?		
Tell the student being hurtful to stop?		
Tell an adult at school who could help?		

10. Think of a significant hurtful incident you saw in the last month where you wanted to step in to help, but did not do so. What were the concerns you had about stepping in to help? (Skip if you did not see someone being hurtful. Click any that were significant concerns.)

\_\_\_\_\_ I didn't know what I could do.

\_\_\_\_\_ I should mind my own business.

\_\_\_\_\_ It would not have been safe for me to do something.

\_\_\_\_\_ I could have failed.

\_\_\_\_\_ I was afraid I would embarrassed myself.

\_\_\_\_\_ This happens all of the time, so nothing that I might try to do would help.

\_\_\_\_\_ Other students might have teased me if I tried to help.

\_\_\_\_\_ School staff are supposed to handle this.

\_\_\_\_\_ The student being treated badly likely deserved it.

\_\_\_\_\_ It wasn't that bad.

\_\_\_\_\_ I was afraid I might make things worse.

\_\_\_\_\_ Other students thought it was funny.

\_\_\_\_\_ I thought I should support my friend, even though my friend was being hurtful.

\_\_\_\_\_ I was afraid the student being hurtful would retaliate against me.

\_\_\_\_\_ Other reasons:

11. In the last month, how frequently have you seen someone you consider to be a friend be hurtful to another student?

\_\_\_\_\_ Almost every day.

\_\_\_\_\_ Once a week or so.

\_\_\_\_\_ Once or twice a month.

\_\_\_\_\_ Never.

12. What was your response? Did you ... (Skip if you "never" saw a friend be hurtful.)

<b>Response</b>	<b>Yes</b>	<b>No</b>
Tell your friend to stop?		
Ignore the situation?		
Support your friend by also being hurtful?		

Response	Yes	No
Laugh?		
Encourage your friend to say they were sorry?		
Decide not to be friends anymore because your friend would not stop?		

13. In the last month, how frequently have you been hurtful to another student?

- Almost every day.  
 Once a week or so.  
 Once or twice a month.  
 Never.

14. When you were hurtful, what were you thinking? (Check any that you thought.)

- It was no big deal.  
 They had been hurtful to me or my friend.  
 I acted too fast when I was angry.  
 Everybody does it.  
 Someone else encouraged me to do this.  
 We were fighting over a possible partner.  
 What I did wasn't that bad.  
 They deserved it.  
 They are "different" or "annoying."  
 Students will look up to me.  
 Students thought it was funny.  
 They broke up with me.

15. When you were being hurtful, did any other student tell you to stop?

- Yes.  No.

16. When you were being hurtful, did any of your friends tell you to stop?

- Yes.  No.

17. After you were hurtful, did you stop and tell the student you were sorry?

- Yes.  No.

18. In the last month, how frequently has any student in this school been hurtful to you?

- Almost every day.  
 Once a week or so.  
 Once or twice a month.  
 Never.

(Skip questions 19 to 27 if you said "never" on Question 18. If there was more than one hurtful incident, on Questions 19 to 27, think about the incident that affected you the most.)

19. How effective did you feel in getting this hurtful situation to stop?

- I was easily able to get this to stop.
- It was challenging, but possible, to get this to stop.
- It was very difficult to get this to stop.
- I felt powerless to get this to stop.

20. If other students were present when someone was hurtful or could see this on social media, did any other student ... (Skip if another student was not present or could not see.)

Response	Yes	No
Step in to help you?		
Tell the student being hurtful to stop?		

21. Did the student who was hurtful stop and say they were sorry?

- Yes.
- No.

22. If a staff member was present, did that staff member step in? (Skip if a staff member was not present.)

- Yes.
- No.

23. If the staff member did step in, what was the outcome? (Skip if no staff member stepped in to help.)

- Things got better.
- Things stayed the same.
- Things got worse.

24. Did you report this to the school?

- Yes.
- No.

25. If you reported this to the school, what was the outcome? (Skip if you did not report.)

- Things got better.
- Things stayed the same.
- Things got worse.

26. If you did not report to the school, why did you not report? (Check all that concerned you. Skip if you did report.)

- It was a minor incident.
- I did not think a school staff member would do anything to help.
- I resolved the incident by myself.
- I thought that a school staff member might make things worse.
- Other students told this student to stop being hurtful, and they did.
- The other student stopped being hurtful.
- I resolved the incident with help from my friend(s).
- I thought I would be blamed.
- Telling means I can't handle my own problems.

\_\_\_\_\_ Other students would have looked down on me for reporting.

\_\_\_\_\_ We have been told not to tattle.

\_\_\_\_\_ The student being hurtful would likely have retaliated.

\_\_\_\_\_ I probably deserved it.

\_\_\_\_\_ A school staff member saw this and did nothing, so I thought nothing would happen if I reported.

\_\_\_\_\_ Other reason(s):

27. (Note: It is recommended that this question not be provided to students at the elementary grade level.) How much of a concern are these hurtful actions in your school?

Statement	A Big Concern	A Concern	Not Much a Concern	Not a Concern
Students treated badly because they are a different race or color.				
Students treated badly because they came from a different country or speak a different language.				
Students treated badly because they practice a different religion.				
Students treated badly because they have, or are perceived to have, a minority sexual identity or orientation.				
Students treated badly because they are neurodiverse, or have a disability, or have difficulties learning or interacting with others.				
Students treated badly based on body shape, size, appearance, or clothing.				
Students treated badly because they behave in ways that are considered annoying or inappropriate.				
Students treated badly because they are known to get upset, which other students think is funny.				
Students who create drama to get attention.				
Students who react in hurtful ways because someone was hurtful to them.				
Students who are hurtful so they will be considered "popular" or "cool."				
Students who engage in sexual harassment or abuse.				
The abusive request for or use of revealing digital images.				
Arguments related to dating relationships.				
Abuse within dating relationships.				
Students who are involved in a hate group.				

Statement	A Big Concern	A Concern	Not Much a Concern	Not a Concern
Students who are involved in a gang.				
Rivalry related to school athletics.				
Rivalry related to extracurricular activities.				

28. Rate whether you strongly agree, agree, disagree or strongly disagree with these statements. The staff at my school

...

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
Treat all students with kindness and respect.				
Enforce rules and expectations fairly.				
Effectively help when they see a student being treated badly at school.				
Discipline students in a respectful way that does not humiliate them in front of others.				
Can effectively support students who have gotten upset to calm down.				
Really care about me and want me to succeed.				
Make me feel comfortable talking to them if I have a concern.				
Are consistently kind and treat me with respect.				

## DATA ANALYSIS

The indicator PSN indicates that this is a Positive Social Norms question. The responses on these questions could be considered to reflect a “social desirable response bias.” This is perfectly acceptable. The responses to these questions are not for the purposes of accurate reporting.

The questions that will most likely be answered with an actual “socially desirable response option” are the positive responses on 9, 12, and 17. The potential response bias is countered by the responses on Questions 15, 16, 17, 20, and 21. The one additional question that is also likely to have a “social responsible response bias” is Question 13. Dominance Motivated Hurtful Students are less likely to admit they have been hurtful. This potential response bias is countered by the responses on Questions 8 and 18.

The data on Questions 22 through 17, and Question 29 are for staff analysis. All of the other data should be shared with all of the students. The data on the staff analysis Questions could be shared with the Student Leadership Team in a focus group process to gain greater insight. It is not likely that sharing this with all students would be productive.

### Initial Analysis

1. PSN. The words provided by students should be set forth in a Word Cloud. To accomplish this will likely require some “word cleaning.” Sometimes, words are misspelled. Sometimes, there will be two very similar words or phrases—pick one. If you have a lot of students, there is no need to clean up the entire list. The first hundred or so will likely be an appropriate sample. A free online Word Cloud creator I like is:
2. This data should be set forth in a bar chart. Note that these 7 statements are the objectives for the *Embrace Civility* student program. The objectives are to see a significant increase in the percentage of students who Agree or Strongly Agree to these statements. These are key objectives that the Student Leadership Team should focus on.
3. PSN. This data should be set forth in a pie chart or a bar chart. A large percentage of your students will indicate that they really do not like to see this. One way this data can be illustrated to students is to have members of the Student Leadership Team create the appropriate number of frowny face pie plates, and one laughing pie plate. At an assembly, two students can act out a hurtful act. Two witnesses will be watching with the plates held behind their back. After the play act, the lead presenter, can ask, “If a student at this school is hurtful to another, how many witnesses do you think our data showed really do not like to see this? Then show the slide with the data and the students should show the paper plates. After the assembly, the paper plates can be set forth in a display.
4. There are no “right answers” to this question. Students will have different reasons. It is helpful for students to know the reasons of others and to think of their own reasons.
5. PSN. This is a key question on the survey. The data from this question will be used on the slides in the slideshow that set forth guidance on effective skills. The data should be set forth on a bar chart. The bar chart should be sorted descending (is this the right term?) to show most admired at the top. There are two responses that are likely to have a larger percentage of “mixed feelings.” These are: “Ignore hurtful situations involving others.” “Were treated badly and retaliated.” To address the mixed feelings on the “ignore” item, will be the “admire” data for all of the helpful actions. To address the “mixed feelings” on the “retaliated” item is the data on the “Were treated badly and responded in an effective, way without also becoming hurtful” data.
6. PSN. These words should also be set forth in a Word Cloud, with cleaning and use of a portion of the data if you have many students, as described for #1.
7. There are no “right answers” to this question. Students will have different reasons. It is helpful for students to know the reasons of others and to think of their own reasons.
8. This data should be set forth in a pie chart. One of the objectives for students, established by the Student Leadership Team is an increase in the number of students reporting “Never.”
9. This data should be set forth in a bar chart. One of the objectives for students, established by the Student Leadership Team is an increase in the number of students reporting “Yes” to the helpful responses and “No” to the not helpful responses. The data in this chart should also be compared to the data on Questions 14 and 19.
10. This data should be shown in a percentage descending. The students will also be asked to distinguish from these thoughts on whether this is a fear, related to lack of skills, or an excuse/rationalization.
11. This data should be set forth as a pie chart. One of the objectives for students, established by the Student Leadership Team is an increase in the number of students reporting “Never.”
12. This data should be set forth in a bar chart. One of the objectives for students, established by the Student Leadership Team is an increase in the number of students reporting “Yes” to the helpful responses and “No” to the not helpful responses. The data in this chart should also be compared to the data on Question 15.
13. This data should be set forth as a pie chart. One of the objectives for students, established by the Student Leadership Team is an increase in the number of students reporting “Never.”
14. This data should be shown in a percentage descending. When I did this survey before, the top two reasons were that they had been hurtful to them or a friend and they acted too fast when they were angry. Assuming these are the findings, this opens the door for extensive discussions on how to stop impulsive retaliation.
15. Set forth this data in a two line bar chart with the matching item on Question 8.
16. Set forth this data in a two line bar chart with the matching item on Question 11.
17. Set forth this data in a two line bar chart with the response in Question 20.

18. This data should be set forth as a pie chart. One of the objectives for students, established by the Student Leadership Team is an increase in the number of students reporting “Never.”
19. This data should be set forth as a pie chart. One of the objectives for students, established by the Student Leadership Team is an increase in the number of students reporting “I was easily able to get this to stop” or “It was challenging, but possible, to get this to stop.”
20. Set forth this data on the items in this chart in a two line bar chart with the matching items on Questions 8.
21. Set forth this data in a two line bar chart with the matching item on Question 16.
22. This is a question for staff analysis. This data should be set forth in a pie chart or a bar chart. One of the objectives for staff is an increase in intervention actions.
23. This is a question for staff analysis. This data should be set forth in a pie chart or a bar chart. One of the objectives for staff is an increase in reported effectiveness.
24. This is a question for staff analysis. This data should be set forth in a pie chart or a bar chart. One of the objectives for leadership is possibly an increase in reporting. However, if there is an increase in student reporting they have effectively handled the hurtful incidents on Question 19, this is even better.
25. This is a question for staff analysis. This data should be set forth in a pie chart or a bar chart. One of the objectives for leadership is an increase in reported effectiveness.
26. This is a question for staff analysis. This should be set forth in percentages, sorted descending but also sorted by positive or effective responses and those that indicate concerns. One of the objectives for staff and leadership is an increase in reported reported reasons for not reporting is an increase in the effectiveness of students in independently resolving the situations.
27. This data should be set forth in a bar chart, sorted descending. This data is for both staff and Student Leadership Team analysis. Note that the degree to which the items are judged to be “A Big Concern” or ”A Concern” is the degree to which the school climate is hostile for the students characterized. If any of these items are considered “A Big Concern” or ”A Concern” by students, further focus groups should be conducted to find out more about this concern. These are issues that the school must address. This data will also be helpful in backing up the need for any restrictions on student speech, as was discussed in Chapter 8.
28. This is a question for staff analysis. Just as the responses to Question 2 should be provide the basis for student improvement, the responses to this Question should provide the basis for staff and leadership.

### **Further Detailed Analysis**

The data from this survey on Questions 12 and 18 should be further analyzed to identify additional concerns. This analysis can be done either be focusing on all of the responses that they were hurtful or were treated badly, who can be characterized as “Ever” or a more significant focus be on the students who reported they were hurtful or were treated badly “Once a week or so” or “Almost daily” who can be characterized as “Frequently.” The students who are categorized as “Frequently” are the ones who are at greatest risk.

1. What percentages of students who report they “Frequently” are hurtful (12) also report they “Ever” or “Frequently” are being treated badly (18)? These are your students at highest risk. In old terminology, these are students who are “bully/victims.” In *Engage Students to Embrace Civility*, these students are called Marginalized Hurtful Students. The concerns of these students are discussed in Chapter 1.
2. What percentages of students who report they are “Frequently” treated badly (17) also report:
  - a. “It was very difficult to get this to stop.” “I felt powerless to get this to stop.” (18) This percentage reflects the students who are also at high risk. Both reducing the hurtful behavior and improving their skills in responding is an objective of the *Embrace Civility* student program.
  - b. Indicate that a staff member did not step in. (21)
  - c. Indicated that things “Stayed the same” or “Got worse” if the staff member did step in. (22)
  - d. Did not report. (23)

- e. Indicated that things “Stayed the same” or “Got worse” if they did report. (24)
  - f. If they did not report, closely consider the reasons why the students “Frequently” treated badly did not report. Were these because they handled the situation or because they feared that if they reported, this would make things worse? The objective of the Embrace Civility student program is to reduce the number of hurtful incidents that are reported by reducing the number of hurtful incidents that occur, increasing the number of incidents that fellow students step in to help and this stops the harmful behavior, and increasing the effectiveness of students in responding.
3. What are the rankings on Question 27 of students who report they are “Frequently” treated badly (17), those who are “Frequently” hurtful (12), and those who are both treated badly and hurtful? Look especially at the responses on the last item “Treat me with respect.”