POINT BREAK PROGRAM EVALUATION

A Research Study Regarding the Effectiveness of the Point Break Intervention Program in Four High Schools

<u>Final Report</u>

February 2, 2012

Contents

Overview

This report describes the research conducted by the Biddle Consulting Group, Inc. (BCG) on the Point Break Program. Point Break is a one-day intervention program designed to positively impact the attitudes, behaviors, and values ("ABVs" hereafter) of teenage high school students. The eight key areas that are targeted by the Point Break Program (and were thus included in the research study) include:

- Bullying/teasing

- Willingness to reach for help

- Gossiping

- Openness of expression

- Judging others

- Valuing others

- Having empathy towards others

- Having a hopeful life outlook

Through participation in high-energy activities, interaction with caring adults, and engagement in relevant discussion regarding bullying, painful life experiences, and emotional expression, Point Break is designed to draw students together, break down barriers, and influence students to make changes in the eight ABVs described above. Students respond to the day's challenges with self-reflection and the acknowledgement of personal responsibility. The day concludes with a final exercise called "Crossing the Line," where students are challenged to

openly admit their life struggles and failures—breaking down barriers and encouraging honest self-disclosure among their peers.

BCG is a Human Resource consulting firm that specializes in Equal Employment Opportunity (EEO) and Affirmative Action (AA) research and consulting and personnel testing research, development, and validation (see company description in Appendix A). BCG assigned several senior- and principal-level consultants to conduct the study, which included qualitative research and two separate quantitative research investigations (one pre-post and one pre-post set up under quasi-experimental design parameters).

Four different high schools participated in the two separate research studies that BCG conducted on the Point Break Program. Both studies used the Relational Climate Profile (RCP) (a 37-question survey used to evaluate the change in students' ABVs across the eight areas evaluated in the study). The first study (or Initial Study) was a pre-post, paired-samples design. In this study, the RCP was given to students before participating in the Point Break Workshop, and again 6-10 weeks after attending the workshop. This study resulted in some indications that the Point Break Program may have a positive impact on the targeted ABVs. The Initial Study also included a qualitative evaluation of the students' reflections about the Program. The second, or Follow-up Study, was conducted using a more robust (quasi-experimental) research design. While still using a pre-post survey evaluation approach, this study included both "treated" and "untreated" (control) groups to provide a more rigorous research structure. The results of both studies revealed positive results and are discussed in this report.

More about Point Break

Point Break is a seven-hour intervention program designed by Campus Life[1] for high school students in either public or private schools. Point Break sessions typically include 50-100 students who are excused from their regular school activities and transported to a facility where the Point Break Program occurs outside of their daily context. Point Break typically includes two primary adult workshop facilitators as well as a ratio of one adult or student leader for every seven students attending the workshop. During the workshop, there are two specific small group activities that are initiated by the primary facilitator and facilitated by the adult or student volunteers. Four specific teaching segments are also included, as well as several brief group activities designed to break down student defenses and barriers.

Some of the topics and stories shared during the workshop include direct and emotional content regarding teen suicide, bullying, teasing, and the negative effects of gossiping, being closed-hearted, judging others, and failing to have empathy towards others. The program concludes with the "Crossing the Line" activity where students are asked to step across a taped line on the floor if they respond "Yes" to any one of 37 questions that are asked, in succession, on a range of topics from drug usage and violence to being bullied, teased, or harassed.

This exercise is deliberately scheduled as the final, climactic exercise of the day for maximum effect as the previous exercises have served to break down inhibitions and defensive barriers. Students typically experience an emotional reaction as they "step across the line" and transparently reveal their struggles and challenges before their peers. This activity is followed by a debriefing session where students convene into small groups and process the emotions stirred

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[1] Campus Life is a division of Youth for Christ (YFC). Campus Life combines healthy relationships with creative programs to help young people make good choices, establish a solid foundation for life, and positively impact their schools.

throughout the day. This high-impact experience "drives home" the positive values that are promoted using the previous exercises and topics covered in the workshop (such as bullying/teasing others, being willing to reach for help, gossiping, being open to self-expression, judging others, valuing and having empathy towards others, and having a hopeful life outlook).

Appendix B includes a complete Point Break Program Description. A schedule and content outline of Point Break is provided in Appendix G.

Literature Review

The National School Climate Center (NSCC) defines School Climate as, "The quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures."[2]

The eight attitudes, behaviors, and values (ABVs) targeted by the Point Break Program are interwoven into the above definition of "school climate":

1. Bullying/teasing
2. Willingness to reach for help
3. Gossiping
4. Openness of expression
5. Judging others
6. Valuing others

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[2] See http://www.schoolclimate.org/climate/.

7. Having empathy towards others

8. Having a hopeful life outlook

Students who have high levels of the desirable ABVs above (2, 4, 6, 7, and 8), and low levels of the undesirable ABVs (1, 3, and 5) will likely contribute to a more positive overall school climate. NSCC attests that such a climate "fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society." They further explain that such a climate can be characterized by the following positive traits:

- Norms, values, and expectations that support people feeling socially, emotionally and physically safe.

- People are engaged and respected.

- Students, families and educators work together to develop, live, and contribute to a shared school vision.

- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.

- Each person contributes to the operations of the school and the care of the physical environment.

The following is a review regarding each of these ABVs (grouped similarly) and how they pertain to fostering a positive school climate.[3]

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[3] Having "hope" and a "hopeful life outlook" have not received extensive study in the school climate research literature and are therefore not discussed in this section.

Bullying, Teasing, and Gossip

The Point Break Program is targeted towards impacting some of the ABVs that may be directly related to Bullying, but is more directly tailored towards addressing some of the *precursors* that may be related to bullying (e.g., lack of empathy, not valuing others, judging others, and gossip).

By definition, an act of bullying involves an intention-to-harm and a power differential between the bully and target. This power differential separates bullying from reciprocal aggressive acts.[4] The abusive nature of bullying, indicating a lack of regard for others, may be an important risk factor for the perpetration of more serious violent behavior.

Both bullying and being bullied at school are associated with key violence-related behaviors (Nansel et al. 2003).[5] Nansel's research demonstrated the extent to which bullying and being bullied are associated with violence-related behavior, and concluded that bullying should not be considered a normative aspect of youth development, but rather a marker for more serious violent behaviors, including weapon carrying, frequent fighting, and fighting-related injury (p. 348). In fact, this research demonstrated that students who are bullied weekly are 60% more likely to carry a weapon at school, and 70% more likely to engage in fights with other students.

Being branded as "unusual" (e.g., overweight) in some way can have very damaging effects on a student's self-esteem. A student who goes to school anxious about the class bully will have trouble concentrating on learning. A teacher who has to deal with disruptive student behavior will have trouble concentrating on teaching. And a school that tolerates any acts of aggression may breed the environment that allows gunfire to erupt.

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[4] Olweus, D. (1993). *Bullying at school: what we know and what we can do*. Oxford, England: Blackwell Publishers.
[5] Nansel, T.R., Overpeck, M.D., Haynie, D.L., Ruan, W.J., and Scheidt, P.C. (2003). Relationships between bullying and violence among U.S. youth. *Archives of Pediatric and Adolescent Medicine, 157*(4): 348–353.

By targeting the way that teens act, behave, and feel towards bullying, Point Break can be one of several possible intervention strategies to collectively address this harmful behavior present in today's schools.

Gossip creates a distracting learning environment and can constitute a type of verbal harassment. Teens who participate in (or are the targets of) gossip are more likely to be distracted, unfocused, and sometimes discouraged in the school environment. Gossip also decays self-esteem and confidence, which can even further degrade the learning environment. Some anti-bullying school policies are now integrating anti-gossip policies into their definition of bullying.[6]

Gossip is one type of *relational aggression* that can lead to very damaging results in individual friendships and (collectively) in school climate.[7] Some literature suggests that relational aggression behaviors such as gossip and ostracism have been linked to depression and suicide, and can even be related to specific cognitive functions, controls, and disorders.[8] The Point Break Program includes teaching and instruction surrounding this ABV, including the negative impact that can be associated with gossip.

Willingness to Reach for Help and Openness of Expression

Teens that start "shutting down" and are not willing to reach out for help may be more prone to suicidal or destructive tendencies. In fact, the extent to which teens are willing to reach

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[6] See, for example, St. Pius Anti-bully Policy, 2011 (Based on the State Board of Education's Anti-Harassment, Anti-Intimidation and Anti-Bullying Model Policy).

[7] Reynolds, B. M. & Repetti, R. L. (2010, March). Teenage girls' perceptions of the functions of relationally aggressive behaviors. *Psychology in the Schools*, *47* (3). 282-296.

[8] Baird, A. A., Silver, S. H., & Veague, H. B. (2010, October). Cognitive control reduces sensitivity to relational aggression among adolescent girls. *Social Neuroscience, 5*(5-6), 519-532.

out for help is a factor that is sometimes used on suicide risk scales.[9] Being willing to reach out for help is also a key indicator of a healthy school climate.

Teens who are not willing to openly share and express their troubles, feelings, and challenges may isolate themselves and begin a downward spiral of negative ABVs that can eventually lead to serious outcomes. Several studies have demonstrated significant connections between expression, coping, communication, and self-harming behaviors.[10]

Judging/Valuing Others and Empathy

Teens who are judgmental or de-valuing towards others may also be unlikely to be empathetic towards others, and such ABVs are directly correlated to bullying (see Table 1 and discussion below). While the literature on these specific topics (i.e., judgmental/valuing others especially) is scant, we identified some interesting correlations in our study that reveal some characteristics of teens who self-report bullying behaviors. The responses of teens on the "direct bullying" question in our survey ("I frequently tease/bully other people") were significantly correlated to questions pertaining to judging/valuing others and empathy. See Table 1 for survey questions that were significantly correlated to the direct bullying question.

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[9] See, for example: http://www.copingwithcrisis.com/suicidelethality.htm and http://placerchaplains.com/Documents/Chapter%207_Suicide%20and%20Alcoholism.pdf.

[10] See, for example, Milnes, D., Owens, D., & Blenkiron, P. (2002). Problems reported by self-harm patients: perception, hopelessness, and suicidal intent. *Journal of Psychosomatic Research, 53*(3), 819-822; Fortune, S., Sinclair, J., & Hawton, K. (2008). Adolescents' views on preventing self-harm: a large community study. *Social Psychiatry and Psychiatric Epidemiology, 43*(2), 96-104.

Table 1. RCP Questions Positively Correlated with the "Direct Bullying" Self Report

Survey Question	Correlation
Spending my time listening to other people's problems is just a waste.	0.273
I'm usually too busy to take the time to listen to other people's problems.	0.271
The statement "those people are all like that" is true about some racial/ethnic groups.	0.194
I judge others based on how they look.	0.351
I need to get to know someone before I can respect them.	0.195
People who can't handle a little teasing/bullying are just weak.	0.318
Besides my close friends, the feelings of other people are not important.	0.218
Helping others with their problems is too hard; I have enough to deal with just by myself.	0.238

Note: All correlations were significant (p < .01); samples range from 171-174. Analyses based only on Post-workshop Survey. Correlations were from natural (not recoded) responses.

Some of the research surrounding empathy specifically will be discussed next.

Empathy

One commonly recurring theme found in the bullying research is that *empathy* (and related training) seems to be one of the most commonly prescribed "antidotes" to the bullying challenge in schools. In the social and school psychology research literature, empathy training has shown promising results for reducing anti-social and bullying behaviors in teens.[11] A recent meta-analysis of several studies that were focused on the relationship between empathy and anti-social behaviors revealed a relationship between low empathy (and empathy-related skills) and anti-social behaviors. The study also revealed a stronger relationship between these variables

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[11] Kazdin, A.E. (1987). Treatment of antisocial behavior in children: Current status and future directions. *Psychological Bulletin, 102*, 187-203.

when age was taken into account (with a stronger relationship existing in adolescents than adults).[12]

The mainstream media has also picked up on this relationship. Below are some examples excerpted from mainstream media.

In a recent <u>Huffington Post</u> article titled, "Grow Empathy and Cut the Roots of Bullying," author and educator Deborah Schoeberlein[13] states:

> The roots of bullying grow strong when mindfulness, and the qualities of empathy, compassion and kindness are weak. It's much harder to bully when you see other people as "people like me" rather than some sort of dehumanized "other" (or the ugly epithet de jour). If we want to stop bullying, we can start by promoting the very qualities that prevent it. There's good news about this . . . research shows that empathy can be taught, and that social and emotional learning improves outcomes for kids, in terms of overall wellness and academic performance.

<u>Time Magazine</u>[14] also featured an article about bullying and empathy titled, "How Not to Raise a Bully: The Early Roots of Empathy," which stated:

> Increasingly, neuroscientists, psychologists and educators believe that bullying and other kinds of violence can indeed be reduced by encouraging empathy at an

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[12] Jolliffe, D., & Farrington, D. P. (2004). Empathy and offending: A systematic review and meta-analysis. *Aggression and Violent Behavior, 9*, 441-476.

[13] http://www.huffingtonpost.com/deborah-schoeberlein/grow-empathy-and-cut-the_b_530652.html (Posted: April 8, 2010).

[14] *Time Magazine*, Saturday, April 17, 2010.

early age. Over the past decade, research in empathy—the ability to put ourselves

in another person's shoes—has suggested that it is key, if not the key, to all

human social interaction and morality. Without empathy, we would have no

cohesive society, no trust and no reason not to murder, cheat, steal or lie. At best,

we would act only out of self-interest; at worst, we would be a collection of

sociopaths.

The New York Times[15] also published a recent article titled, "Gossip Girls and Boys Get Lessons

in Empathy," which stated:

> The emphasis on empathy here and in schools nationwide is the latest front in a
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> decade-long campaign against bullying and violence. Many urban districts have
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> found empathy workshops and curriculums help curb fighting and other
>
> misbehavior. In Scarsdale, a wealthy, high-performing district with few discipline
>
> problems to start with, educators see the lessons as grooming children to be better
>
> citizens and leaders by making them think twice before engaging in the name-
>
> calling, gossip and other forms of social humiliation that usually go unpunished.

The connection between bullying and (the lack of) empathy and the abundance of school gossip

is clear. From the research literature to the mainstream media, empathy is regarded as a an

important factor related to bullying incidents.

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[15] The *New York Times*, April 5, 2009.

Theoretical Framework

Point Break uses a one-day immersion strategy that removes students from their familiar environments to promote sharing, openness, and self-disclosure. Point Break is typically administered using a universal (rather than targeted) strategy so that all students from a given class level (e.g., sophomores) are run through the program as an entire unit. This strategy helps to maximize the program effectiveness by insuring that the highest number of connections and relationships are impacted.

The teaching strategies utilized during the workshop include both Constructive Didactics (to maximize connection and self-reflection of the program content—including the use of storytelling and student self-disclosure) as well as Dyadic, group-level communication and interaction. Students are encouraged to be open and candid with issues surrounding bullying, empathy, and related topics and are encouraged along these lines by the role modeling done by adult volunteers and facilitators. At the conclusion of the workshop, students are encouraged to make commitments surrounding accountability and bullying reduction.

Purpose

The purpose of the Initial Study (conducted using a simple pre-post design without a treatment/control group structure) was to conduct the grounded research to develop an understanding of the program (first from an observer standpoint, then from a participant standpoint) and to develop two research surveys: A quantitative survey that focused on the ABVs which could be used for both the Initial and the Follow-up Studies (the Relationship Climate

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Profile, or "RCP"), and a qualitative survey (which was used only in the Initial Study). The quantitative survey research tool (the RCP) was designed to evaluate whether (and to what extent) the Point Break Program impacts the ABVs of participants in some lasting way (after 6-10 weeks). The qualitative research conducted in the Initial Study included a 19 question survey (the "Point Break Workshop Evaluation Survey—see Appendix F) that surveyed workshop participants regarding their initial thoughts and feelings about the program's effectiveness in the targeted areas.

The purpose of the Follow-up Study (which was conducted about one year after the Initial Study and included a treatment/control group design) was to evaluate the Point Break Program under a more rigorous (quasi-experimental) research design. This Follow-up Study also included factor analysis work to evaluate the underlying traits measured by the survey tool used in the study (the RCP).

Methodology

The steps and methods used for the two research studies conducted on the Point Break Program are discussed below.

Initial Study (pre-post study design)

The Initial Study was completed in five stages, which are described below.

Stage 1: Program investigation and facilitator interviews.

BCG consultants conducted interviews of the Point Break workshop facilitators to develop an understanding of the Program, including its background, development, and content. Discussions also focused on the changes observed in students who participated in the Program.

Stage 2: Review of existing research results.

BCG staff evaluated the research results from previous student surveys. These surveys (and results) from previous surveys helped frame a better context and understanding for the major ABVs that are targeted by the Point Break Program.

Stage 3: Point Break workshop observations and participation.

BCG consultants attended two Point Break workshops to evaluate the content and process to form research hypotheses regarding the ABVs that are targeted by the Program.

Stage 4: Survey development.

To develop the Relationship Climate Profile (RCP), multiple iterations of draft surveys were prepared, reviewed by internal and external consultants, and finalized to include 41

questions: 37 covering eight ABV scales[16] and a four items on a validity scale designed to detect "true responders." The RCP was used for both Pre-Workshop and Post-Workshop survey purposes, and included the same questions (see Appendix D and E). A Point Break Workshop Evaluation Survey was also developed that included 19 questions regarding the immediate impact that Point Break had on students (see Appendix F).

Stage 5: Data compilation and analysis.

The Initial Study (pre-post without a treatment/control study design) was conducted using RCP data that was available on 250 students in three schools who participated in one of the Point Break sessions between October, 2007 and August, 2008. Data from the Point Break Workshop Evaluation Survey was also analyzed and results are summarized in this report.

The data entry and verification process for all three surveys followed the same quality control process BCG uses for litigation cases involving statistical analyses (data was input by one person and then independently verified for accuracy by another person). Over 2,000 pages of survey forms were input and manually checked for accuracy (a process which required several hundred hours of work from the team members identified above).

All reverse-worded questions on the RCP were re-scored so that higher ratings on the 1 - 4 scale indicated more preferable responses. To screen out either random or dishonest responders, four of the survey questions were validity/distortion questions. For example, two of the four questions were "I prefer the color red over blue" and then later in the survey "I prefer

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[16] An updated version of the RCP was created that includes a total of 51 questions: the original 41 and ten new questions to increase the number of questions on the Gossip and Bullying scales. Because only some of the students completed the 51-question survey version during the Follow-up Study, only the results for the original 41 questions were reported.

the color blue over red." Subjects with perfect deviation scores on both question sets (on either the pre- or post-workshop RCPs) were removed from the analyses. This process resulted in the removal of 47 of the 250 respondents, narrowing the analysis dataset to 203 participants (seven did not provide race or gender data). The demographics of the final participants are displayed in Table 2.

Table 2. Point Break Study Participant Demographics.

School	Male		Female		White		Non-White		Total
	#	%	#	%	#	%	#	%	
Roseville High	38	45%	47	55%	69	72%	27	28%	96
Elk Grove High	18	58%	13	42%	13	39%	20	61%	33
Rocklin High	30	46%	35	54%	37	57%	28	43%	65

Follow-up Study (including treatment/control groups)

The Follow-up Study was conducted after the findings from the Initial Study provided a preliminary indication regarding the Program's effectiveness. This step was taken after the initial research results were published on March 16, 2009, which summarized the research evaluation conducted at three high schools during the 2007-2008 school years.

This study consisted of a pre-post, treatment/control design that involved 160 students from two high schools: 80 who completed the Point Break Program (the "treated" group) and 80 students who were untreated (the "control" group) from two High Schools (Roseville and Sacramento). Each group completed the RCP immediately prior to the workshop, then again 6-10 weeks afterwards. The RCP included the same 37 questions measuring the ABVs that were

included in the Initial Study. After the data was compiled and filtered (using the same response validity criteria used in the Initial Study, described above), a two-treatment (treatment: treated or control groups) by two-time (time: pre- versus post-) mixed factorial design with repeated-measures as the second factor was used for analyzing the data.

This quasi-experimental design (non-equivalent groups, with classroom-level randomization[17]) provided a more robust structure to analyze if (and to what extent) the Point Break Program had a significant impact on the students in the study. A power analysis was completed using PASS[18] that revealed that this study maintained sufficient power (81%).

Results and Discussion

Initial Study: Qualitative Research Results Based on the Point Break Workshop Evaluation Surveys

The Point Break Workshop Evaluation Survey was completed by students immediately following the Point Break Workshop. The Survey provided students with an opportunity to provide endorsement ratings between 1 and 4 (1 = very ineffective, 2 = somewhat ineffective, 3 = somewhat effective, and 4 = very effective) on each of 19 questions regarding how they were impacted by the Program. This survey also asked students to provide responses to three open-ended questions:

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[17] Slaby, R. G., Wilson-Brewer, R., & DeVos, E. (1994). Aggressors, Victims, & Bystanders: An assessment-based middle school violence prevention curriculum (Final Report of Grant # R494CCR103559). Newton, MA: Education Development Center.

[18] Version 11, published by NCSS.

1. Based on what you experienced/learned today, describe one thing you are going to change in your behavior this week (sorted from highest to lowest).

2. What could make Point Break better?

3. In your own words, tell us how your experience with Point Break has affected you.

The summary findings from the 19 evaluation questions are provided in Table 3 (the average, standard deviation, and the percentage of the ratings that were 3 or higher are shown).

Table 3. Point Break Evaluation Questions (Descriptive Statistics).

PB Workshop Evaluation Questions (Descriptive Statistics)			
Question	**Average**	**SD**	**% Ratings >=3**[1]
Please rate the effectiveness of the PB workshop at increasing your awareness about:			
The harmful effects of teasing/bullying others.	3.62	1.00	73%
The importance of valuing other peoples' feelings.	3.73	0.72	84%
Reaching outside of yourself into the lives of others.	3.61	0.75	79%
The importance of expressing your own feelings.	3.52	0.82	74%
The harmful effects of gossip.	3.43	0.92	68%
The importance of valuing other people.	3.66	0.74	82%
The harmful effects of judging others.	3.55	0.84	74%
Your need to reach out for help when you need it.	3.55	0.80	75%
Your purpose and role with friends and family.	3.55	0.77	76%
Question	**Average**	**SD**	**% Ratings >=3**
Please rate the effectiveness of the PB workshop at motivating you to:			
Stop teasing/bullying others.	3.64	0.76	80%
Discourage others from teasing/bullying others.	3.59	0.77	78%
Reach out into the lives of other people not like myself.	3.63	0.72	81%
Express more of my feelings and pains to others.	3.43	0.82	70%
Stop gossiping about others.	3.55	0.83	74%
Value other people who are not like me or my friends.	3.62	0.74	80%
Not judge people until after I get to know them.	3.62	0.77	79%
Reach out for help when I need to.	3.51	0.79	74%
Look for the best in my future.	3.70	0.74	83%
Note: (1) This column shows the percentage of ratings that were a value of "3" or "4" on the 1-4 scale used by students to give ratings.			

These results demonstrate a very strong level of student endorsement of the Program, as well as an indication that the Program is positively impacting the targeted ABVs. The responses from the three open-ended questions were qualitatively evaluated and topically classified into similar response categories. The results are displayed in Figures 1-3 (only response categories that included at least 4% of the respondents are reported).

Figure 1. Student Responses to Qualitative Workshop Evaluation Questions: "Based on what you experienced/learned today, describe one thing you are going to change in your behavior this week" (sorted from highest to lowest).
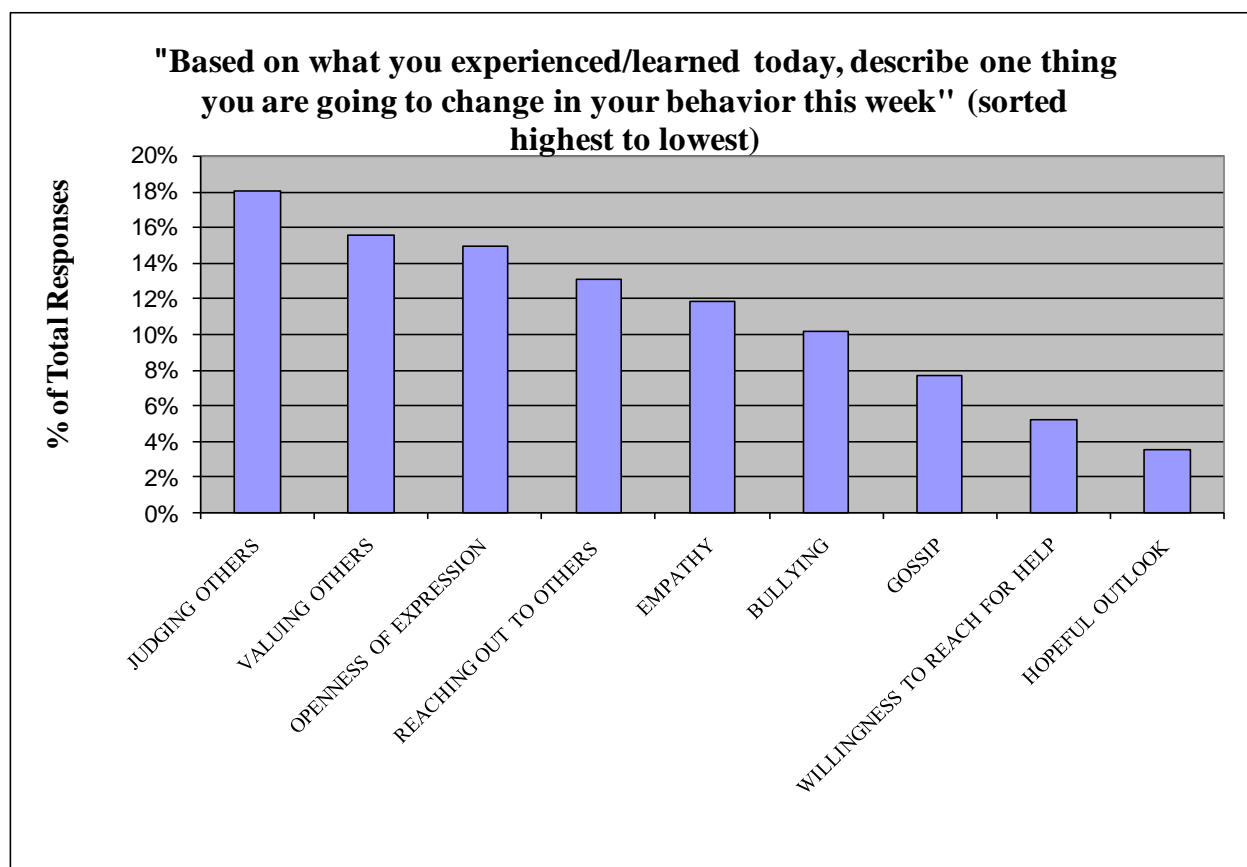
It is interesting to note that these open-ended responses mapped onto the targeted ABVs quite well. It was encouraging to see that more than 35% of the students' responses indicated they

wanted to change their behaviors regarding judging and valuing others. Another notable

observation is that about 17% of the students commented about wanting to change their

behaviors and attitudes regarding abuse and harassment (bulling or gossip). Table 4 provides one

"typical" student response from each category (extracted from the database) to show the types of

student responses gathered in the study.

Table 4. Example Student Responses for the Question: "Based on what you experienced/learned

today, describe one thing you are going to change in your behavior this week?"

Category	Student Responses to: "Based on what you experienced/learned today, describe one thing you are going to change in your behavior this week?"
Bullying	Stop picking on other people. Some people [during Point Break] apologized to me and it's amazing.
Empathy	When I see someone upset or just not feeling that well I will comfort them.
Gossip	I will do my very best to stop gossip. Even If people say they don't care. What other people say, they actually do care. Gossip hurts everyone and there is no point to it.
Hopeful Outlook	I am going to change my outlook at the other students at my school.
Judging Others	One thing I am going to change is judging other people.
Openness of Expression	I am not going to wear my mask, I will show my true self to others.
Reaching Out to Others	I realize that many people on our campus feel like they are invisible and don't matter and I want to reach out to them and help them feel more involved.
Valuing Others	My behavior will change in my friendships. I'm going to value my friends enough to fight to keep my relationships strong & share my pain not just experiences.
Willingness to Reach for Help	I have been needing to open up to someone for so long & I hope by the end of this week I will build up enough courage to do it. Also, I'm ready to be a helping person to other people and not care what other people think. I'm ready for change.

Figure 2. Student Responses to Qualitative Workshop Evaluation Questions: "What could make Point Break better?" (Sorted from Highest to Lowest).
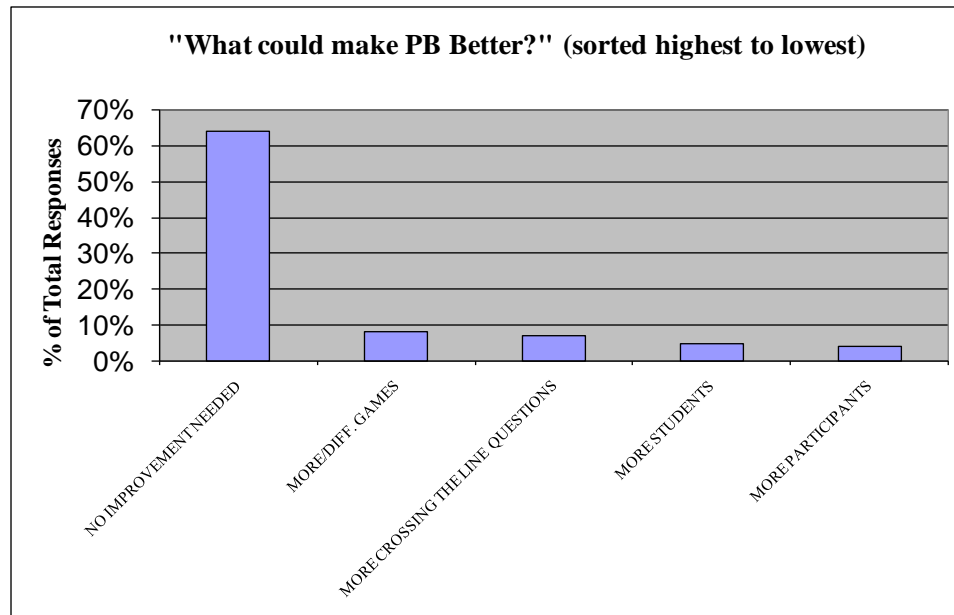

Figure 2 displays that the vast majority of students believed there was no improvement needed to the Program, and that many students wanted more Crossing the Line questions. Figure 3 shows a very high portion of the students made remarks surrounding an increased awareness about the hardships of other students.

Figure 3. Student Responses to Qualitative Workshop Evaluation Questions: "In your own words, tell us how your experience with Point Break has affected you?" (Sorted from Highest to Lowest).
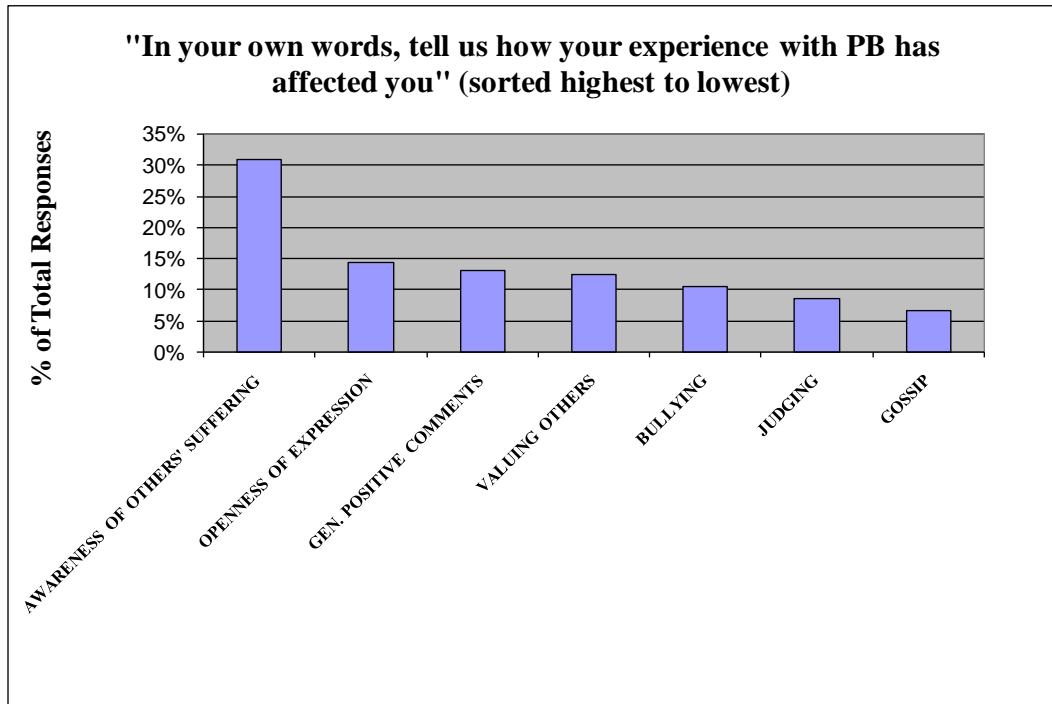
Over 30% of the students made remarks regarding empathy towards the suffering and hardships of others. The other noticeable observation is that 18% of the students stated that Point Break impacted their ABVs regarding bullying and verbal harassment (gossip). Appendix C ("Point Break: What Do the Students Think? Notable Student Comments from Point Break Evaluation Surveys") contains comments made by students regarding their experience in the Point Break Program.

Initial Study: Pre-Post Paired Samples Research Results

The Initial Study that BCG conducted to evaluate Point Break's effectiveness involved two research steps. The first step involved evaluating students' initial reactions to the Point Break Program using a 19-question survey asking how they were impacted by the Program (the Workshop Evaluation Survey). The second step involved collecting survey data from 250 students from three high schools using the 41-question RCP immediately before participating in Point Break (i.e., before they had any idea what Point Break was about). Then, 6-10 weeks later, students were given the RCP again so the extent to which Point Break made a *measured, lasting, and stable impact* in the eight important areas could be evaluated. The pre-post "Change Scores" (calculated by obtaining the difference between matched student post- and pre-scores) demonstrated that participation in the Point Break program generated between 3.1% and 7.4% improvement rates on the eight scales, as displayed in Table 5 (three schools combined).

Table 5. Change Scores for Three High Schools Combined.

Point Break Pre-Post Evaluation Results: All Schools Combined							
RCP Scale	N	Pre-Workshop Average	Post-Workshop Average (6-10 Weeks Later)	Change Improvement % (Post-Pre)	t-Value	p-Value	Significant Effect?
Bullying/Teasing	179	12.5	13.2	5.0%	-4.22	0.000	Yes
Willingness to Reach for Help	160	14.6	15.1	3.1%	-2.38	0.019	Yes
Gossiping	167	12.6	13.3	5.1%	-4.68	0.000	Yes
Openness of Expression	175	19.2	20.7	7.4%	-5.69	0.000	Yes
Judging Others	178	12.0	12.5	3.7%	-2.71	0.007	Yes
Valuing Others	173	11.5	11.8	2.6%	-2.04	0.043	Yes
Empathy Towards Others	173	16.8	17.4	3.4%	-2.71	0.008	Yes
Hopeful Life Outlook	169	13.2	13.7	3.5%	-3.10	0.002	Yes
Overall Score (all 8 scales combined)	116	113.1	118.7	4.7%	-5.59	0.000	Yes

Stronger results were observed for some schools, with improvement rates observed in Roseville ranging from -1.4% to 4.2%, from 9.5% to 13.3% in Elk Grove, and from 1.4% to 8.2% in Rocklin. In the 24 pre-post comparisons made (eight scales at three schools), only two effects were in the opposite direction than anticipated (both were non-significant). The remaining of the (22) comparisons showed a positive change in the ABVs of the students who participated.

Statistical analyses were also used to investigate whether the improvement rates observed for all schools/studies combined were *statistically meaningful* (i.e., whether they constituted a "beyond chance" occurrence). The results of this study demonstrated that the Program did, in fact, produce statistically significant improvement rates across *all eight* ABVs (when all sessions were combined into an overall analysis). These results were stable across minority and gender groups, with the highest impact observed among minorities.

The results from the Initial Study provided some positive indications that Point Break impacts the ABVs of students that are critically important for creating a positive learning and social environment in today's high schools. However, because this study did not include a treatment/control group design, the Follow-up Study was designed that would include this more robust research structure. The results from this study are discussed in the following section.

The Workshop Evaluation Surveys (discussed above) provided qualitative indicators that the Point Break Program was "on the right track" for impacting the targeted ABVs. This is because the students' collective responses on both the 19 workshop evaluation questions and the open-ended questions indicated that the eight at-issue ABVs were apparently impacted. However, high school students (like people of all ages) are often impacted by movies, rallies, and life experiences that foster change that is sometimes only short-lived. Thus, the more important research question evaluated by our pre-post analysis was: *Does Point Break cause lasting change in students' lives*? By surveying students regarding their ABVs (using the RCP) prior to attending the Point Break Program, and then surveying these same ABVs 6-10 weeks after the Program, we were able to evaluate the extent to which the Program had a lasting impact on students' lives. To evaluate the extent of these changes, analyses were conducted on the RCP results at both the question-level and scale-level. The results of each are discussed below.

RCP Question-Level Pre-Post Analysis Results

       Change Scores for each RCP survey question were calculated by subtracting each student's Post-Workshop Survey rating from their Pre-Workshop Survey Rating, and dividing the difference by their Post-Score. These Change Scores were evaluated to develop insight on the specific *aspects* of ABVs measured by the RCP that were impacted by the Point Break Program. The results for all schools combined are reported in Table 6.

Table 6. RCP Pre-Post Survey Change Scores (Pair-Wise) by Question (Sorted from Highest to

Lowest).

RCP Question	Change Percentage[1]
I can trust other people by sharing my feelings with them	11.1%
People who cannot handle gossip are just weak	10.1%
People who cannot handle a little teasing or bullying are just weak	8.4%
Opening up your feelings to others is just a sure way to get hurt	7.4%
I express my emotions well	6.9%
I am willing to ask for help to deal with my problems	6.5%
I judge others based on how they look	6.2%
Emotions are important to talk about	5.9%
I rarely try to discourage my friends from gossiping about others	5.8%
I am aware of the harmful effect that my teasing or bullying can have on others	5.7%
My future is bright and full of potential	5.6%
I can usually judge what someone is like before really getting to know them	5.5%
I do not even bother opening up my feelings to others because they do not really care	5.5%
I value other people who are not like me	5.1%
There are other people around me who hurt as badly as I do	5.0%
I rarely try to stop my friends from teasing or bullying other people	4.9%
Besides my close friends, the feelings of other people are not important	4.5%
I feel free to talk to my friends about personal things in my life	4.3%
Most of the time, I can judge what someone is like by what they look like	4.2%
I frequently encourage other people outside of my friendship group	4.2%
If other people do not care about my feelings, I should not care about theirs	3.9%
I am comfortable sharing personal information and opinions with others	3.6%
I fulfill a valuable role in my friends lives	3.5%
I am usually too busy to take the time to listen to other peoples problems	3.3%
Helping others with their problems is too hard, I have enough to deal with just by myself	2.8%
I am confident that my friends value my friendship	2.5%
My friends know how much I hurt inside	2.4%
Spending my time listening to other peoples problems is just a waste	2.3%
I need to get to know someone before I can respect them	2.0%
I am the only one who understands my problems	1.6%
I am aware of the harmful effect that gossip can have on others	1.4%
I frequently gossip about other people	0.9%
The statement those people are all like that is true about some racial or ethnic groups	0.8%
My best days are behind me	0.2%
I frequently tease or bully other people	-0.3%
No matter how badly I feel, I know there is always someone there for me	-0.4%
I respect others who are not like me	-0.5%
Note: (1) Calculated by: (Post-Rating - Pre-Rating) / Post-Rating.	

One of the profound findings from our study was that positive change was observed in 34 of the 37 questions—constituting a substantial change observed across 92% of the research questions in the study.

**RCP Scale-Level Pre-Post Analysis Results for Each Point Break Session**

The 37 questions were combined to create scales representing each of the eight ABVs measured on the RCP. The (pair-wise) Change Scores for each of the traits are reported below for each of the three schools separately and for all three Point Break sessions combined.

Figure 4. RCP Scale Pre-Post Change Scores for Roseville High School
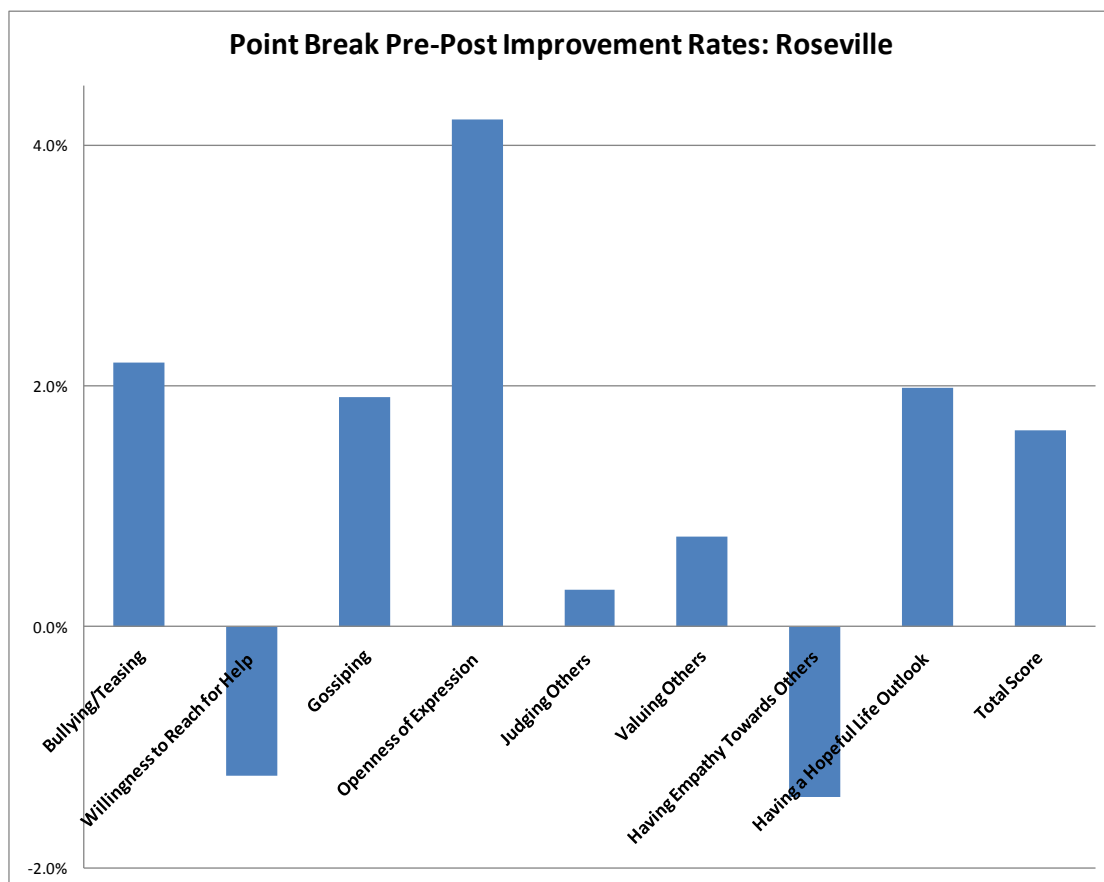
The results from the Roseville High School Point Break sessions showed positive change results in six of the eight scales on the RCP, and an overall Change Score of 1.6%. The most notable improvement was on the Openness of Expression scale, with an improvement score exceeding 4%. Two of the scales showed negative results, but with limited effect sizes. Only the Openness of Expression scale Change Score was statistically significant (t = -2.34, p = 0.022). The sample sizes for this school ranged between 78 and 84 for each of the Change Score comparisons, and 52 for the overall comparison.

Figure 5. RCP Scale Pre-Post Change Scores for Elk Grove High School.
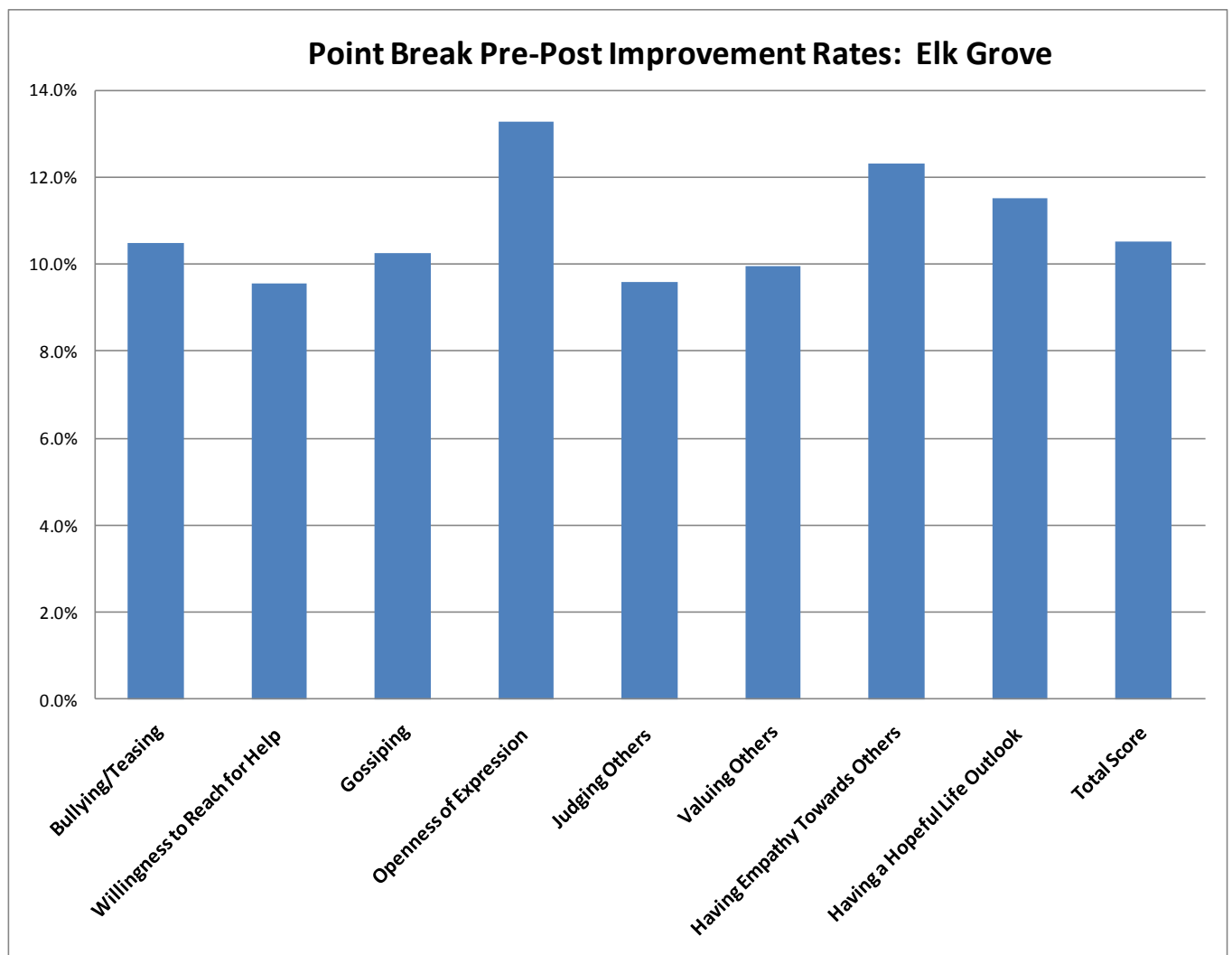
The results of the Elk Grove High School Point Break session showed substantially positive change results across all eight RCP scales, and an overall Change Score that exceeded 10%. All Change Scores ranged between 9.5% and 13.3%, with the highest observed Change Scores in the Openness of Expression and Empathy scales. All eight scale Change Scores were statistically significant at the .01 level,[19] with the exception of the Valuing Others scale (p = .024). The sample sizes for this session ranged between 26 and 35 for each of the scales, and 20 for the overall comparison.

Figure 6. RCP Scale Pre-Post Change Scores for Rocklin High School.
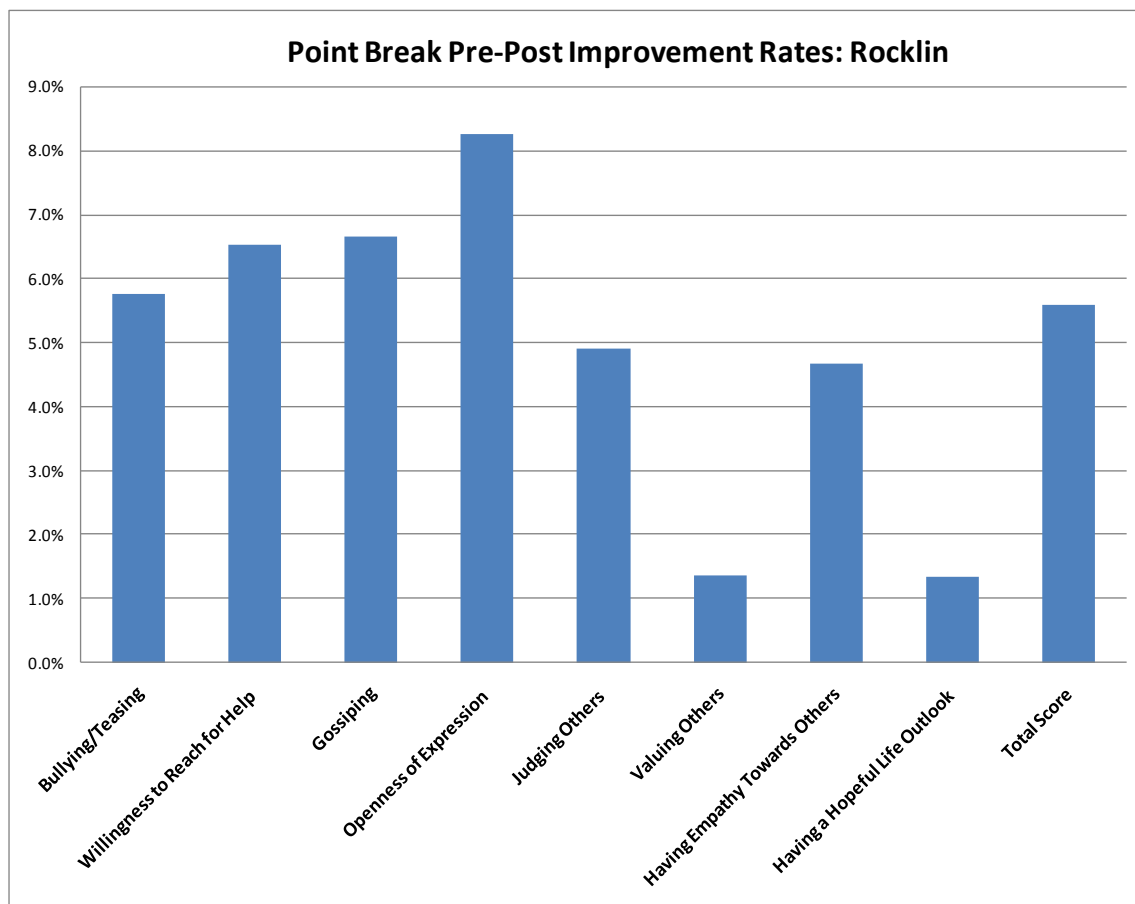
The results of the Rocklin High School Point Break session showed positive change results across all eight scales, and an overall Change Score that exceeded 5%. All Change Scores ranged between 1.3% and 8.2%, with the highest observed Change Scores in the Openness of Expression and Gossip scales, followed by four of the remaining eight scales that exceeded 4%. Only Valuing Others and Hopeful Outlook fell below 2%. Five of the eight scale Change Scores were statistically significant at the .01 level. Judging Others was significant at the .05 level, and Valuing Others and Hopeful Outlook were not statistically significant. The sample sizes for this session ranged between 52 and 62, and 44 for the overall comparison.

When evaluating the Change Scores across all three schools, four scales consistently demonstrated positive changes: Openness of Expression, Gossip, Bullying, and Hopeful Outlook. The strongest impact was observed with the Rocklin and Elk Grove sessions. The overall implications of these results (when combined) are discussed next. We find it especially interesting that the factors pertaining to physical violence (Bullying) and/or verbal harassment (Gossip) showed positive change across all three schools.

Pre-Post Results for all Three Schools Combined: Aggregated Analysis

The pre-post Change Scores from all three Point Break sessions were combined into an aggregate analysis to evaluate the overall impact of the Point Break Program with all data combined. The results are provided below, with Figure 7 demonstrating the overall impact of all data/schools combined, and Figure 8 showing each school displayed relative to the others.

Figure 7. RCP Scale Change Scores for All Three High Schools Combined.

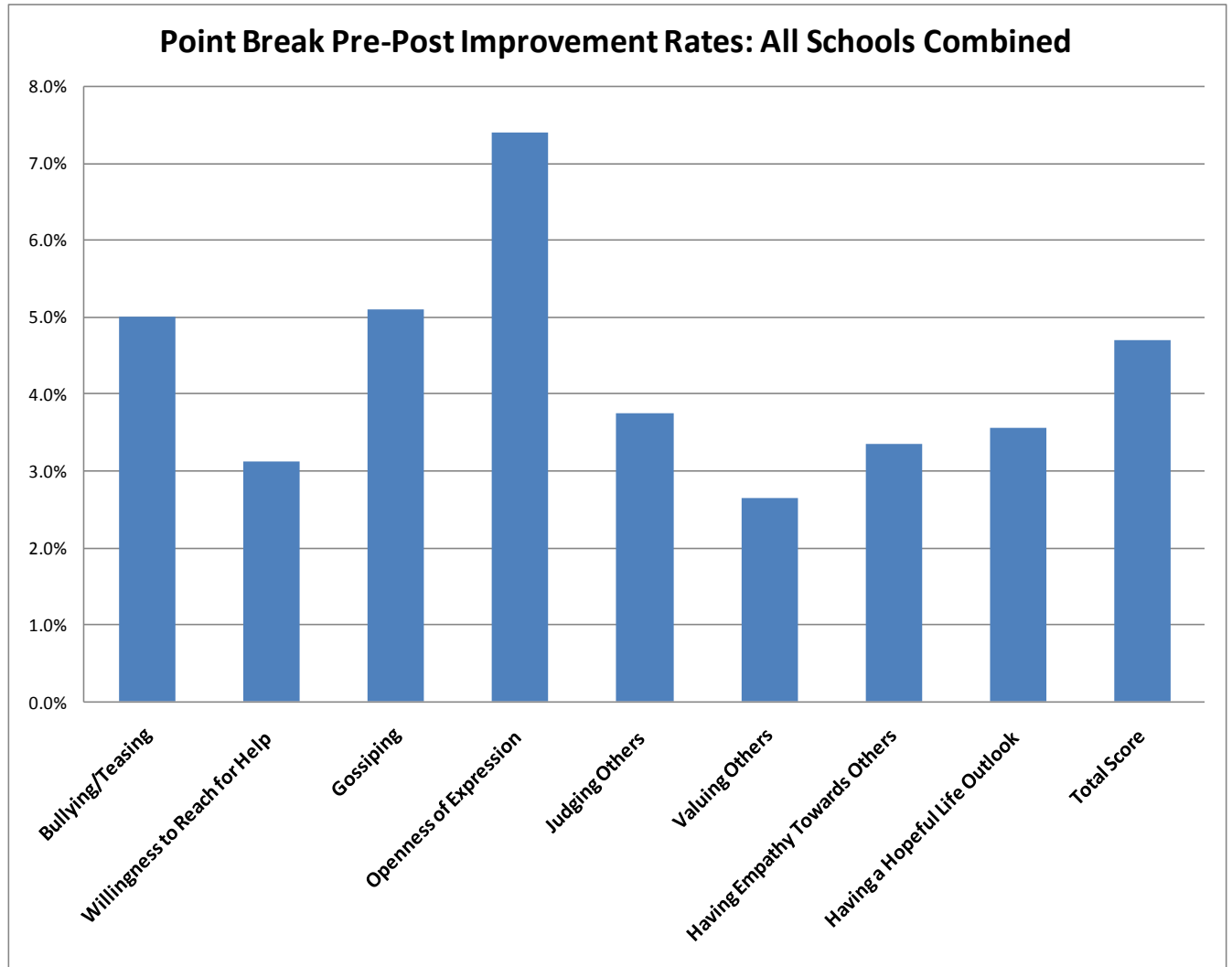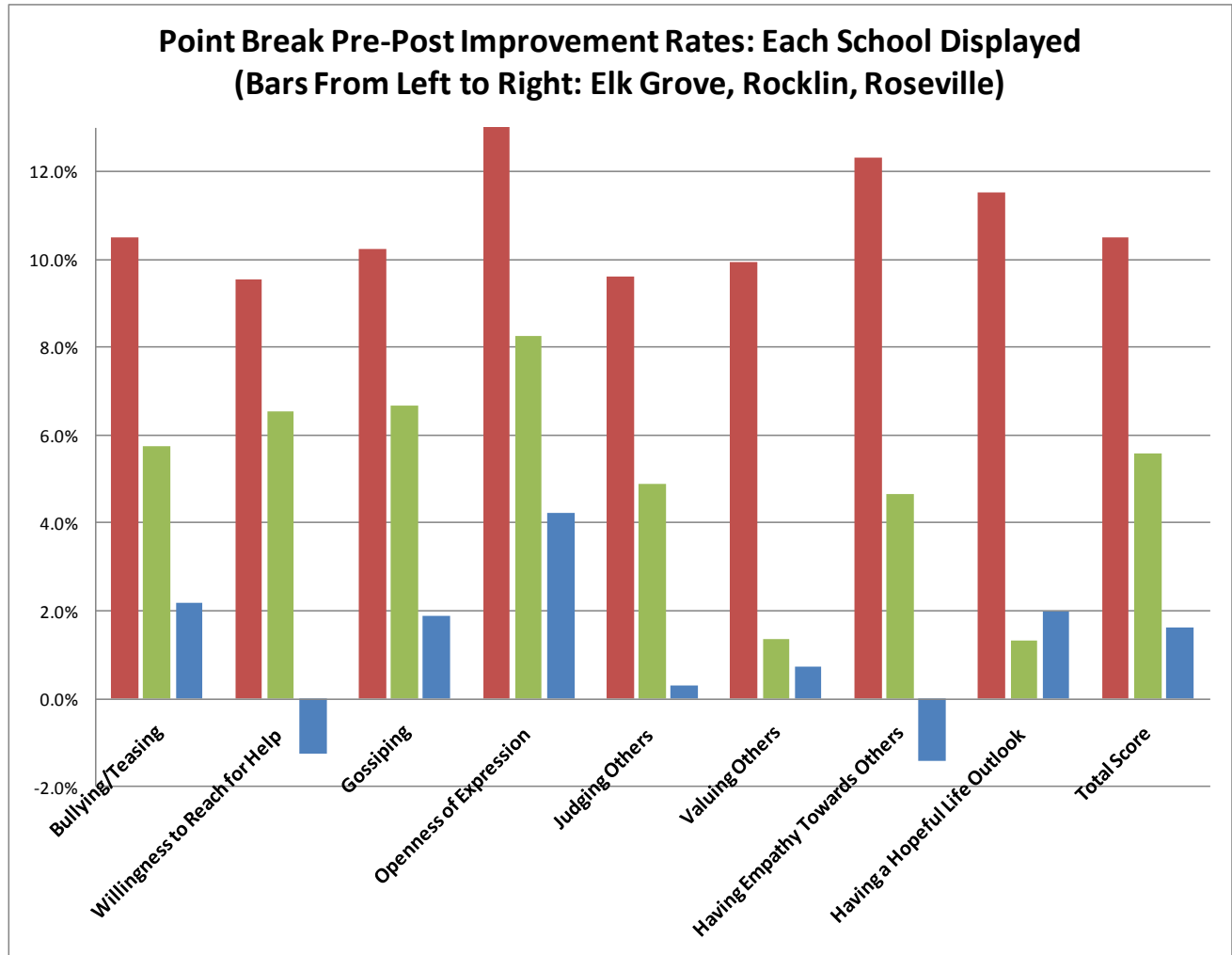**Point Break Pre-Post Improvement Rates: All Schools Combined**

*Figure 8. RCP Scale Change Scores for All Three High Schools (Each School Displayed)*

The combined results showed positive change results across all eight RCP scales (with the exception of two scales from Roseville), and an overall Change Score of nearly 5%. All Change Scores ranged between 2.6% and 7.4%, with the highest observed Change Scores in the Openness of Expression (7.4%), Gossip (5.1%), Bullying (5%), and Judging (3.7%) scales.

When these results are combined into a t-Test to evaluate the statistical significance of the aggregated results, all eight scales were statistically significant, and several demonstrated

high degrees of *practical significance* with effect sizes that were medium to large (based on Cohen's *d*). The results of the t-Test are provided in Figure 9.

Figure 9. Mean Comparisons (t-Tests) for RCP Scale Change Scores (All Three High Schools Combined).
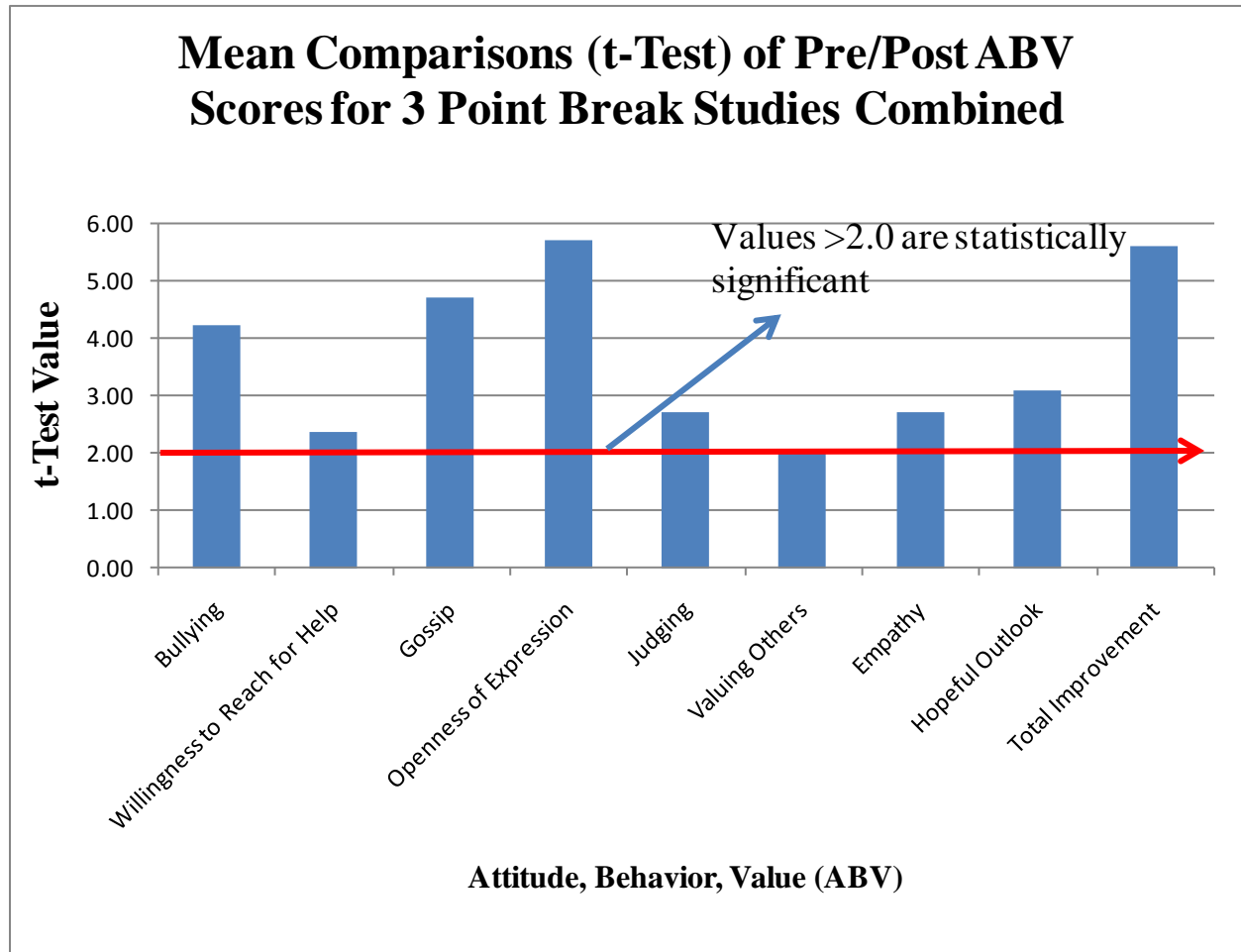
The horizontal line in Figure 9 shows the level needed to achieve statistical significance, and the study results displayed in the figure show that most scales were well above this line (meaning that there is a less than 5% likelihood that the difference in pre- and post-survey scores are due to chance alone). Further, Openness of Expression, Gossip, Bullying, and Hopeful Outlook were

highly practically significant, as can be observed from their medium to large effect sizes. Table 7

summarizes the results of the t-Test analysis.

Table 7. Aggregated t-Test Results for Pre- and Post-Survey Change Scores (All Schools
Combined).

RCP Scale	N	Pre-Workshop Average	Post-Workshop Average	Change Improvement % (Post-Pre)	t-Value	p-Value	Effect Size	% of Non-Overlap Between Pre-Post
Point Break Pre-Post Evaluation Results: All Schools Combined								
Bullying/Teasing	179	12.5	13.2	5.0%	-4.22	0.000	0.631 (Medium)	38%
Willingness to Reach for Help	160	14.6	15.1	3.1%	-2.38	0.019	0.376 (Small)	27%
Gossiping	167	12.6	13.3	5.1%	-4.68	0.000	0.724 (Medium-Large)	43%
Openness of Expression	175	19.2	20.7	7.4%	-5.69	0.000	0.86 (Large)	51%
Judging Others	178	12.0	12.5	3.7%	-2.71	0.007	0.41 (Small-Medium)	27%
Valuing Others	173	11.5	11.8	2.6%	-2.04	0.043	0.31 (Small)	21%
Having Empathy Towards Others	173	16.8	17.4	3.4%	-2.71	0.008	0.412 (Small-Medium)	27%
Having a Hopeful Life Outlook	169	13.2	13.7	3.5%	-3.10	0.002	0.477 (Medium)	33%
Overall Score (all 8 scales combined)	116	113.1	118.7	4.7%	-5.59	0.000	1.038 (Large)	55%

The results displayed in Table 7 show high levels of statistical significance for the Overall Score,

Openness of Expression, Gossip, Bullying, and Hopeful Outlook scales. The last column

indicates the distribution overlap between the pre- and post-measures, with higher percentages indicating larger effect sizes.

Results by Gender and Minority Status

Separate analyses were conducted to compare the effectiveness of the Point Break Program across gender (coded male/female), and race (coded whites/minorities). Figures 10 and 11 display the Change Scores for each of the eight RCP scales (and the Overall Score) broken down by minority status and gender.

Figure 10. Point Break Improvement Rates (Change Scores) by Gender.
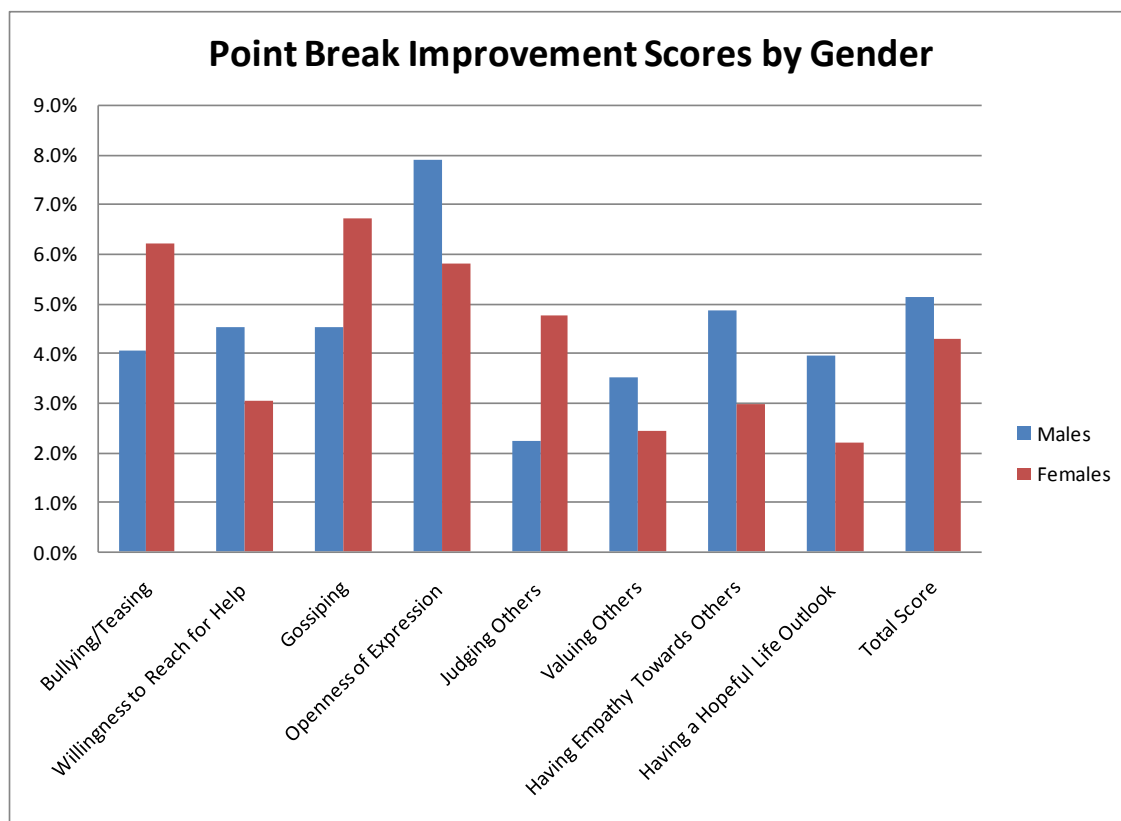
Figure 10 indicates that females were more impacted by the Point Break Program on the

Bullying, Gossip, and Judging Others scales; whereas males were more impacted overall,

Willingness to Reach for Help, Openness of Expression, Valuing Others, Empathy, and Having a

Hopeful Outlook scales.

Figure 11. Point Break Improvement Rates (Change Scores) by Minority Status.
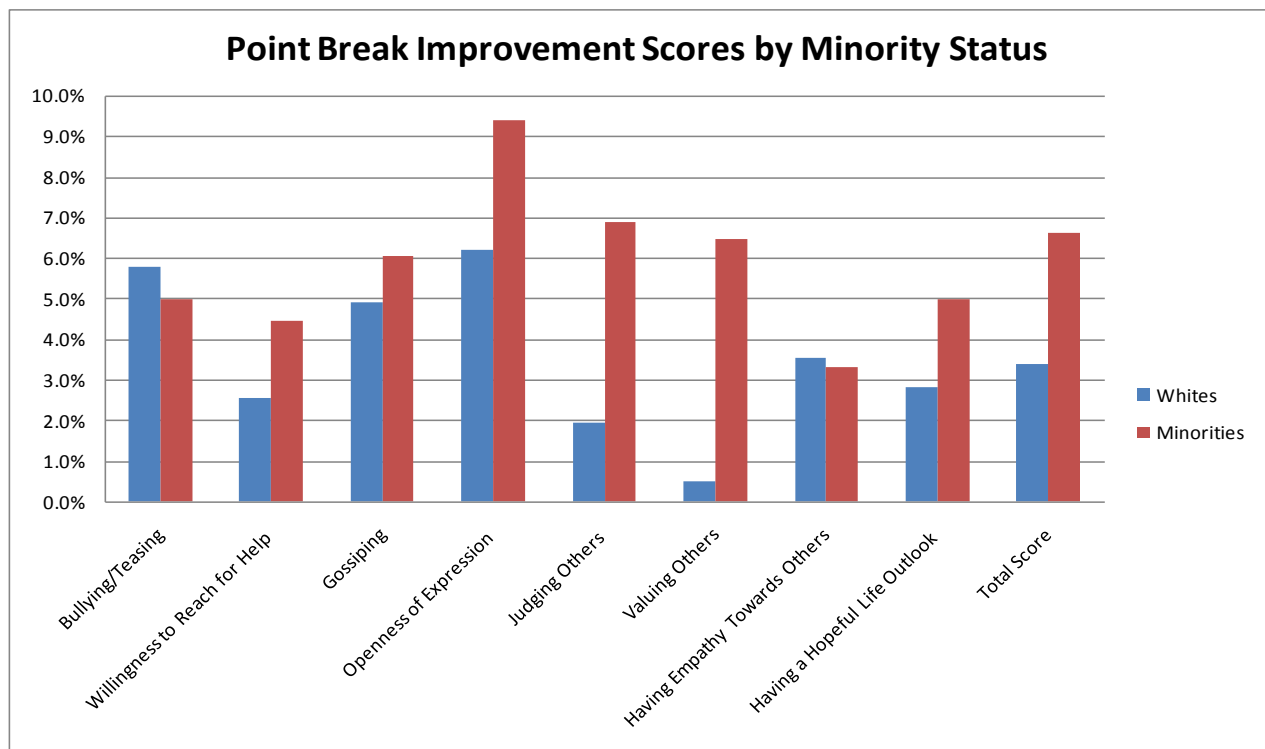
Figure 11 and Table 8 display that Minorities were more impacted by Point Break on the Overall

RCP Score (see "Total Score" in the Figure), which is about double the change observed with

whites, and on six of the eight scales. The only two scales where higher Change Scores were

observed with whites were Empathy and Bullying. The most profound differences observed

between these groups were on the Judging and Valuing Others scales, with the minority Change

Scores much higher than whites.

Statistical significance tests (using t-Tests) were also conducted separately by race/gender groups. The results showed a rather consistent pattern of minorities benefitting more from the Program than whites. The gender comparison showed relatively consistent benefits for males and females. Each is discussed further below.

Table 8. Point Break Improvement Rates and t-Test Results (All Schools Combined) by Minority Status.

Point Break Pre-Post Improvement Rates (by Whites/Minorities)					
RCP Scale	Subgroup	N	Change %	t-Value	p-Value
Bullying/Teasing	Minorities	65	5.0%	-2.45	0.017
	Whites	105	5.8%	-3.83	0.000
Willingness to Reach for Help	Minorities	59	4.4%	-2.24	0.029
	Whites	95	2.6%	-1.42	0.159
Gossiping	Minorities	62	6.0%	-3.31	0.002
	Whites	98	4.9%	-3.50	0.001
Openness of Expression	Minorities	63	9.4%	-4.83	0.000
	Whites	103	6.2%	-3.49	0.001
Judging Others	Minorities	64	6.9%	-3.08	0.003
	Whites	105	1.9%	-1.04	0.300
Valuing Others	Minorities	62	6.4%	-2.88	0.005
	Whites	103	0.5%	-0.31	0.761
Having Empathy Towards Others	Minorities	65	3.3%	-1.66	0.101
	Whites	99	3.5%	-2.14	0.035
Having a Hopeful Life Outlook	Minorities	62	5.0%	-2.55	0.013
	Whites	100	2.8%	-1.94	0.055
Overall Score (all 8 scales combined)	Minorities	49	6.6%	-5.74	0.000
	Whites	63	3.4%	-2.76	0.008

A stronger Program impact was observed for minorities on five out of the eight scales. Minorities

also demonstrated a much higher improvement on the RCP Overall Score comparison, with

about twice the impact as was observed on whites. Statistically significant improvement rates

were observed with minorities on seven out of eight scales, whereas whites only had statistically

significant improvements on three out of eight scales (statistically significant improvements were

observed on the Overall Score for both groups). Given this observation—especially with

minorities having only about 60% of the sample size of whites (with commensurable lower

statistical power to detect meaningful change)—the Program clearly showed a stronger impact

on minority students than whites.

Table 9. Point Break Improvement Rates and t-Test Results (All Schools Combined) by Gender.

Point Break Pre-Post Improvement Rates (by Males/Females)					
RCP Scale	**Subgroup**	**n**	**Change %**	**t-Value**	**p-Value**
Bullying/Teasing	Females	81	6.2%	-3.83	0.000
	Males	78	4.0%	-2.32	0.023
Willingness to Reach for Help	Females	76	3.0%	-1.70	0.094
	Males	69	4.5%	-2.20	0.031
Gossiping	Females	74	6.7%	-4.75	0.000
	Males	75	4.5%	-2.48	0.015
Openness of Expression	Females	79	5.8%	-3.05	0.003
	Males	77	7.9%	-4.37	0.000
Judging Others	Females	84	4.8%	-2.46	0.016
	Males	74	2.2%	-0.96	0.338
Valuing Others	Females	83	2.4%	-1.26	0.213
	Males	70	3.5%	-2.06	0.043
Having Empathy Towards Others	Females	81	3.0%	-2.07	0.042
	Males	73	4.9%	-2.27	0.026
Having a Hopeful Life Outlook	Females	78	2.2%	-1.54	0.127
	Males	72	3.9%	-2.22	0.029
Overall Score (all 8 scales combined)	Females	52	4.3%	-3.81	0.000
	Males	51	5.1%	-4.22	0.000

Table 9 shows that females had significant improvements on five out of eight scales, whereas males had significant improvement rates on seven out of eight scales. A slightly stronger overall impact was observed with males (5.1% versus 4.3% for females).

Follow-up Study (including treatment/control groups): Study Demographics

This section of the report provides the results of the Follow-up Study that was conducted using the more robust treatment/control group study design. The demographics of the study participants that were included in the Follow-up Study are provided in Table 10.

Table 10. Demographic of Point Break Research Participants

Demographic of Point Break Research Participants		
Group	Count	Percentage
Total	178	NA
Males	73	41.0%
Females	94	52.8%
DNS (gender)	11	6.2%
Whites	32	18.0%
African Americans	85	47.8%
Hispanics	28	15.7%
Asians	8	4.5%
DNS/Mixed (race)	25	14.0%
Grade 9	87	48.9%
Grade 10	69	38.8%
Grade 11	11	6.2%
Grade 12	1	0.6%
DNS (grade)	10	5.6%

Follow-up Study (including treatment/control groups): Missing Data/Attrition

Of the 248 students who were asked to participate in the Follow-up Study, 178 students were properly paired with matching "pre" and "post" RCP scores and subsequently survived the screening process that was instituted using the "validity scale" (the scale used to detect and screen out random or incomplete responders). Fortunately, this fall out of 70 students (about 28% of the targeted population) was relatively balanced across the demographics included in the study (gender, ethnicity, and grade level). A comparison was made between the "invited" versus those who participated in the study (based on having complete and accurate data). Table 11 and Figure 12 provide the results of this comparison.

Table 11. Demographic Comparison between Invited and Participant Students

Demographic of Point Break Research Participants v. Invited				
Participants			**Invited (Given Surveys)**	
Group	Count	Percentage	Count	Percentage
Total	178	NA	248	NA
Males	73	41.0%	94	37.9%
Females	94	52.8%	130	52.4%
DNS (gender)	11	6.2%	24	9.7%
Whites	32	18.0%	44	17.7%
African Americans	85	47.8%	113	45.6%
Hispanics	28	15.7%	47	19.0%
Asians	8	4.5%	8	3.2%
DNS/Mixed (race)	25	14.0%	35	14.1%
Grade 9	87	48.9%	112	45.2%
Grade 10	69	38.8%	101	40.7%
Grade 11	11	6.2%	13	5.2%
Grade 12	1	0.6%	4	1.6%
DNS (grade)	10	5.6%	18	7.3%

Figure 12. Demographic Comparison between Invited and Participant Students
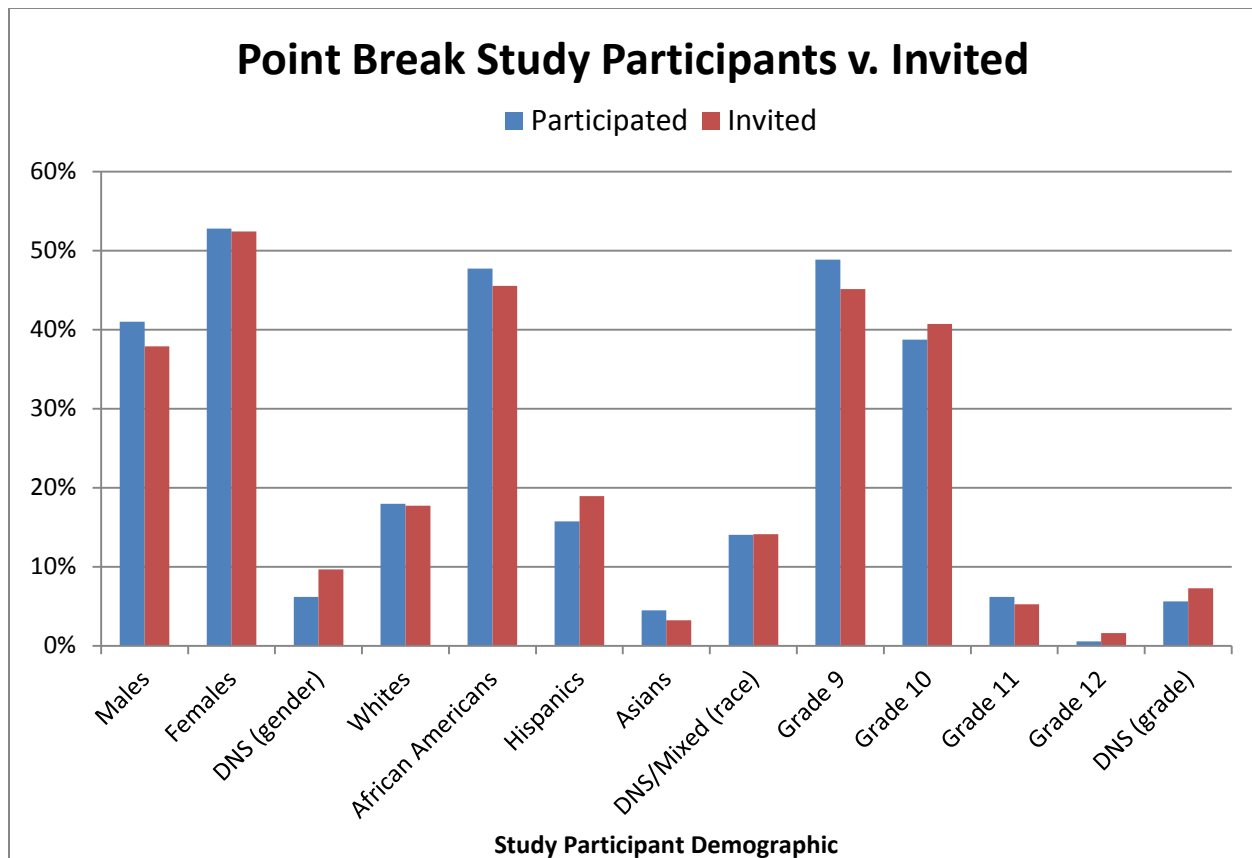
We were pleased to see that the student attrition rate was relatively stable across student demographics.

Follow-up Study (including treatment/control groups): Results and Discussion

The results of the Follow-up Study revealed statistically significant improvement rates on two of the eight RCP scales (Gossip and Empathy), the Overall Score (all eight scales summed into a combined score) and the Primary Factor-derived scale (see discussion below), with the treated group demonstrating a significantly higher improvement rate than the control (untreated) group. While each of the eight scales showed movement in a positive direction, the Empathy,

Gossip, Overall Score, and Primary Factor Scale demonstrated *statistically significant interactions* when the between-subjects variable (the treatment/control variable) was evaluated. This indicates that these four scales demonstrated significant improvement in a more controlled research setting provided by the pre-post, treatment-control design, with improvement rates of 6.4%, 3.8%, 4.4% and 5.2% respectively (see Table 12) (the Primary Factor Scale is reported separately below).

Table 12. Pre-Post Treatment/Control Study Results

RCP Scale	Group	N	Improvement Change %	Difference Between Treated/Untreated	F	p-value	Positive Direction / Significant (p<.05)?
Bullying	Treated	72	1.5%	0.2%	0.01	0.934	Yes/No
	Untreated	78	1.3%				
Gossip	Treated	75	3.8%	6.0%	3.94	0.049	Yes/Yes
	Untreated	80	-2.1%				
Openness	Treated	77	2.5%	2.5%	0.87	0.352	Yes/No
	Untreated	75	-0.1%				
Judging	Treated	80	3.1%	1.5%	0.15	0.696	Yes/No
	Untreated	72	1.6%				
Valuing	Treated	76	3.8%	1.3%	0.21	0.648	Yes/No
	Untreated	78	2.5%				
Empathy	Treated	70	6.4%	10.9%	14.27	<0.001	Yes/Yes
	Untreated	76	-4.5%				
Hopeful	Treated	74	3.1%	2.6%	0.95	0.331	Yes/No
	Untreated	77	0.5%				
Violence	Treated	67	2.8%	3.3%	1.91	0.169	Yes/No
	Untreated	78	-0.5%				
Overall Score (all scales combined)	Treated	52	4.4%	4.6%	5.65	0.019	Yes/Yes
	Untreated	53	-0.2%				

It is interesting to note that the 4.6% "change effect" that was observed on the Overall Score in the Follow-up Study was nearly identical to the Overall Score improvement score (4.7%) that was observed in the Initial Study (additional details on the Overall Score are discussed below). When collectively evaluated, we view these statistically significant change levels as *practically significant* as well.

The Overall Score Scale

The Overall Score scale was created by simply summing all 37 RCP questions[20] (representing all eight of the separate scales, with each question equally weighted) into an overall score for each student. A classical reliability analysis was conducted that included Cronbach's Alpha for the overall scale and Point-Biserial Correlations (see "Corrected Item-Total Correlation" in Table 12) for each of the individual survey questions. The overall scale reliability is discussed in the reliability section below (see Table 16 in the reliability section).

Table 12 displays the item analysis results for each of the survey questions (relevant to the Overall Score of all items summed). This table reveals that 35 of the 37 items have Point-Biserial values that exceed .10 (95% of the total items) and 31 of the 37 items (84% of the total items) had values that exceed .20 (.10 and .20 are thresholds that are typically used for classifying items as "acceptably correlated with the overall, combined score").[21] This reveals that the vast majority of items are measuring *similar, inter-related constructs*, which gives credibility to the Pre-Post change scores reported above.

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[20] Recoded where relevant into the desirable response direction—e.g., a bullying question where students indicating a high level of bullying by a response value of "4" on the 4-point scale was recoded to a "1," and "1" responses recoded into "4" responses, etc.

[21] Dungan L. (1996). Examination development. In: Browning AH, Bugbee AC, Mullins MA (eds). Certification: A NOCA Handbook. Washington, DC: National Organization for Competency Assurance; 1-40.

Table 12. Point Biserial Correlations of All Survey Questions

Item-Total Statistics		
RCP Question (recoded to desirable response direction where relevant) (from Post Workshop Survey Data)	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I rarely try to stop my friends from teasing or bullying other people	.552	.866
No matter how badly I feel, I know there is always someone there for me	.290	.871
I am aware of the harmful effect that gossip can have on others	.209	.873
Emotions are important to talk about	.493	.867
I frequently tease or bully other people	.422	.869
I frequently gossip about other people	.312	.871
I can usually judge what someone is like before really getting to know them	.187	.873
I value other people who are not like me	.384	.870
I do not even bother opening up my feelings to others because they do not really care	.475	.868
Most of the time, I can judge what someone is like by what they look like	.255	.872
Opening up your feelings to others is just a sure way to get hurt	.400	.869
I am comfortable sharing personal information and opinions with others	.141	.874
My friends know how much I hurt inside	.092	.875
Spending my time listening to other peoples problems is just a waste	.444	.868
I am usually too busy to take the time to listen to other peoples problems	.470	.868
If other people do not care about my feelings, I should not care about theirs	.611	.865
I fulfill a valuable role in my friends lives	.182	.873
I express my emotions well	.242	.873
I can trust other people by sharing my feelings with them	.376	.870
The statement those people are all like that is true about some racial or ethnic groups	.293	.872
I am willing to ask for help to deal with my problems	.287	.871
I frequently encourage other people outside of my friendship group	.545	.867
I feel free to talk to my friends about personal things in my life	.420	.869
I rarely try to discourage my friends from gossiping about others	.413	.869
I judge others based on how they look	.536	.867
I respect others who are not like me	.345	.870
My future is bright and full of potential	.356	.870
I need to get to know someone before I can respect them	.303	.871
People who cannot handle a little teasing or bullying are just weak	.355	.870
My best days are behind me	.429	.869
I am confident that my friends value my friendship	.169	.873
There are other people around me who hurt as badly as I do	-.027	.878
I am aware of the harmful effect that my teasing or bullying can have on others	.400	.869
Besides my close friends, the feelings of other people are not important	.576	.865
Helping others with their problems is too hard, I have enough to deal with just by myself	.692	.863
I am the only one who understands my problems	.500	.867
People who cannot handle gossip are just weak	.548	.866

An evaluation of the RCP question-level improvement rates for the treated and untreated groups was also conducted. This evaluation revealed that 26 of the 37 survey questions (70%) had positive improvement rates (with the treated group having a higher improvement rate than the untreated group). The improvement rates were computed by subtracting the pre-average from the post-average and dividing by the post-average (for the treated and untreated groups, separately), and then subtracting the untreated group improvement percentage from the treated group's improvement percentage. For example, RCP Question #32 (on the Bullying Scale) had an 8% pre-post improvement rate in the treated sample, but only 1% in the untreated sample (a 7% delta). Averaging these deltas revealed that the treated group improvement rate was 3.4% (across all questions), compared to 0.3% for the untreated group (a 3.1% difference).[22] The question level improvement rates (for both the treated and untreated groups) are displayed in Figure 13.

Figure 13. RCP Question Level Improvement Rates (Treated v. Untreated Groups)

_____
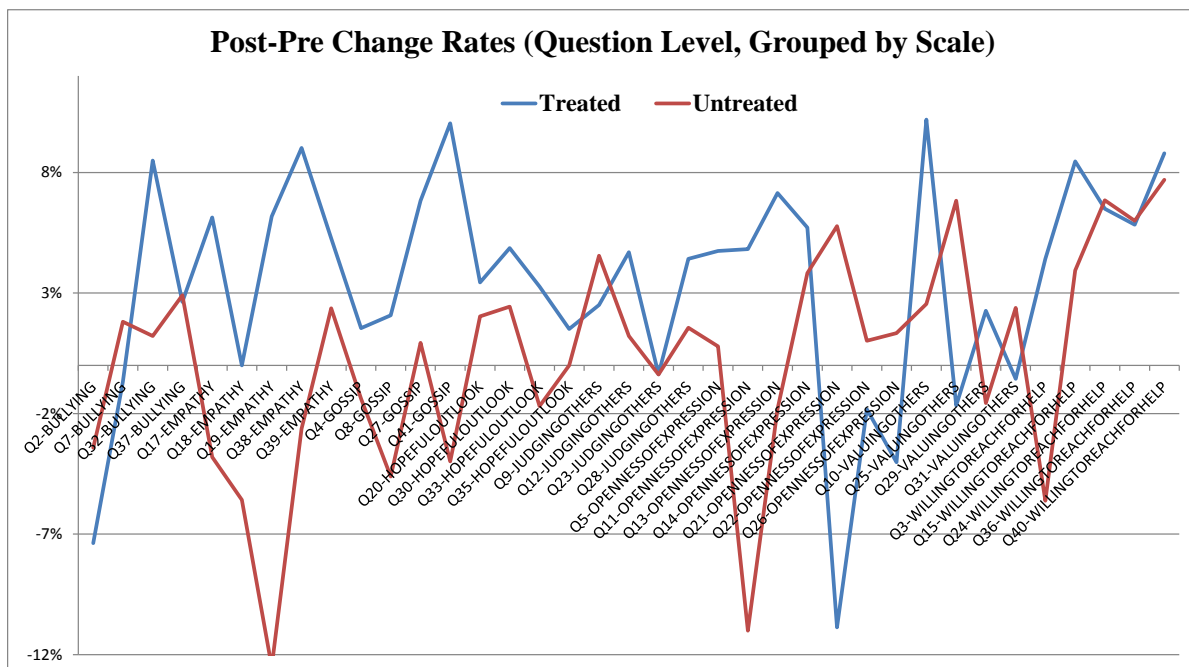
[22] These values differ from the 4.6% delta on the Overall Score (when all questions are summed) because of sample size differences at the question versus scale level.

Factor Analysis

In addition to completing the scale and Overall Score analyses, a factor analysis was completed to distill the 37 RCP questions into their common underlying components (regardless of their "named" scale). Factor analysis is a statistical method that identifies common, underlying "themes" or "traits" that are common (or distinct) between the survey questions, and then arranges these items along common "factors" showing the questions that are most inter-related. This process allows for new survey scales to be created that cross the pre-determined scale labels (e.g., questions from both "bullying" and "empathy" scales may be identified as measuring a highly similar underlying trait, and thus may be grouped together by the factor analysis).

Specifically, a Principal Component Analysis (PCA) was completed, which is a type of factor analysis that allows the factors to be "rotated" in the variable space, thus taking all variability of the questions into account.[23] This analysis identified a first-order main component that gathered 19.92% of the total variance (Eigen Value = 7.37) onto one scale that included 25 of the 37 items. The survey questions that loaded on this primary factor are provided in Table 13.

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[23] The PCA extraction method included Varimax Rotation.

Table 13. RCP Question-Factor Loadings

RCP Question	Question Text ("R" indicates reverse-coded item)	Item-Factor Loading
Q39PRE_WS_EMPATHY	Helping others with their problems is too hard, I have enough to deal with just by myself (R)	0.754
Q18PRE_WS_EMPATHY	I am usually too busy to take the time to listen to other peoples problems (R)	0.720
Q35PRE_WS_HOPEFULOUTLOOK	I am confident that my friends value my friendship	0.650
Q29PRE_WS_VALUINGOTHERS	I respect others who are not like me	0.649
Q17PRE_WS_EMPATHY	Spending my time listening to other peoples problems is just a waste (R)	0.638
Q20PRE_WS_HOPEFULOUTLOOK	I fulfill a valuable role in my friends lives	0.618
Q30PRE_WS_HOPEFULOUTLOOK	My future is bright and full of potential	0.613
Q10PRE_WS_VALUINGOTHERS	I value other people who are not like me	0.613
Q3PRE_WS_WILLINGTOREACHFORHELP	No matter how badly I feel, I know there is always someone there for me	0.570
Q38PRE_WS_EMPATHY	Besides my close friends, the feelings of other people are not important (R)	0.559
Q33PRE_WS_HOPEFULOUTLOOK	My best days are behind me (R)	0.531
Q13PRE_WS_OPENNESSOFEXPRESSION	Opening up your feelings to others is just a sure way to get hurt (R)	0.528
Q26PRE_WS_OPENNESSOFEXPRESSION	I feel free to talk to my friends about personal things in my life	0.523
Q32PRE_WS_BULLYING	People who cannot handle a little teasing or bullying are just weak (R)	0.507
Q23PRE_WS_JUDGINGOTHERS	The statement those people are all like that is true about some racial or ethnic groups (R)	0.506
Q19PRE_WS_EMPATHY	If other people do not care about my feelings, I should not care about theirs (R)	0.491
Q41PRE_WS_GOSSIP	People who cannot handle gossip are just weak (R)	0.442
Q8PRE_WS_GOSSIP	I frequently gossip about other people (R)	0.427
Q11PRE_WS_OPENNESSOFEXPRESSION	I do not even bother opening up my feelings to others because they do not really care (R)	0.421
Q28PRE_WS_JUDGINGOTHERS	I judge others based on how they look (R)	0.378
Q4PRE_WS_GOSSIP	I am aware of the harmful effect that gossip can have on others	0.341
Q40PRE_WS_WILLINGTOREACHFORHELP	I am the only one who understands my problems (R)	0.335
Q2PRE_WS_BULLYING	I rarely try to stop my friends from teasing or bullying other people (R)	0.327
Q5PRE_WS_OPENNESSOFEXPRESSION	Emotions are important to talk about	0.319
Q7PRE_WS_BULLYING	I frequently tease or bully other people (R)	0.303

All items exceeding a correlation of $.30$[24] to the underlying primary factor were included on a new 25-question scale that was factor-scored (using the correlation weight of the item-factor correlation). This scale had a high reliability coefficient ($r = .9004$[25]) indicating a high level of internal consistency among the items included (as weighted by the factor loadings).

Reviewing the underlying characterstic(s) represented by the collection of survey questions, including weighing the questions by their relative factor loading strength, is a subjective process (and can be particularly difficult when dealing with reverse-coded items). Our interpretive process led to a belief that the scale represents students who are characterized by being empathetic, others-focused, respectful, involved, valuing others and valued by others, hopeful, supportive, open, trusting, not teasing/gossiping, and confiding in others. These are certainly desirable traits, and traits that are targeted by the Point Break curriculum.

We also found it interesting that all five of the Empathy survey questions were located on the Factor Scale, and that 3 of the top 6 item-factor loadings were Empathy items.

After assembling the factor-derived scale, it was run through the same analysis process used for the other scales (and Overall Score) discussed above. Table 14 provides the results.

Table 14. Pre-Post Treatment/Control Study Results for the Primary Factor Scale (25 RCP questions, factor weighted)

Group	N	Improvement Change %	Improvement % (Treated Over Untreated)	F	p-value	Positive Direction / Significant (p<.05)?
Treated	55	5.2%	7.0%	12.497	<0.001	Yes/Yes
Untreated	59	-1.8%				

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[24] Minimum threshold guidelines for identifying meaningful item-factor loadings typically range between .30 and .40. See Sheskin, D. J. (2003). *Handbook of Parametric and Nonparametric Statistical Procedures* (3rd ed.). Boca Raton, FL: Chapman and Hall.

[25] Using the Theta Reliability method for factor scales.

A Reliable Change Index (RCI)[26] was computed on the Primary Factor Scale to determine a confidence boundary regarding the "real and reliable change" threshold that could be used for classifying a meaningful pre-post Change Score. This computed index[27] indicates that pre-post Change Scores exceeding 4.71 can be considered as "reliable changes" in the students included in the study. This threshold was used to compute the values in Table 15.

Table 15. 2 X 2 Table Results for Students with Pre-Post Scores Exceeding the Reliable Change Index

2 X 2 Table Results	Students with Reliable Change Scores		
	Yes	No	Percentage
Treated	10	55	18%
Untreated	2	58	3%

A non-parametric statistical inference test[28] was computed on the values in Table 15 to determine whether a meaningful difference exists between the "Treated" and "Untreated" groups. This test revealed a 15% difference in the success rates between the two groups, with 18% of the treated students (10 of 55) having favorable (and reliable) Change Scores, and only 3% of the untreated students (2 of 58) having such scores (p = .009, with statistical odds of 1 chance in 110).

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[26] Jacobson, N.S., & Truax, P. (1991). Clinical significance: A statistical approach to defining meaningful change in psychotherapy research. *Journal of Consulting and Clinical Psychology, 59*, 12-19.

[27] Using the Theta Reliability (r = .9004), SD (5.387), the computed SE of change is 2.40, which converts to a 95% Reliable Change Criterion (RC Crit) value of 4.71.

[28] Two-Tail Fisher Exact Test with Lancaster mid-P adjustment.

Results by Gender

After reviewing the zero-order correlations between gender (coded 1 = males; 0 = females), it was observed that gender was significantly correlated with the Overall Score, Factor, and Empathy scales in both the Pre- and Post-samples. The correlations between gender and the Overall Score were $r = -.271$ ($p = .003$, $N = 121$) for the Pre-workshop group and $r = -.176$ ($p = .045$, $N = 130$) for the Post-workshop group. The correlations for the Factor-derived scale were $r = -.231$ ($p = .008$, $N = 129$) for the Pre-workshop group and $r = -.174$ ($p = .041$, $N = 138$) for the Post-workshop group. The correlations between gender and the Empathy scale were $r = -.223$ ($p = .007$, $N = 146$) for the Pre-workshop group and $r = -.218$ ($p = .006$, $N = 160$) for the Post-workshop group.

These negative correlations indicate a distinct difference between males and females on the scales measured in the study. When gender is added (as a covariate) to the factorial design, the statistically significant results (indicating a significant pre-post change between the treatment and control groups) remain for the Overall Score, Factor, and Empathy Scales. However, the results of these three scales were stronger for males than for females. On the Overall Score, the F value for males was 5.15 ($p = .028$) but only 1.43 ($p = .237$) for females. On the Factor Scale, the F value for males was 7.27 ($p = .008$) and 5.194 ($p = .026$) for females. On the Empathy Scale, the F value for males was 10.20 ($p = .002$) and 4.70 ($p = .033$) for females.

Controlling for gender on the Gossip Scale reduces the treatment effect to $F = 3.705$ ($p = .056$). Splitting the data file and analysis by gender reveals a significant impact for females ($F = 5.097$, $p = .027$) but not for males ($F = .057$, $p = .812$).

Follow-up Study (including treatment/control groups): Reliability Analyses

Classic reliability analyses were conducted using Cronbach's Alpha on each of the scales (see the results in Table 16).

Table 16. Reliability Analyses

Scale	Reliability Coefficient	# Items
Bullying	0.47	4
Willingness to Reach for Help	0.43	5
Gossip	0.49	4
Openness of Expression	0.67	6
Judging	0.70	4
Valuing Others	0.48	4
Empathy	0.79	5
Hopeful Outlook	0.43	4
Overall Score	0.87	37
Factor Scale (Theta reliability)	0.90	25

While two of the eight individual scales had acceptable reliability levels (exceeding .70), six of the scales had low reliability levels (ranging between .43 and .67). We believe the low reliability levels exhibited by these scales are a reflection of the low number of items on each (between four and six items). When the scales are combined, into the Overall Score (all 37 items summed) or the Factor scale (25 items, factor scored) the reliabilities are high (.87 and .90, respectively).

Follow-up Study (including treatment/control groups): Validity

We believe the validity evidence[29] for the RCP, the study, and related conclusions are established in three ways:

1. **The internal structure of the survey**. The 1999 <u>Standards</u>[30] outline that the internal structure of a device is one type of validity evidence. We believe the high level of inter-relatedness of the RCP scales as revealed by the Cronbach's Alpha ($r = .87$), the Theta reliability on the extracted Factor Scale ($r = .90$), and the correlation between the Overall Score and Factor Scales ($r = .95$ on the Pre-workshop sample and $r = .96$ on the Post-workshop sample) provides evidence regarding the internal structure of the survey used as the primary tool in the study.

2. **The nexus between the quantitative (pre-post) and the qualitative survey results.**

   a. The 19-question survey used for the qualitative research component of the study revealed that between 68% and 84% of the students believed the Program was "effective" or "very effective" at increasing their awareness about the harmful effects of teasing/bullying/gossiping and judging/de-valuing others and the importance of feelings and reaching out for help (see Table 3).

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[29] The "validity evidence" discussed in this section is not transferable or relevant to the "job relatedness" validity evidence that is required by Title VII of the 1964/1991 Civil Rights Act as specified by the federal Uniform Guidelines on Employee Selection Procedures.

[30] American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (1999), *Standards for educational and psychological testing*. Washington DC: American Educational Research Association. (p. 14).

b. This survey also revealed that 70% - 83% of the students reported that the Program was "effective" or "very effective" at motivating them to stop teasing/bullying, reach out to others, and to value others more.

c. The open-ended responses from the qualitative research also showed a tight connection with the ABVs targeted by the Program (and those contained on the pre-post survey). For example, more than 35% of the students' responses indicated they wanted to change their behaviors regarding judging and valuing others, and 17% of the students reported wanting to change their behaviors and attitudes regarding abuse and harassment (bulling or gossip). Over 30% of the students made remarks regarding empathy towards the suffering and hardships of others. Eighteen (18%) of the students stated that Point Break impacted their ABVs regarding bullying and verbal harassment (gossip).

We believe these findings show a degree of congruency and construct validity of both the measures used and the outcomes.

3. **Consistency between the Initial Study and the Follow-up Study results.** The Empathy, Gossip, and the Overall Score scales were significant in both the Initial Study and the Follow-up study, with improvement rates of 3.4% / 6.4%, 5.1% / 3.8%, and 4.7% / 4.4% respectively. The replication and similarity of the study results from two separate research study results displays some level of consistency and validity.

Follow-up Study (including treatment/control groups): Confounding Variables

A confounding variable is a variable that is extraneous to the study which correlates with *both* the dependent variable and the independent variables included in a research project. After reviewing and evaluating the survey process, research tools, and the outcomes observed from Point Break (viewed through both the observable and recorded student responses), we believe that (of the many possibilities), one confounding variable emerges as the "most likely" or "most plausible" one.

This has to do with the fact that some of the students (from only Roseville High School, not Sacramento High School) may have had *previous exposure* to the Point Break program. In our study, we did not inquire into whether each student had previously participated in a Point Break program. Nonetheless, the current perspective about Point Break and, further, the openness and willingness for students to make the changes that are targeted by the Point Break program, could possibly be biased by their past experiences with the program. We are unaware regarding the extent to which this could have been an issue.

Follow-up Study (including treatment/control groups): Intervention Fidelity

Fidelity of implementation has to do with the delivery of the curriculum, program, or specific instruction of a given program in the way in which it was *designed to be delivered* (Gresham, MacMillan, Boebe-Frankenberger, & Bocian, 2000).[31] Intervention fidelity is

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[31] Gresham, F.M., MacMillan, D.L., Boebe-Frankenberger, M.E., & Bocian, K.M. (2000). Treatment integrity in learning disabilities intervention research: Do we really know how treatments are implemented? *Learning Disabilities Research & Practice,* 15(4), 198–205.

important because the impact that the given program is designed to have is wholly dependent upon the consistency of its administration.

While not all research guidebooks and key articles on this subject agree, a work completed by Dane & Schneider (1998)[32] identifies five key aspects of implementation fidelity:

1. Adherence – program components are delivered as prescribed;

2. Exposure – amount of program content received by participants;

3. Quality of the delivery – theory-based ideal in terms of processes and content;

4. Participant responsiveness – engagement of the participants; and

5. Program differentiation – unique features of the intervention are distinguishable from other programs (including the counterfactual)

Fortunately for our present study, the program was conducted at only two different high schools with the same facilitator at each location.[33] However, this will obviously not be the case in new locations where Point Break will be implemented. For this reason, some precautions and steps have been taken to help insure a high level of implementation fidelity for future administrations. These are described in Table 17 along each of the five factors provided by Dane & Schneider (1998).

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[32] Dane, A. V., & Schneider, B. H. (1998). Educational environments for students with emotional and behavioral disorders. In Benjamin L. Brooks & David A. Sabatino, (Eds.), *Contemporary interdisciplinary interventions for children with emotional/behavioral disorders* (pp. 113-142). Carolina Academic Press.

[33] The small group facilitators, however, are different at each Point Break because they are staffed by each high school's volunteer staff or faculty members.

Table 17. Point Break Program Design Feature to Help Insure Implementation Fidelity

Point Break Program Design Feature to Help Insure Implementation Fidelity		
Factor	Definition	Point Break Program Design Feature (To Maximize Implementation Fidelity)
Adherence	Program components are delivered as prescribed	PB is "highly scripted" (see App. G); new facilitators are trained using a 4-phase process (see App. H).
Exposure	Amount of program content received by participants	The same program is delivered each time; with the exception being students who experience the program multiple times.
Quality of the Delivery	Theory-based ideal in terms of processes and content	The consistency of the process and content was intentionally designed to address the targeted ABVs. In addition, PB facilitators will be graded using "Point Break Workshop Facilitator Evaluation Survey (see App. I).
Participant Responsiveness	Engagement of the participants	This factor may vary between PB administrations. For example, PB facilitators have experienced varying levels of participation, openness, and willingness to change between low SES and high SES schools, and when comparing "continuation/independent study" based high schools versus regular fulltime high schools.
Program Differentiation	Unique features of the intervention are distinguishable from other programs	PB is a unique, full-day intervention program specifically tailored to high school students.

Conclusions

Point Break is a one-day intervention program that makes a *limited, but significant*

impact on the attitudes, behaviors, and values of students on today's high school campuses.

While the improvement rates evaluated in the Initial Study were only 3.4% to 5.1% on the same

three scales that repeated statistically significant outcomes in the Follow-up Study (which

showed improvement rates between 3.8% and 6.4%), these minor shifts are strong enough to produce meaningful results on an *individual campus* that runs a Point Break Program.

Applying the Reliable Change Index (RCI) to the results of the Follow-up study revealed that 18% of the "treated" students showed significant improvements on the Primary Factor Scale compared to only 3% in the "untreated" group. We believe this delta (15%), which equated in eight more "reliably changed" individuals (ten in the treated group compared to two in the untreated), provides compelling justification for the use of a one-day intervention program.

However, when it comes to "treating the virus" of bullying, lack of empathy, and the destructive impact of gossiping, judging, and failing to value others, a more *complete* program is needed. While this study revealed that a one-day program can, in fact, have a significant impact in the lives of some students, making a lasting impact will likely require regular treatment through consistent programs and embedded school curriculum that deal with these issues.

Implementation Information

The Point Break Program is tailored for High School Students in Private or Public Schools. The contact information, materials needed for implementation, and some additional history and background are provided below.

Implementation History

Point Break launched in the greater Sacramento, California area in 2001, contracting with two high schools. Since then, Point Break Workshops have been implemented in 54 schools

across the U.S., serving approximately 100 students in each workshop. Yearly workshops across the U.S. total approximately 125. Point Break is currently active in California, Oregon, Washington, New York, and Florida.

Funding

The Point Break program has only been funded by private scholarships and/or paid for by public school institutions. Several grants for Point Break have been obtained from private health- and education-based organizations. No grants from the National Institutes of Health (NIH) have been awarded.

Materials Needed for Dissemination and Implementation

Point Break workshops can be conducted by schools[34] that license the program for use at one or more locations (see "Point Break Kit for Schools" below), or by Point Break staff directly (see "Point Break Implementation" below). Each option is described below. While the program is currently only provided in English, Point Break can be readily adapted to other population- or culture-specific groups and translations.

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[34] Point Break can only be licensed directly to schools that will administer the program directly, and not outside organizations that will conduct the program for profit. "Schools" includes secondary schools (public, private, continuation) grades 7-12 only.

Local School Program Licensing: "Point Break Kit for Schools"

Schools that license Point Break for one or more school locations are provided with a "Point Break Kit for Schools" package that includes everything necessary for local school staff to conduct Point Break workshops (e.g., training DVDs, surveys, curricula, script, sign-up forms, etc.). Optional Point Break coach training and certification is available for schools that would like to insure the highest degree of implementation fidelity.

The training includes a four-step training and certification program. These four steps include: (1) experiencing the workshop as a small group leader; (2) observing the day as a coach and coordinator; (3) mastering the Program script (including some memorization) and taking the lead role as a workshop presenter with a trainer; and finally (4) conducting a workshop from the beginning to the end of the day. See the Point Break Workshop Coach Agreement in Appendix H for a complete description of the training program.

Point Break Implementation (without local licensing)

Schools that would like to have Point Break workshops conducted without local licensing/adaptation can simply contract directly with Point Break to have the workshop implemented by trained facilitators. Table 18 explains the components of each of these alternatives.

Table 18. Dissemination Information

Resource	Source
General Resources	
Program Website	http://www.pointbreakonline.com/
Point Break Curriculum	The Point Break curriculum detail is provided in Appendix G.
Relationship Climate Profile (RCP)	See Appendices.
Point Break Workshop Evaluation	See Appendices.
Local School Program Licensing: "Point Break Kit for Schools"	
Cost[35]	$1495 per site (school address) for 3 implementations/year $1995 per site (school address) for 5 implementations/year $3495 per site (school address) for 10 implementations/year District wide and multiple site licensing available.
4 Hours Phone Consultation Time with a Senior Point Break Coach	By appointment
Training DVD	Point Break Kit Binder
Getting Ready for the Point Break Workshop (Planning Timeline, Checklists, Recruiting Adult Volunteers)	Point Break Kit Binder
Running the Point Break Workshop (Setup Directions, Implementation Guides, Point Break Program Script, Evaluation Surveys)	Point Break Kit Binder
Templates and Sample Documents	Point Break Kit Binder
Other Available Resources (Follow-up Curriculum, Campus Climate Survey)	Point Break Kit Binder
Point Break Implementation (without local licensing)	
Cost (including supplies and curriculum)	$2,625 for up to 100 students.
Training (Orientation 1-2 hours with school and volunteers)	(included in the total cost for each workshop)
Sound Tech, Guest Speakers, Follow-Up Facilitator, Director	(included in the total cost for each workshop)
Post Evaluation with School Faculty and Administration—Printed and verbal interviews	(included in the total cost for each workshop)
New coach training	$2,500 flat fee, plus travel, certification and training requirements (see Appendix H).

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[35] Pricing subject to change.

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Appendices

Appendix A: Background on Biddle Consulting Group, Inc.

Biddle Consulting Group, Inc. (BCG) is a Human Resources consulting firm that specializes in the areas of Equal Employment Opportunity (EEO) consulting, litigation support, personnel testing software development, and Affirmative Action Plan (AAP) technical support and software. Since 1974, BCG has worked with over 1,000 employers in these areas, as well as provided litigation support as consultants or experts in over 200 EEO state, federal, and circuit court of appeal cases involving statistics and/or job-relatedness (test validity) analyses. This includes conducting sensitive statistical EEO audit analyses for employers prior to a suit to minimize the likelihood of suit. We have also developed or validated personnel tests in hundreds of situations that are used by thousands of employers.

BCG's employees have had professional articles published in several leading publications in the field of EEO compliance and test validation that deal with statistics, disparate impact, job-relatedness, and organizational behavior. Dr. Biddle's book, Adverse Impact and Test Validation, has become a standard desk reference in the field of EEO compliance and test validation, and has been used by federal enforcement agencies, law firms, and private industry.

BCG currently maintains a staff of over 40 employees who specialize in these areas, including over 10 Masters and/or Doctorate level Industrial-Organizational Psychologists. Our leading partners are frequently on the national/regional speaking circuit in the areas of EEO compliance, affirmative action, and test development and validation. They have also provided statistical and test validation training for the executive, management, and compliance officer ranks in the U.S. Department of Labor (OFCCP) for the past two years. In addition to our consulting and training services, we also develop and distribute HR and EEO software in three areas: Personnel Testing, EEO Compliance, and Affirmative Action Plan (AAP) preparation.

Appendix B: Point Break Program Description

Point Break is a one-day workshop designed by Campus Life[36] to promote resiliency among students. Resilient students display social competence, problem solving skills, personal responsibility and a sense of purpose and future. It is also designed to reduce campus violence as students choose conflict resolution and respect for others.

Point Break Purpose Statement

Point Break is a seven-hour workshop designed to break down educational and social barriers that exist between students on high school campuses. Through high-energy activities, interaction with caring adults and relevant discussion (regarding bullying, painful life experiences and emotional expression), Point Break draws students together, focusing on empathy and respect. Students respond to the day's challenges with self-reflection and the acknowledgement of personal responsibility. The end result is students who begin the pursuit of behavioral change.

Point Break's continuing effectiveness takes place in follow-up Breakthru sessions which include: goal setting, how to make measurable change, and how to listen well. These sessions challenge students to examine their own behavior and make changes. Upon completion of the Breakthru curriculum, participants are change agents, leading their peers by example.

It is the belief of the Point Break Staff that students who participate in Point Break and Breakthru develop resilient character traits. Through meaningful participation with caring adults, high expectations and the opportunity to practice new relational skills in a safe environment, students decide to make both internal and behavioral changes which result in the elimination of educational barriers like intolerance, social anxiety, and fear of bullying.

Student Response to Point Break

- "I had no idea so many of my friends had considered suicide as a way of dealing with the pain in their lives. I want to help my friends stay alive."
- "I didn't realize that my words could be so painful to others. I'm not going to tease people so much."
- "I'm sorry for saying the stuff I've said to you. I didn't mean it."

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[36] Campus Life is a division of Youth for Christ (YFC). Campus Life combines healthy relationships with creative programs to help young people make good choices, establish a solid foundation for life, and positively impact their schools.

Point Break Endorsements

"You can't imagine the impact Point Break has had on our kids, our school and even our community. I get calls daily from grateful parents who say their son or daughter is a changed person and the school has a kinder, gentler feel. Of course, everyone is asking to have you back next year." *-Bea Landing, Vice Principal, Bishop Union High School*

"I have never seen such a powerful interaction between students. The level of sharing and disclosure was intense, and the support that the Point Break staff provided for our students was exceptional. I recommend this program without reservation." *-Dr. Marco A. Sanchez, Vice Principal, Elk Grove High School*

"Point Break was one of the best programs I have ever seen. I saw students and adults breaking down images and walls that they had built up for many years. I am so glad that we as an organization have some minor part in this program." *- Tony Asaro, Senior Director of Community Relations, Sacramento River Cats Baseball Club*

Appendix C: Point Break—What Do the Students Think? Notable Student Comments from Point Break Evaluation Surveys

Below are students' responses to the question: *Based on what you experienced/learned today, describe one thing you are going to change in your behavior this week?*

- I will not care what other people say about me and I will help others in need.
- I am going to have a smile at everyone in the hallways whether you know them or not. I'm going to gossip and judge less.
- Be more open. Before I would never talk to someone I considered ugly or unattractive. Now I am going to treat people more equally.
- I am going to get my friends to stop judging others, and open up to them.
- My behavior will change in my friendships. I'm going to value my friends enough to fight to keep my relationships strong & share my pain not just experiences.
- Find a better outlet for my anger / sorrow that doesn't cause myself or other people pain.
- I am going to try to stop hiding my feelings and I will try to talk more to other people about how I feel.
- I think I will stop the teasing and help others who need help.
- I'm going to be open to expressing myself and allowing others to open up to me and branch outside my social group.
- I have been needing to open up to someone for so long & I hope by the end of this week I will build up enough courage to do it. Also, I'm ready to be a helping person to other people and not care what other people think. I'm ready for change.
- Not to look at people and think everything is okay when they need help.
- When I see someone upset or just not feeling that well I will comfort them.
- Take time to listen to other people.
- Stop judging people on how they look or what they act like until you get to know them.
- I'm going to stop judging from the outside.
- One thing I am going to change is judging other people.
- I am not going to wear my mask, I will show my true self to others.
- This helped me feel in a safe connected environment and that it's not always a bad thing to open up.
- I'm not going to prove myself by fighting.

Below are students' responses to the question: *In your own words, tell us how your experience with Point Break has affected you?*

- Point Break taught me and opened my eyes to how much stereotyping and bullying goes around in high school. It had taught me how to watch what I say and how to stop and control my words and how they affect me.
- Point Break helped me talk to other people about my feelings. Point Break has also helped me not talk about people and stick up for people that get picked on.
- It was great. I felt I could be myself and tell people what I have gone through. They are great listeners and I know that there is hope for me and that I can trust others to not tease me and help me with the problems I have in my life. This was a great eye opener for me. I love Point Break.
- I don't make fun of a lot of people anymore. I am aware of how much people hurt inside and I learned that listening to other can really change there life.
- Point Break has helped me open up about my thoughts and feelings it has made me come to terms with what is going on in my life and how I can help myself.
- Point Break was amazing it has changed me in so many ways. I haven't bullied others, it's rare if I do. I've been more open to friends and I listen to them when they hurt inside and I try to help them deal with it.
- It opened so many doors to insights that our generation needs help and somebody has to do something about it.
- Point Break has helped me open my eyes to see that it's not just me and my family and friends in the world. Other people are going through the same stuff as I am.
- My experience affected me a lot because it showed me how people are like me and how people are different. It hurt to see what a lot of my friends where going through to see them cry over what I might have said really hurt. But I'm happy it's over because it was hard to see but it was fun.
- Point Break showed me that other people are with similar problems that I have. Things that hurt me also hurt others. I'm not alone.
- Many adults never talk to me as an equal or share their past with me, and at Point Break not only did the adults open up but some of my fellow students. It helped me realize some people still have some good in them buried deep inside somewhere. "The past is filled with mistakes, the future is strong if you learned from those mistakes."
- It has affected me to open up to people and listen to their problems.
- I enjoyed it, it was one of the best experiences I have ever had and by far my favorite field trip.
- Point Break was the best experience of my life and will always be remembered. I loved everything that happened there all the games, stories, and activities. I would not want to change any of Point Break. It's perfect, thanks for everything.

Appendix D: Point Break PRE-Workshop Survey (Relationship Climate Profile)

Note: The following survey is the second version of the Point Break Relationship Climate Profile. This updated survey now includes a total of 51 questions: the original 37, the original four validity/lie-scale questions, and ten new questions to (at the end of the survey) which were added to increase the number of questions on the Gossip and Bullying scales.

Relationship Climate Profile PRE-Workshop Version (v.2)

COMPLETE THIS SURVEY PRIOR TO ATTENDING THE POINT BREAK WORKSHOP

Your Contact Information

Name: _____ Email: _____

Cell: _____ Gender □ Male □ Female

Race/Ethnicity: □White □Hispanic □African American □Asian □Nat. American

Grade: □ 9th   □ 10th   □ 11th   □ 12th

Questions about Your Socio-economic Status

(1) Does one or both of your parents have a Bachelor degree? □ Yes □ No
(2) Do your parents rent or own their home? □ Rent □ Own
(3) How would you rate your socio-economic status? Lower, middle, or upper class?
     □ Lower □ Lower-Middle □ Middle □ Middle-Upper □ Upper

(4) Is your neighborhood a safe place to live? □ Very Unsafe □ Unsafe □ Fairly Safe □ Very Safe
(5) How many telephones do you have in your household (including cell phones)? _____
(6) How many cars are in your family? _____
(7) Do you parents give you weekly spending money? □ Yes □ No

Instructions for Completing the Survey:

You have been asked to be part of a special group of students who have been asked to evaluate the Point Break program! Please answer each of the 51 questions on the following two pages to the *very best* of your ability. For each question, use the rating scale below:

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
□	□	□	□

Notice that this scale has two opposite sides: "Strongly Disagree" and "Strongly Agree," along with choices in-between each. There is also no "middle" response because we'd like you to choose from either option on the "agree" or "disagree" side. You will also notice some questions about dogs, cats, and colors—these are to be sure you're paying attention! Thank you SO MUCH for helping us with this survey! Please note that your ratings will be kept 100% confidential and used for research purposes only! They will only be reported in research results in group form (i.e., your individual responses can never be known!).

Question	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I prefer the color blue over red.	□	□	□	□
I rarely try to stop my friends from teasing/bullying other people.	□	□	□	□
No matter how badly I feel, I know there is always someone there for me.	□	□	□	□
I am aware of the harmful effect that gossip can have on others.	□	□	□	□
Emotions are important to talk about.	□	□	□	□
I prefer cats over dogs.	□	□	□	□
I frequently tease/bully other people.	□	□	□	□
I frequently gossip about other people.	□	□	□	□
I can usually judge what someone's like before really getting to know them.	□	□	□	□
I value other people who are not like me.	□	□	□	□
I don't even bother opening up my feelings to others because they don't really care.	□	□	□	□
Most of the time, I can judge what someone's like by what they look like.	□	□	□	□
Opening up your feelings to others is just a sure way to get hurt.	□	□	□	□
I am comfortable sharing personal information and opinions with others.	□	□	□	□
My friends know how much I hurt inside.	□	□	□	□
I prefer the color red over blue.	□	□	□	□
Spending my time listening to other people's problems is just a waste.	□	□	□	□
I'm usually too busy to take the time to listen to other people's problems.	□	□	□	□
If other people don't care about my feelings, I shouldn't care about theirs.	□	□	□	□
I fulfill a valuable role in my friends' lives.	□	□	□	□
I express my emotions well.	□	□	□	□

Question	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I can trust other people by sharing my feelings with them.	☐	☐	☐	☐
The statement "those people are all like that" is true about some racial/ethnic groups.	☐	☐	☐	☐
I am willing to ask for help to deal with my problems.	☐	☐	☐	☐
I frequently encourage other people outside of my friendship group.	☐	☐	☐	☐
I feel free to talk to my friends about personal things in my life.	☐	☐	☐	☐
I rarely try to discourage my friends from gossiping about others.	☐	☐	☐	☐
I judge others based on how they look.	☐	☐	☐	☐
I respect others who are not like me.	☐	☐	☐	☐
My future is bright and full of potential.	☐	☐	☐	☐
I need to get to know someone before I can respect them.	☐	☐	☐	☐
People who can't handle a little teasing/bullying are just weak.	☐	☐	☐	☐
My best days are behind me.	☐	☐	☐	☐
I prefer dogs over cats.	☐	☐	☐	☐
I am confident that my friends value my friendship.	☐	☐	☐	☐
There are other people around me who hurt as badly as I do.	☐	☐	☐	☐
I am aware of the harmful effect that my teasing/bullying can have on others.	☐	☐	☐	☐
Besides my close friends, the feelings of other people are not important.	☐	☐	☐	☐
Helping others with their problems is too hard; I have enough to deal with just by myself.	☐	☐	☐	☐

Question	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I am the only one who understands my problems.	☐	☐	☐	☐
People who can't handle gossip are just weak.	☐	☐	☐	☐
Even if I tried, I can't do much at this school to stop the gossiping that goes on.	☐	☐	☐	☐
I try to stop my friends from gossiping about others.	☐	☐	☐	☐
I really don't think gossiping about other people is a big deal.	☐	☐	☐	☐
The kind of gossiping I've done this past year really doesn't hurt anyone.	☐	☐	☐	☐
By changing my own actions, I can reduce gossiping at this school.	☐	☐	☐	☐
Even if I tried, I can't do much at this school to stop the teasing and bullying that goes on.	☐	☐	☐	☐
I try to stop my friends from teasing or bullying others.	☐	☐	☐	☐
I really don't think teasing or bullying other people is a big deal.	☐	☐	☐	☐
The kind of teasing or bullying I've done this past year really doesn't hurt anyone.	☐	☐	☐	☐
By changing my own actions, I can reduce teasing and bulling at this school.	☐	☐	☐	☐

Appendix E: Point Break POST-Workshop Survey (Relationship Climate Profile)

Note: The following survey is the second version of the Relationship Climate Profile. This updated survey now includes a total of 51 questions: the original 37, the original four validity/lie-scale questions, and ten new questions to (at the end of the survey) which were added to increase the number of questions on the Gossip and Bullying ABVs.

Relationship Climate Profile POST-Workshop Version (v.2)

COMPLETE THIS SURVEY 6-10 WEEKS AFTER ATTENDING THE POINT BREAK WORKSHOP

Your Contact Information

Name: _____ Email: _____

Cell: _____ Gender □ Male □ Female

Race/Ethnicity: □White □Hispanic □African American □Asian □Nat. American

Grade: □ 9th   □ 10th   □ 11th   □ 12th

Questions about Your Socio-economic Status

(1) Does one or both of your parents have a Bachelor degree? □ Yes □ No
(2) Do your parents rent or own their home? □ Rent □ Own
(3) How would you rate your socio-economic status? Lower, middle, or upper class?
        □ Lower □ Lower-Middle □ Middle □ Middle-Upper □ Upper

(4) Is your neighborhood a safe place to live? □ Very Unsafe □ Unsafe □ Fairly Safe □ Very Safe
(5) How many telephones do you have in your household (including cell phones)? _____
(6) How many cars are in your family? _____
(7) Do you parents give you weekly spending money? □ Yes □ No

Instructions for Completing the Survey:

You have been asked to be part of a special group of students who have been asked to evaluate the Point Break program! Please answer each of the 51 questions on the following two pages to the *very best* of your ability. For each question, use the rating scale below:

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
□	□	□	□

Notice that this scale has two opposite sides: "Strongly Disagree" and "Strongly Agree," along with choices in-between each. There is also no "middle" response because we'd like you to choose from either option on the "agree" or "disagree" side. You will also notice some questions about dogs, cats, and colors—these are to be sure you're paying attention! Thank you SO MUCH for helping us with this survey! Please note that your ratings will be kept 100% confidential and used for research purposes only! They will only be reported in research results in group form (i.e., your individual responses can never be known!).

Question	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I prefer the color blue over red.	☐	☐	☐	☐
I rarely try to stop my friends from teasing/bullying other people.	☐	☐	☐	☐
No matter how badly I feel, I know there is always someone there for me.	☐	☐	☐	☐
I am aware of the harmful effect that gossip can have on others.	☐	☐	☐	☐
Emotions are important to talk about.	☐	☐	☐	☐
I prefer cats over dogs.	☐	☐	☐	☐
I frequently tease/bully other people.	☐	☐	☐	☐
I frequently gossip about other people.	☐	☐	☐	☐
I can usually judge what someone's like before really getting to know them.	☐	☐	☐	☐
I value other people who are not like me.	☐	☐	☐	☐
I don't even bother opening up my feelings to others because they don't really care.	☐	☐	☐	☐
Most of the time, I can judge what someone's like by what they look like.	☐	☐	☐	☐
Opening up your feelings to others is just a sure way to get hurt.	☐	☐	☐	☐
I am comfortable sharing personal information and opinions with others.	☐	☐	☐	☐
My friends know how much I hurt inside.	☐	☐	☐	☐
I prefer the color red over blue.	☐	☐	☐	☐
Spending my time listening to other people's problems is just a waste.	☐	☐	☐	☐
I'm usually too busy to take the time to listen to other people's problems.	☐	☐	☐	☐
If other people don't care about my feelings, I shouldn't care about theirs.	☐	☐	☐	☐
I fulfill a valuable role in my friends' lives.	☐	☐	☐	☐
I express my emotions well.	☐	☐	☐	☐

Question	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I can trust other people by sharing my feelings with them.	☐	☐	☐	☐
The statement "those people are all like that" is true about some racial/ethnic groups.	☐	☐	☐	☐
I am willing to ask for help to deal with my problems.	☐	☐	☐	☐
I frequently encourage other people outside of my friendship group.	☐	☐	☐	☐
I feel free to talk to my friends about personal things in my life.	☐	☐	☐	☐
I rarely try to discourage my friends from gossiping about others.	☐	☐	☐	☐
I judge others based on how they look.	☐	☐	☐	☐
I respect others who are not like me.	☐	☐	☐	☐
My future is bright and full of potential.	☐	☐	☐	☐
I need to get to know someone before I can respect them.	☐	☐	☐	☐
People who can't handle a little teasing/bullying are just weak.	☐	☐	☐	☐
My best days are behind me.	☐	☐	☐	☐
I prefer dogs over cats.	☐	☐	☐	☐
I am confident that my friends value my friendship.	☐	☐	☐	☐
There are other people around me who hurt as badly as I do.	☐	☐	☐	☐
I am aware of the harmful effect that my teasing/bullying can have on others.	☐	☐	☐	☐
Besides my close friends, the feelings of other people are not important.	☐	☐	☐	☐
Helping others with their problems is too hard; I have enough to deal with just by myself.	☐	☐	☐	☐

Question	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I am the only one who understands my problems.	☐	☐	☐	☐
People who can't handle gossip are just weak.	☐	☐	☐	☐
Even if I tried, I can't do much at this school to stop the gossiping that goes on.	☐	☐	☐	☐
I try to stop my friends from gossiping about others.	☐	☐	☐	☐
I really don't think gossiping about other people is a big deal.	☐	☐	☐	☐
The kind of gossiping I've done this past year really doesn't hurt anyone.	☐	☐	☐	☐
By changing my own actions, I can reduce gossiping at this school.	☐	☐	☐	☐
Even if I tried, I can't do much at this school to stop the teasing and bullying that goes on.	☐	☐	☐	☐
I try to stop my friends from teasing or bullying others.	☐	☐	☐	☐
I really don't think teasing or bullying other people is a big deal.	☐	☐	☐	☐
The kind of teasing or bullying I've done this past year really doesn't hurt anyone.	☐	☐	☐	☐
By changing my own actions, I can reduce teasing and bulling at this school.	☐	☐	☐	☐

Appendix F: Point Break Workshop Evaluation Survey

WORKSHOP Evaluation Survey

COMPLETE THIS SURVEY IMMEDIATELY AFTER ATTENDING POINT BREAK

Your Contact Information

Name: _____ Email: _____

Cell: _____ Gender □ Male □ Female

Race/Ethnicity: □White □Hispanic □African American □Asian □Nat. American

Grade: □ 9th   □ 10th   □ 11th   □ 12th

Questions about Your Socio-economic Status

(1) Does one or both of your parents have a Bachelor degree? □ Yes □ No
(2) Do your parents rent or own their home? □ Rent □ Own
(3) How would you rate your socio-economic status? Lower, middle, or upper class?
       □ Lower □ Lower-Middle □ Middle □ Middle-Upper □ Upper

(4) Is your neighborhood a safe place to live? □ Very Unsafe □ Unsafe □ Fairly Safe □ Very Safe
(5) How many telephones do you have in your household (including cell phones)? _____
(6) How many cars are in your family? _____
(7) Do you parents give you weekly spending money? □ Yes □ No

Instructions for Completing Point Break Survey:

You have been asked to be part of a special group of students who have been asked to evaluate the Point Break Program! Please answer the questions on the following two pages to the *very best* of your ability. The first two sections of the survey ask you to rate the **effectiveness** of the Point Break Program at increasing your **awareness** about certain things and how **motivated** you were to make certain changes:

Very Ineffective	**Somewhat Ineffective**	**Somewhat Effective**	**Very Effective**
□	□	□	□

Notice that this scale has two opposite sides: "Very Ineffective" and "Very Effective," along with choices in-between each. There is also no "middle" response because we'd like you to choose from either option on the "Ineffective" or "Effective" side. You will also notice some questions about dogs, cats, and colors— these are to be sure you're paying attention! Thank you SO MUCH for helping us with this survey! Please note that your ratings will be kept 100% confidential and used for research purposes only! They will only be reported in research results in group form (i.e., your individual responses can never be known!).

Please rate the effectiveness of the Point Break workshop at increasing your awareness about:

How effective was Point Break at **increasing your awareness** about:	Very Ineffective	Somewhat Ineffective	Somewhat Effective	Very Effective
The harmful effects of teasing/bulling others.	☐	☐	☐	☐
The importance of valuing other peoples' feelings.	☐	☐	☐	☐
Reaching outside of yourself into the lives of others.	☐	☐	☐	☐
The importance of expressing your own feelings.	☐	☐	☐	☐
The harmful effects of gossip.	☐	☐	☐	☐
The importance of valuing other people.	☐	☐	☐	☐
The harmful effects of judging others.	☐	☐	☐	☐
Your need to reach out for help when you need it.	☐	☐	☐	☐
Your purpose and role with friends and family.	☐	☐	☐	☐

Please rate the effectiveness of the Point Break workshop at <u>motivating you</u> to:

How effective was Point Break at <u>**motivating you to**</u>:	**Very Ineffective**	**Somewhat Ineffective**	**Somewhat Effective**	**Very Effective**
Stop teasing/bullying others.	☐	☐	☐	☐
Discourage others from teasing/bullying others.	☐	☐	☐	☐
Reach out into the lives of other people not like myself.	☐	☐	☐	☐
Express more of my feelings and pains to others.	☐	☐	☐	☐
Stop gossiping about others.	☐	☐	☐	☐
Value other people who are not like me or my friends.	☐	☐	☐	☐
Not judge people until after I get to know them.	☐	☐	☐	☐
Reach out for help when I need to.	☐	☐	☐	☐
Look for the best in my future.	☐	☐	☐	☐

Open-Ended Questions about Point Break

(1) Based on what you experienced/learned today, describes one thing you are going to change in your behavior this week:

_____
_____
_____
_____
_____
_____

(2) What could make Point Break better?

_____
_____
_____
_____
_____

(3) Name two people you will encourage this week and how you will encourage them:

_____
_____
_____
_____
_____

Appendix G: Point Break Program Curriculum

Point Break Curriculum & Schedule			
Step	Type	Duration	Purpose/Teaching Goals
Pre-workshop Preparation	Preparation	10	Preparation.
Pre-Workshop Meet with Adults	Preparation	15	Preparation.
Loud and Proud	Group Activity	10	Introduction/trust building.
Wipe Outs	Group Teaching	5	Orientation/tone setting.
Tsunami	Large Group Activity	5	Expounding student boundaries and comfort levels.
Birdie on a Perch	Large Group Activity	10	Trust building/openness.
Eye to Eye	Dyad Activity	10	Empathy development.
Teaching Segment One	Teaching	20 (shared)	The power of words (put-downs, gossip, teasing).
Questions	Teaching	20 (shared)	
Teaching Transition	Teaching	20 (shared)	
Emotional Balloon Metaphor	Teaching	20 (shared)	Healthy emotional expression.
Word Power	Teaching	20 (shared)	Consequences of social outcasting/review of school violence/impact of teasing and bullying
Personal experience sharing	Teaching	25 (shared)	Self-disclosure, openness, trust building
Bullying: A TRUE Definition	Teaching	25 (shared)	
Explanation of "Point Break"	Teaching	25 (shared)	Call for student change commitments.
Closing and Challenge	Teaching	25 (shared)	
Shark Attack	Small Group Activity	15	Group Cohesion/teaching prep.
Teaching Segment Two	Teaching	10	"Shark Attack" debrief, human need for physical contact, effective teamwork, appropriate physical contact.
Teaching Transition	Teaching	5	Facilitator openness.
"If You Really Knew Me" Exercise	Small Group Activity	15	Empathy development. Openness.

Lunch Break	All participants	20	Break
"Vicious Musical Chairs" Exercise	Large Group Activity	15	Group Cohesion/teaching prep.
Hula Hoop Challenge	Large Group Activity	10	Group Cohesion/teaching prep.
Teaching Segment Three	Teaching	20	Importance of healthy emotional expression; bullying; empathy development.
"Cross the Line" Exercise	Group Activity	20	Empathy development. Openness.
"Coming Clean" Exercise	Group Activity	5	Empathy development. Openness.
Small Group Discussions	Small Group Activity	5	Empathy development. Openness.
Whole Group Share	Large Group Activity	5	Empathy development. Openness.
Got your Back	Large Group Activity	5	Call for student change commitments.
Note: This is a typical example of a Point Break workshop that includes the primary components and steps. Small changes may be necessary based on group needs, target audience, and adult leader and facilitator staff availability.			

Appendix H: Point Break Workshop Facilitator Agreement

Point Break is a workshop designed to address the behaviors, values and attitudes of high school and middle school youth. It provides opportunity to listen, interact and engage on specific topics that shape a young person's life at school, in the home and in community.

The program is designed to engage participants from beginning to end. Point Break does alter the agenda, but follows the same format through each program. High energy activities, teaching segments and small group discussions are key elements to the overall experience. The sequence of activities facilitates a safe environment and authentic communication between participants.

When a candidate is certified as a Point Break Facilitator, it is understood that they will commit to maintaining the integrity of the workshop to the best of their ability without adding or taking away from the established curriculum or varying from the timing established to complete the workshop.

Training

To be certified as a facilitator a candidate must complete the following:
- Attend and perform assigned tasks (outlined below) in four workshops
- Each assignment, when completed, will be reviewed by the trainer
- Once all four assignments have been completed and approved by the trainer, the candidate will qualify to take the next step.

Workshop 1:
Experience the day as a **small group leader**. Candidates will interact with students through discussions, games and activities, facilitate discussions as directed by Point Break staff and pay attention for any needs or concerns that need to be addressed outside of the workshop (i.e., suicidal ideation, abuse, safety issues, etc.). The small group leader should ensure that a safe environment is created within their group and that all students are given the chance to participate in the manner and at the level they are comfortable with.

Workshop 2:
Observe the day as a **facilitator and coordinator**. Candidates will learn how to coordinate the day, which entails several areas of focus:
- Room set up
- Instruction/training of volunteers and small group leaders
- Flow of programming
- Clean up

Workshop 3:
Memorize the script and take a lead role as a **presenter** in the workshop with a trainer. Candidates will prepare ahead of time by memorizing the script and lead the flow of the workshop, alongside a trainer. They will learn each of the major segments and work on seamlessly flowing from one part to the next through communication and cues with other staff and volunteers. Candidates will also help coordinate the small group leaders and facilitate the large group activities through up front directions and cues.

Workshop 4:
Conduct a workshop from the beginning to the end of the day. Candidates will be observed by a trainer as they run through the entire workshop, beginning to end, as the main facilitator. The Candidate will take the lead from the time of set up, through each segment of the workshop, all the way through to tear down.

Please Note:
- Candidates will be approved and certified once they have completed each of the steps successfully.
- Failure to complete one of the steps will mean repeating the step until it is successfully performed.
- Training on site. All facilitators must be certified to conduct the workshop. Individual guest teachers, small group leaders and other team members will be recruited, trained and approved by a certified facilitator.

Territory

Point Break will assign an area of service to conduct workshops to each Facilitator based on zip codes.

Cost

The cost for an individual to be certified is $2,500 plus travel and lodging. Costs for a trainer to travel to a site to train will include all costs for transportation, lodging and meals. Certified Facilitators will be reviewed and recertified every two years. **The cost for renewal of certification will be based on the number of workshops completed.** Candidates who complete 10 or more workshops each year will not incur any cost for renewal of their certification.

The training schedule includes two to four workshops in a certified training center or a combination of workshops in the training center and the candidate's site. If all training is to be completed at the candidate's site the cost of training and certification will be adjusted to accommodate additional personnel.

Resources Provided
- Surveys: pre- and post-workshop surveys to help evaluate the behaviors, values and attitudes of participants.
- High School and Middle School Workshop curriculum
- Materials needed for workshop promotion and execution
- Evaluated by external research firm
- Point Break website

 Team Evaluation Survey

<u>**COMPLETE THIS SURVEY AFTER ATTENDING THE POINT BREAK WORKSHOP**</u>

Date: _____ **Gender:** □ Male □ Female **Grade**: □ 9th   □ 10th   □ 11th   □ 12th

Race: □African American □Asian □Hispanic □Native American □White

What was the name of your Point Break Coach?

_____

Please answer the following based on your experience with your Point Break Coach and Motivational Speakers:

How Effective was Your Point Break Team at…	Very Ineffective	Somewhat Ineffective	Somewhat Effective	Very Effective
Leading the Point Break Workshop	□	□	□	□
Teaching you about the impact of bullying/teasing	□	□	□	□
Encouraging you to reach out for help	□	□	□	□
Teaching you about the impact Gossiping	□	□	□	□
Helping you open up and share your feelings	□	□	□	□
Encouraging you not to judge others	□	□	□	□
Encouraging you to value others	□	□	□	□
Encouraging you to have empathy towards others (to have empathy means trying to understand and feel the feelings of others)	□	□	□	□
Having a hopeful life outlook	□	□	□	□