



Evaluative assessment  
of the  
Bullying Prevention Model program  
provided by the  
**Massachusetts Aggression  
Reduction center  
(MARC)**

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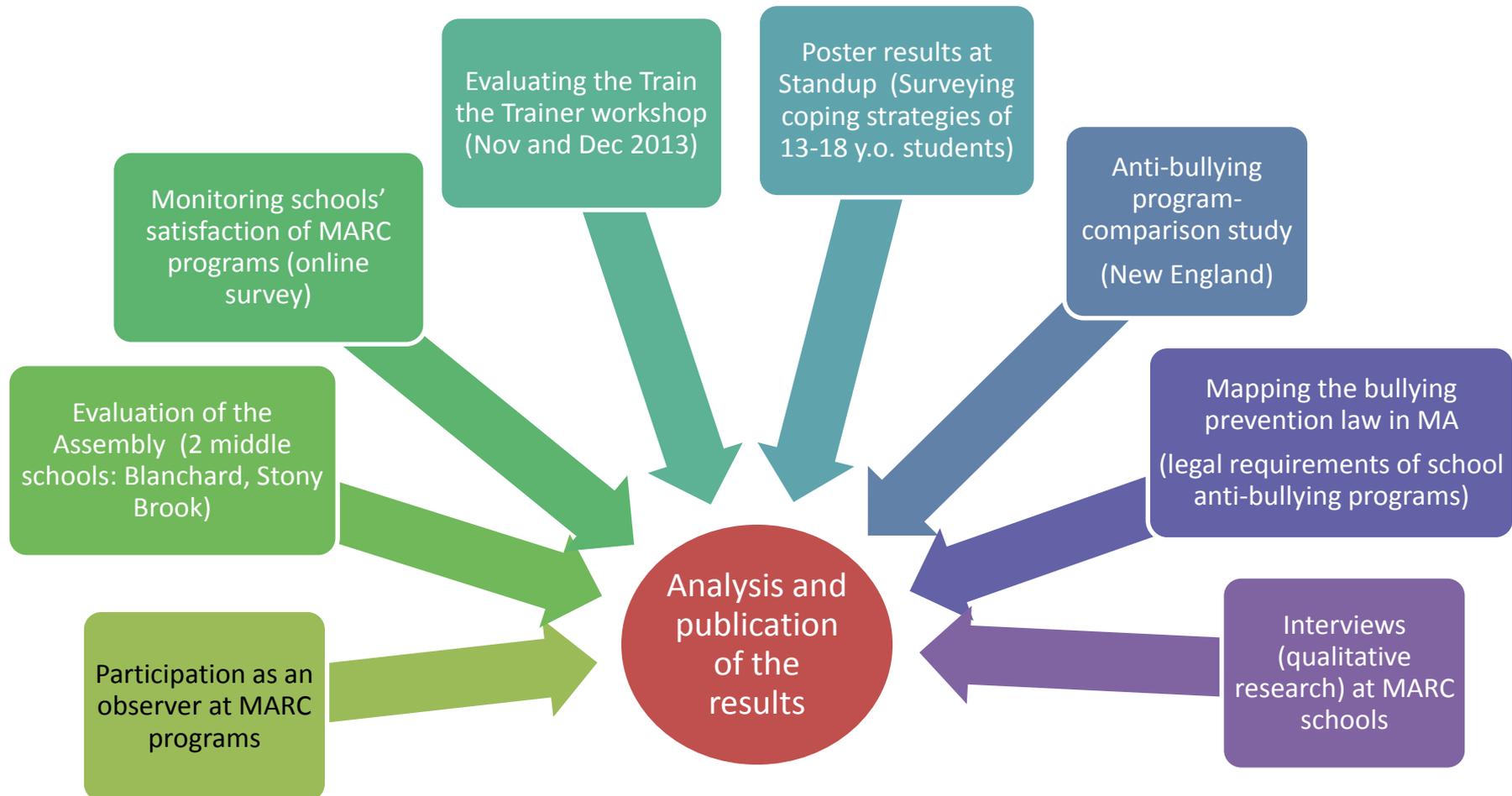
# The evaluation of MARC's programs

- Bullying and cyberbullying programs
- At Massachusetts Aggression Reduction Center (MARC), Bridgewater State University
- October 2013 – June 2014
  - What programs are offered?
  - What are the characteristics of the MARC program?
  - Evaluation: How it works in the practice?
  - Goal: (1) experiencing, learning new resolutions, (2) conducting the evaluation research of the programs at MARC
    - Joint publications
    - Conference presentations
    - Implementation of good practices into the Central European school environment

# Why is MARC unique?

- Offers comprehensive, full and free education
  - Assemblies for students
  - Assemblies for parents
  - Peer mentor trainings
  - Faculty training
  - Train the Trainer workshops
  - K-12 curriculum (downloadable from website) – free
- Constantly updated material
- Scientific basis (researches on bullying and cyberbullying)
- Specifically to handle cyber incidents
- Programs are offered around the state of Massachusetts

# Methodology of the evaluation



# Results of the evaluative assessment

1. How satisfied is **FACULTY** with the Train the Trainer workshop and the program in general?

(Results of the TTT, the school faculty monitoring, and the interviews)

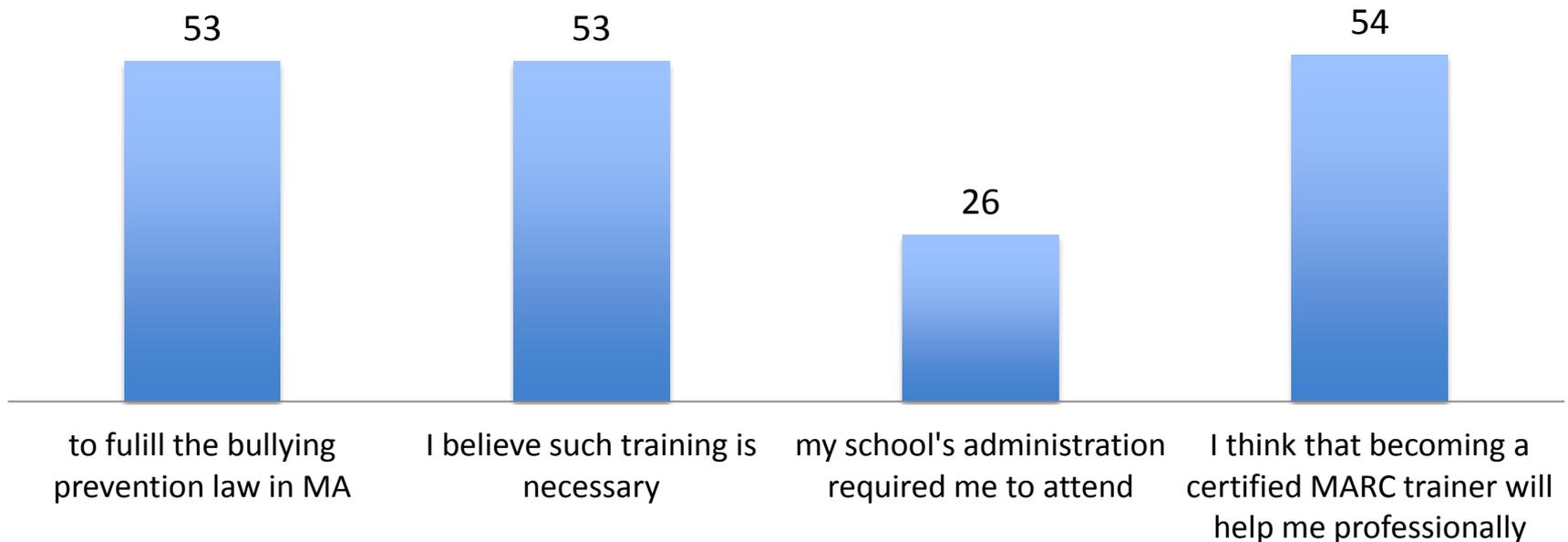
# The Train the Trainer workshop

- In the beginning of the semester/school year
- **Aim**: to train school staff to understand, early detect, cope and prevent (cyber)bullying
- The trainers will be able to train the faculty
- **Methodology**: Half-day frontal training with practical knowledge
- Research-based, written and downloadable material (ppt, literature, video)

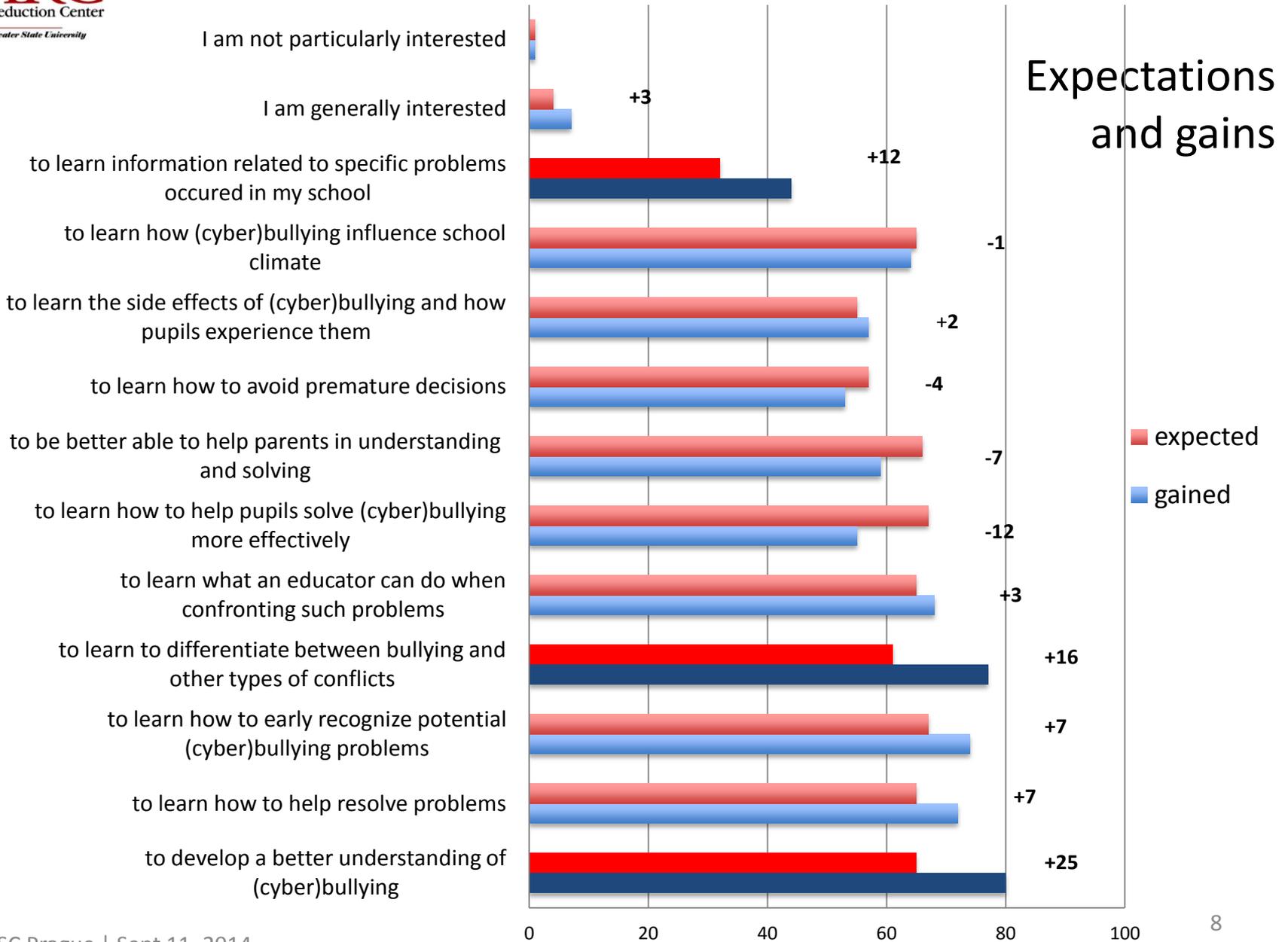


# Most school staff is dedicated / committed to the program

Why did you choose to participate? (n = number of answers)



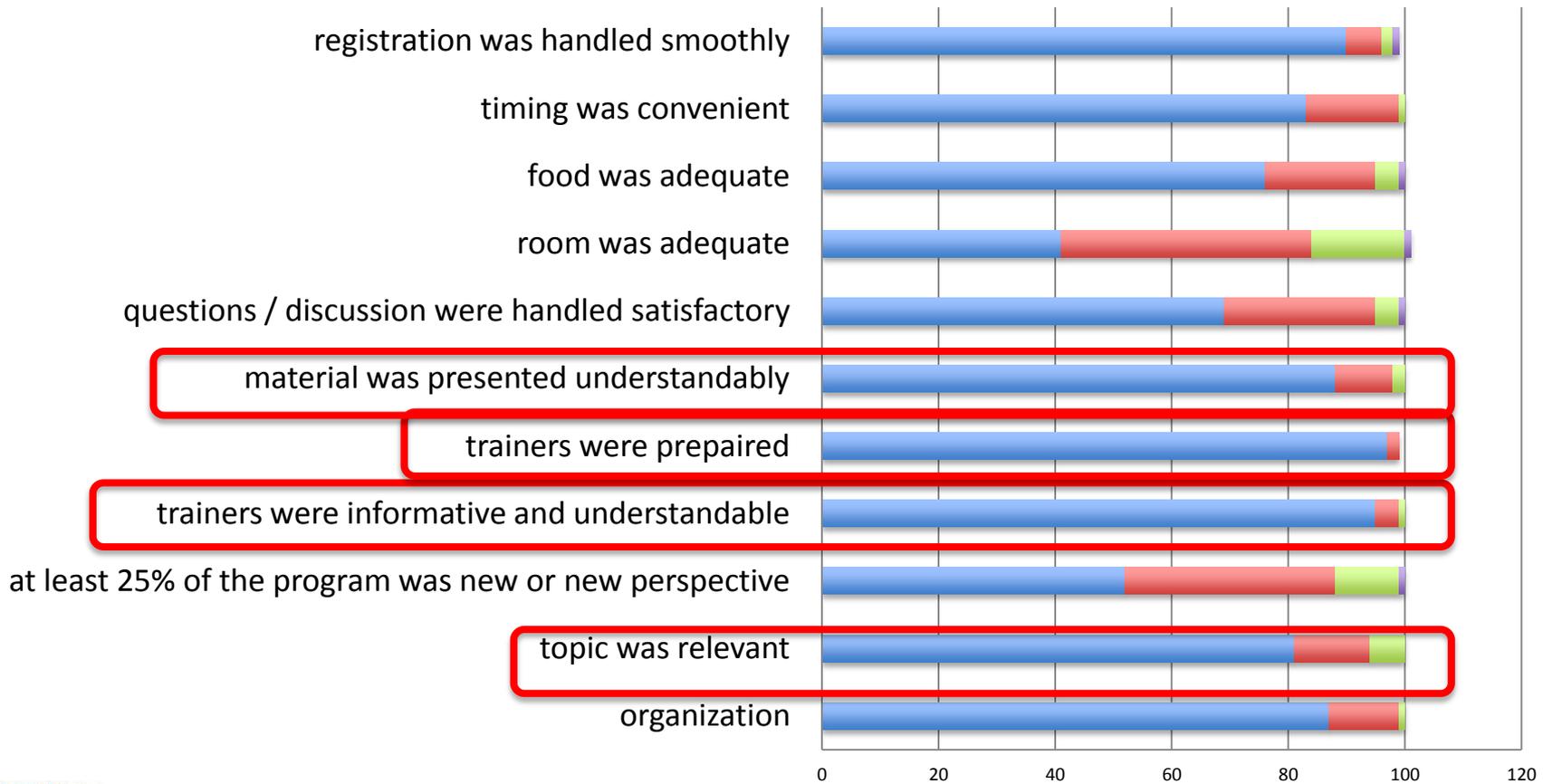
# What did you expect from the program and what did you gain?



# Satisfaction

Were you satisfied with the program overall? (valid %)

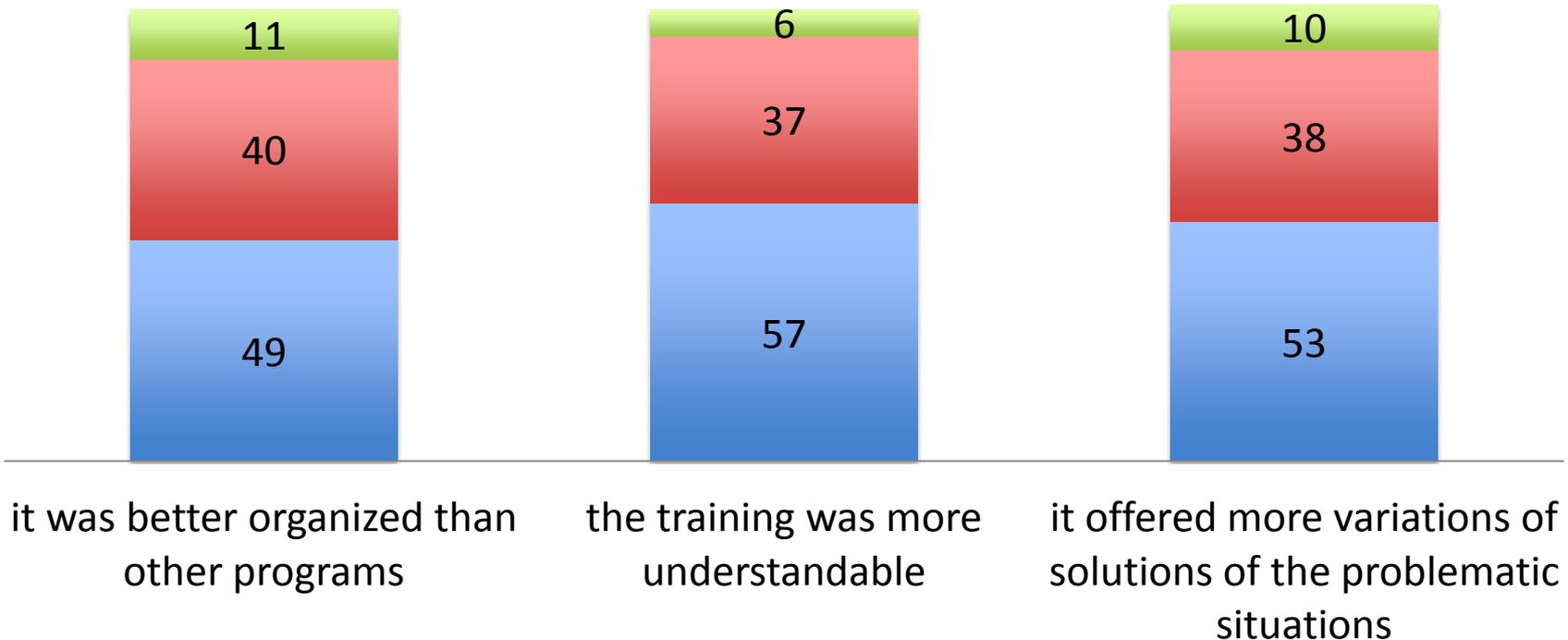
very much    enough  
 somewhat    not



# In comparison

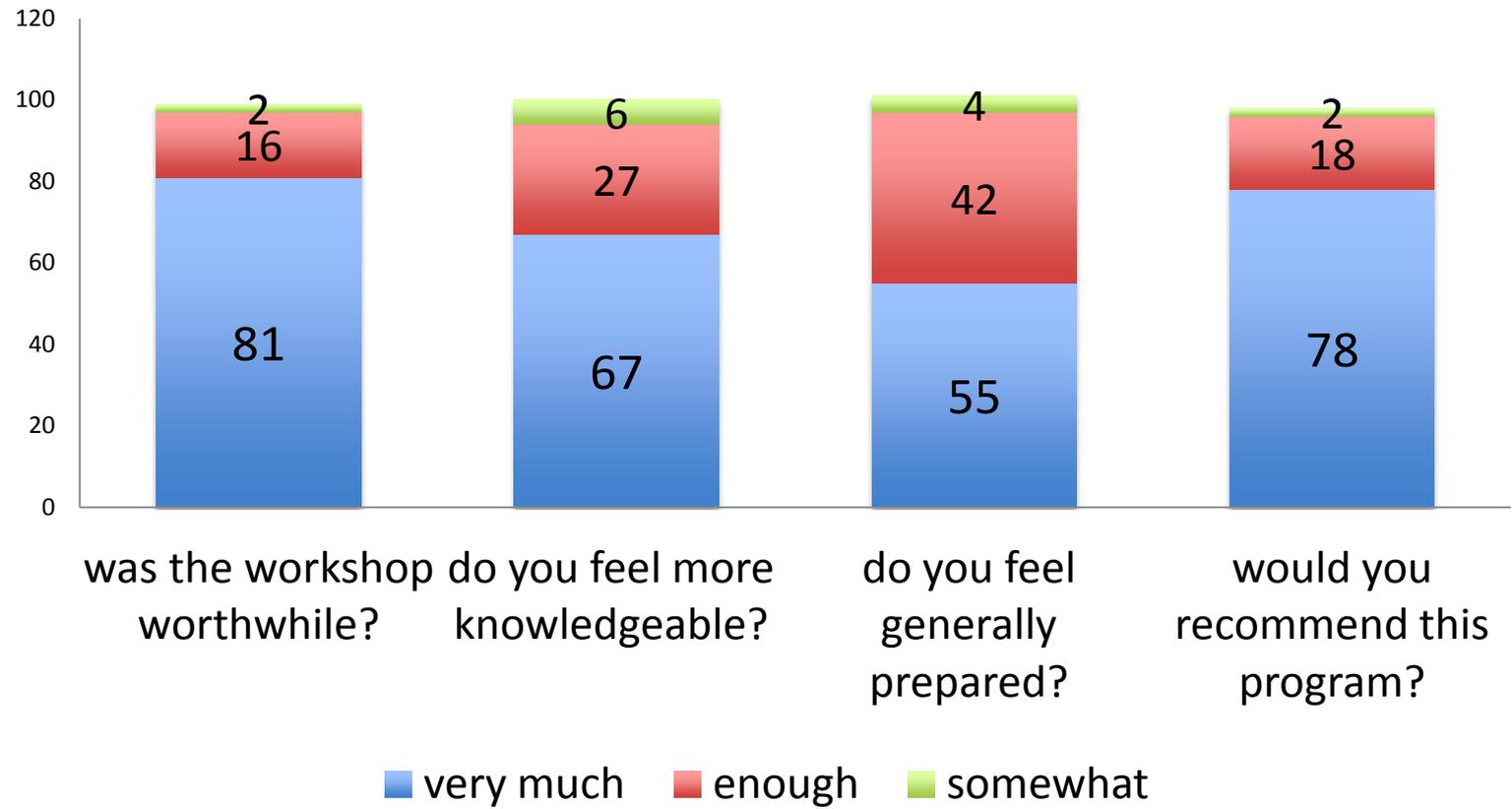
**Compared to other programs, MARC training is...  
 (valid %)**

■ very much   ■ enough   ■ somewhat



# In comparison II

Compared to other programs, MARC program was...  
 (valid %)



# Open questions: Critical comments

## Positive comments

- Well researched knowledge
- Constantly refreshed material
- Continuity
- Easier to understand
- Usable material (how to use the Training material, practical information for faculty training)

## Negative comments

- Too much research – too little time
- Difficult to embrace the knowledge in such a short time
- Frontal training is too much, more practical knowledge (interactivity) would be useful

# In comparison III

Compared to other anti-bullying programs (e.g. Step to Respect, Second Step, StandUp, Rachel's Challenge, Be a Friend, Lend a Hand, etc.), MARC program is...

- focus more on cyberbullying than any other program
- specific terminology (understandability, comprehensibility)
- early childhood (kindergarten) is covered
- reliable material (research based, updated)
- it can easily be adopted into school environment with pupils of behavioral and learning difficulties
- consistency: it can be applied in lower grades, then you can build the next step in upper grades
- reaches out for parents as well (to teach parenting skills)
- also good at training kids (peer mentors)



*Thoughts from the interviews with school guidance counselors, teachers, principals*

# Results of the evaluative assessment

## 2. How satisfied are **STUDENTS** with the Assembly?

(Results of the Assembly – pre- and post tests)

# The Assembly

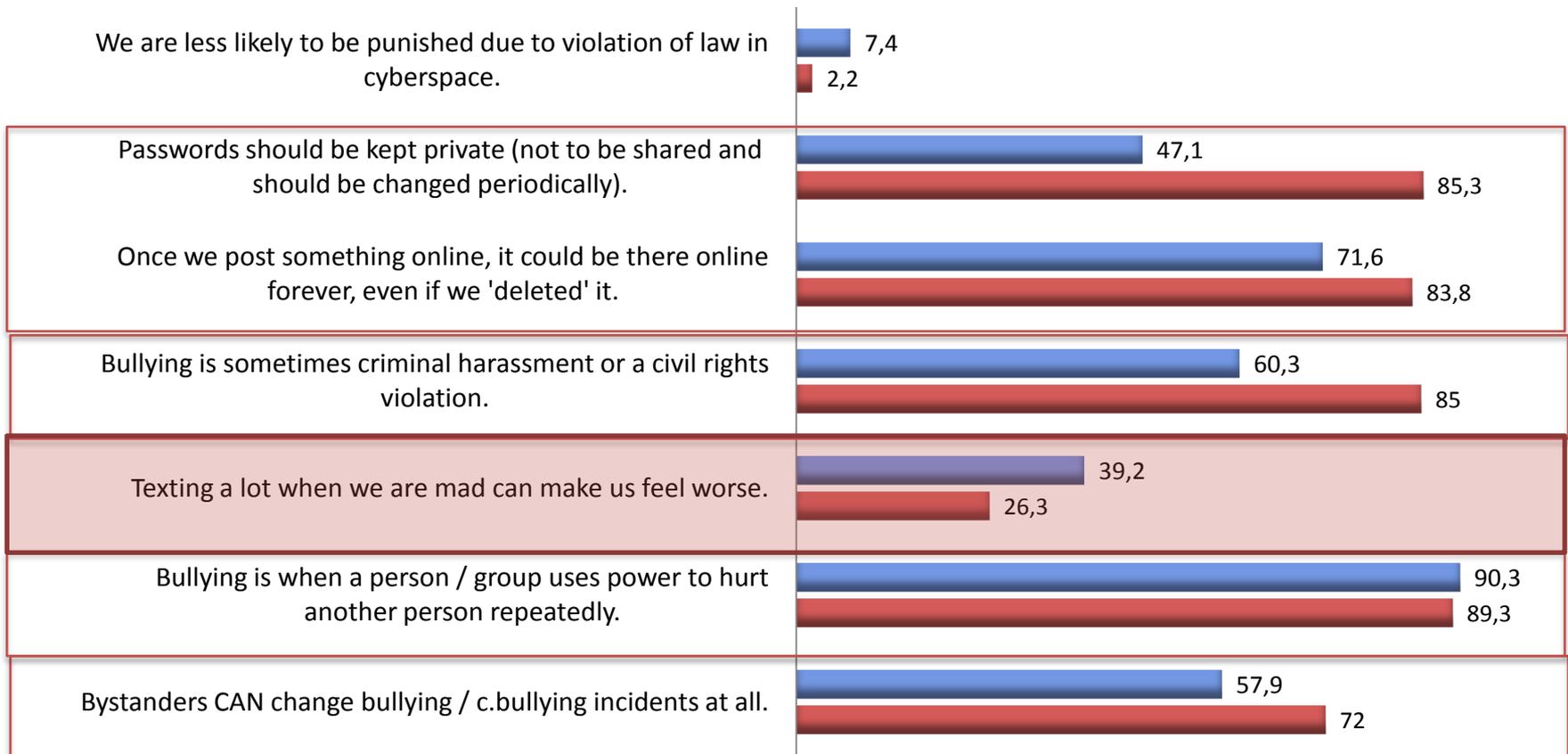
- **K-12 students**
- Students are the key factor in building and maintaining a peaceful and mentoring school community
- **Popular kids** are involved in bullying at school and online
- **Silent witnesses (bystanders)** play a crucial role in bullying
- **Ongoing program:** high-status peer educators (graduate and undergrad students) visit schools every semester
- **Participation is free**, but schools are required to do the MARC research



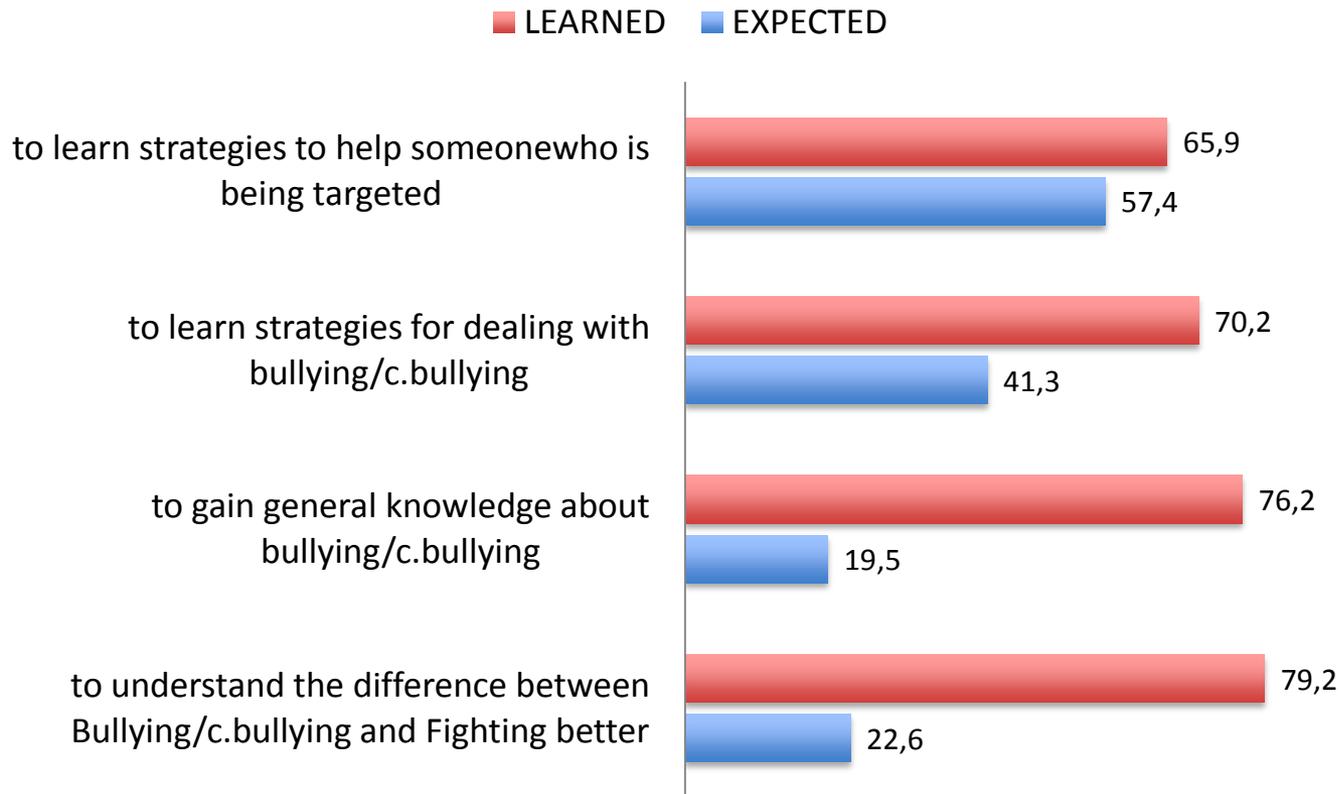
# How successful MARC presenter was in conveying the message to the students?

Do you agree with the following statements? (%)

■ PRE TEST ■ POST TEST



# What did students expect vs. what did they learn from the Assembly?



# Summary of the findings

## Overall positive feedback

- Participants are satisfied with the gained knowledge – they gained more than expected
- Those who were familiar with other anti-bullying programs, were more satisfied
- Cyberbullying as a topic is highly appreciated
- MARC program is praised in many respects compared to other anti-bullying programs, e.g. updated, organized, ratio based, provides high-status peer model, covers a wide age range (K-12 students)

## Critique

- Method of teaching, Lack of interactivity: more group work (Both teachers and students)
- Students would need more examples for how to help each other (how NOT to be a bystander, how to stand up for each other)
- ... and how to avoid online self-victimization situations (e.g. texting while being hurt)
- Teachers would need more examples for how to teach parenting methods in avoiding and handling bullying situations
- ...and how to help students resolving their own conflicts.

# Summary of the findings II

- **Why is it difficult to fulfill teachers' and students' requirements?**
  - There is no uniform treatment for preventing and managing bullying
  - The best solutions are to be found locally – type of school, diversity of students (ethnic, cultural,, socioeconomic background etc.), age range of students...
  - To avoid bullying, we need to start from the basics: empathy, social emotional learning...



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# THANK YOU

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