

MEASURING KINDNESS:  
THE DEVELOPMENT OF A SURVEY INSTRUMENT FOR BEN'S BELLS "KIND CAMPUS"  
PROGRAM

By  
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A Thesis Submitted to the Honors College

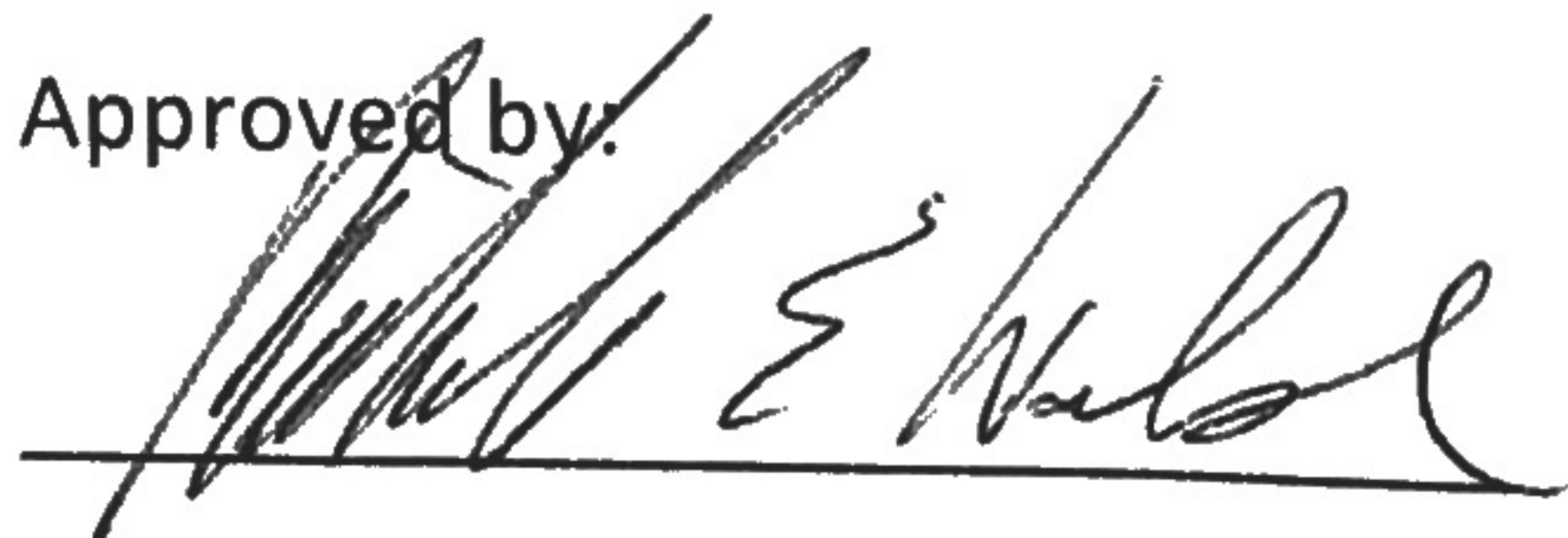
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## **Abstract**

In order to evaluate *Kind Campus*, a program created by the non-profit organization Ben's Bells, a measurement instrument was created to measure the output of what the program is aiming for – a kinder school culture through the eyes of students and staff. This evaluative measure was constructed with the use of concept mapping, as well as the input from various individuals and a great deal of compilation. Some of the questions in the survey are original questions created through brainstorming and discussion, while others are questions pulled from already-established measures. The survey was piloted at a local middle school, adapted based on the comments from this session, and then given out to schools to complete. The measurement instrument created may or may not be able to give an accurate depiction of any shifts that may have occurred in the kindness of schools.

## Background

Ben's Bells is a nonprofit organization, founded in 2002 and based out of Tucson, Arizona ([bensbells.org](http://bensbells.org)). The premise of the organization is to spread kindness in schools and communities, and it has become an important and highly-recognizable part of Tucson's culture. One of the ways that Ben's Bells works at spreading kindness is through their *Kind Campus* program. *Kind Campus* is an outreach program for schools to use. Participating schools receive materials and ideas from Ben's Bells as to how to incorporate kindness into the school. These materials and ideas manifest as lesson plans, posters, activity ideas, the famous Kindness Coins and Kindness Bracelets, and much more, all provided free of charge to any school who wants them.

*Kind Campus* takes a school-wide approach to creating a kinder school culture, focusing not only on the students but on teachers, staff, parents, and community members as well. The *Kind Campus* program is created both for elementary schools as well as middle and high schools, with age-appropriate lesson plans and activities for each. Although the program is most highly used in Southern Arizona, hundreds of schools around Arizona participate in *Kind Campus* each year. There are over 300 schools total using *Kind Campus*, 182 of which are in Southern Arizona. The majority of the remainder are concentrated in Phoenix, Arizona, Connecticut, New York, and there are about 50 other participating schools scattered throughout the country. Ben's Bells and *Kind Campus* has a large presence in Newtown, Connecticut (home of the tragic school shooting of 2012).

*Kind Campus* has gotten rave reviews as to its success in improving school climate. Many schools proudly sport large Ben's Bells murals, wear "Kind Kids" t-shirts, decorate their schools

with kindness posters, and branch out in creative directions to incorporate the message of Ben's Bells into their every-day curriculum and student lives. In fact, *Kind Campus* has recently had such an overwhelming demand for the Kind Campus curriculum that it is becoming difficult for the small nonprofit organization to provide it to so many schools. The question then becomes, is *Kind Campus* really making a difference? If it is, and this can be shown through quantitative data, the organization can try to get funding and continue their expansion, reaching more schools. If it is not, Ben's Bells can use this information to possibly attempt revisions of the program. In order to evaluate whether this program was having the desired effects, we needed a tool to assess those things that the program set out to improve.

Therefore, I, alongside the researchers at the McClelland Institute of Children, Youth and Families in the Norton School of Family and Consumer Sciences, decided to attempt to create a measurement instrument that could measure kindness. Then, Ben's Bells could use the instrument to administer pre-tests/post-tests with schools entering the program, get quantitative evidence with results that show whether or not *Kind Campus* is making a difference, and, if it is, use that evidence to get funding and further expand their reach.

### **Previous Work**

Deanna Kaplan, M.S., began the project for her Master's Thesis. At the conclusion of her thesis, she was able to present a list of 108 statements that were felt to encompass the meaning of kindness (Kaplan, 2014). Kaplan got to this point through a series of steps. She used the idea of concept mapping to get a grasp on the construct of kindness, using the software system Concept Systems, Inc. She gathered three panels of people - a panel of school-based

professionals, a panel of scholars with expertise in various disciplines relating to pertinent areas such as developmental/educational psychology, and a panel of students (middle school and high school). These panels first worked to brainstorm ideas for this prompt (the prompt was adapted slightly for the student participants): "Describe for us (in words or phrases) what results we should expect to see from a program designed to increase kindness in schools, if it were effective. Please be as specific as possible. 'One result of an effective program designed to increase kindness in schools would be...'" The participants brainstormed either online through a website used with the Concept Systems software, or in-person if they attended one of the sessions that Kaplan and colleagues held.

The brainstorming resulted in 899 ideas and phrases (Kaplan, 2014). Kaplan and colleagues then used idea synthesis to evaluate each statement for uniqueness, relevance, and comprehensibility, and were able to turn the list of 899 responses into a list of 108, by combining as well as deleting some phrases that were considered irrelevant. The next step was to sort and rate the statements. Kaplan used many of the previous participants to help with this process, where again they either participated online or in-person. The participants were given the 108 statements and asked to rate each statement based on their perception of how important the content was, and how feasible it would be to implement. They also sorted the statements into groups, based on how they thought certain statements went together. Based on the individual sortings, Kaplan used hierarchical cluster analysis to develop a Cluster Map (Kaplan, 2014). The Cluster Map separated the 108 statements into 10 clusters, with the statements in each cluster being similar to one another. This gave us an idea of 10 main topics to be covered in the creation of the measurement instrument. The 10 clusters were reviewed

with a panel of scholars and Kindness Coordinators (an individual staff member in each participating school that has taken on the task of implementing *Kind Campus* into the school), and through the interpretation process, the individual clusters were given representative names: Cluster 1: Inviting Environment; Cluster 2: Positive Interactions; Cluster 3: Positive Student Community; Cluster 4: Intentionality and Awareness; Cluster 5: School Operational Outcomes; Cluster 6: Staff Impact; Cluster 7: Family and Community/Extramural; Cluster 8: Student Social-Emotional Skills; Cluster 9: Empathy/Acceptance/Caring; Cluster 10: Emotional Well-Being and Civility (Figure 1). These topics were conceptually grouped into six thematically similar regions: Student Social-Emotional Skills and Well-Being, School Climate, Compassionate Intentionality and Awareness, Work Environment, School Operational Outcomes, and Extramural (Family and Community) Connection (Figure 2).

Figure 1. Cluster Map

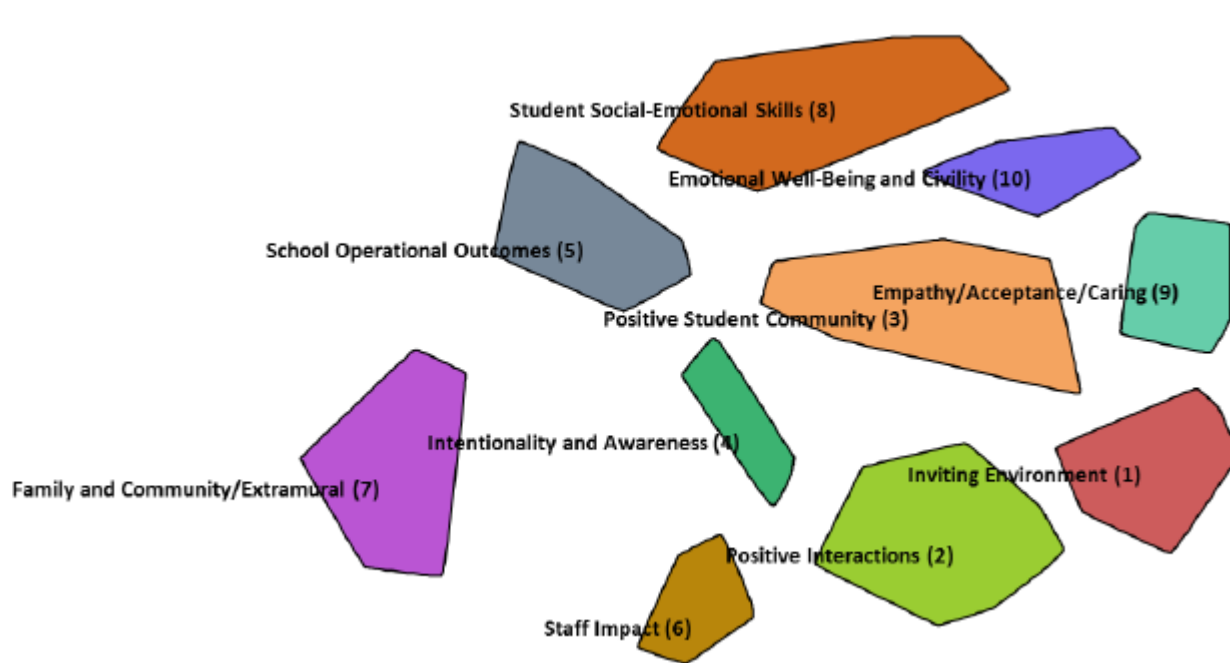
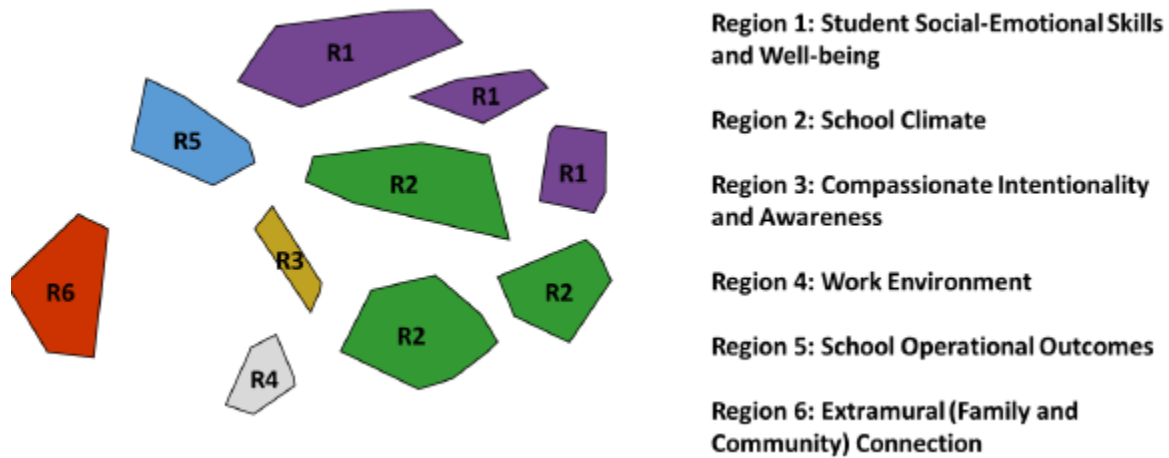


Figure 2. Six Thematic Regions



## Method

### Item Identification: Existing Measures Review

We used these 10 empirically-derived topics as the basis for the creation of the measurement instrument. The first thing we worked on was to go through other, relevant measures that had already been created, which were identified by simply searching for measures with applicable ideas, and see if there were any similarities between subsections in these measures and any of the 108 statements in our kindness list. There were no measures that were found that specifically measured the construct of kindness, probably because of the inherent complexity of the idea. After breaking down kindness into smaller components, we

were able to find already-created measures that were aimed at some of those brainstormed ideas. Some of these measures are to be discussed now.

The Matson Evaluation of Social Skills in Youngsters (MESSY) was created in 1983 by Johnny L. Matson, to assess social skills in children (Matson). The MESSY includes a self-report form as well as a teacher-report measure, and was created for children from ages 4-18. The MESSY contains multiple subsections, some of which we thought were applicable to various constructs of kindness due to the overlap between their ideas and the ideas in our 108 phrases. We looked at the Appropriate Social Skills subsection, which discussed how students act in social situations with others (e.g. "I know how to make friends", "I ask if I can be of help"); the Inappropriate Assertiveness subsection, which focused on how students act out/do not act out in an assertive manner (e.g. "I make fun of others", "I get into fights a lot"); the Impulsive/Recalcitrant subsection, which looked at impulsive behaviors the students may demonstrate (e.g. "I become angry easily", "I speak when someone else is speaking"); the Overconfident subsection, which measured inflated confidence of students (e.g. "I think I know it all", "I brag about myself"); the Jealousy/Withdrawal subsection, which focused on feeling envious of others (e.g. "I feel angry or jealous when someone else does well"); and a subsection of Miscellaneous items that covered topics such as loneliness and competitiveness. All of these sections were to be completed by students, reporting about themselves, and were rated on a 5-point Likert Scale.

The subsections that were pulled from the MESSY fit mainly under Region 1 of the concept map - *Student Social-Emotional Skills and Well-being*. However, because the MESSY does not span all 6 regions, it does not measure more than a part of the construct of kindness.

In fact, none of the measures we looked at touched on all of the topics found in all 6 of the regions, reinforcing that it was necessary to create a new measure for our purposes, to incorporate the entire scope of what we were looking at into one measurement instrument. Another measure that was looked at was the Child and Adolescent Social Support Scale (CASSS), developed by Christine Malecki and colleagues in 1999 (Malecki). The CASSS has two levels, Level 1 and Level 2, that each have 40 items. Level 1 is for measuring students in third through sixth grade, and Level 2 is for students from sixth through twelfth grade. We looked at subsections of both Level 1 and Level 2, since ultimately we would be creating measures for students in both age ranges.

In the CASSS, we looked specifically at these subsections: Parents, Teacher(s), Classmates, and Close Friend (Malecki, 1999). These sections were the same for both Level 1 and Level 2. The items in the CASSS are rated on two scales - a frequency scale and an importance scale. The frequency scale was from 1 to 6, (1 = never, 6 = always), and the importance scale was from 1 to 3, (1 = not important, 3 = very important). All of these items were also for students self-reporting. The subsections focused on the amount of support the student receives from the various groups addressed, and how important the student finds that support/lack of support to be. The Parent subsection fit into Region 6 of our brainstorming, *Extramural (Family and Community) Connection*, and the Teacher(s), Classmates, and Close Friend subsections paralleled many of our ideas in Region 2, *School Climate*.

We also looked at the Abbreviated School Climate Survey, which was developed by the Developmental Studies Center in 2000 (Ding). The subsections of the Abbreviated School Climate Survey that we found relevant to our cause were Positive Behavior, Negative Behavior,

Classroom and School Supportiveness, Autonomy and Influence, Safety at School, Enjoyment of School, and School Norms and Rules. This survey, created for elementary and middle school-aged students, is measured by either a four-point or five-point scale, depending on the subscale. The Positive Behavior and Negative Behavior subsections, with questions such as "I tried hard to do my best" and "I borrowed things without asking" are both student self-reports. The Classroom and School Supportiveness subscale is a scale where students report about their classmates (e.g. "Students in my class help each other learn"). For Autonomy and Influence, the students report about their teachers (e.g. "The teacher lets me choose what I will work on"), and for the subsections Safety at School and Enjoyment of School, the student reports about their perception of the school (e.g. "I feel safe in all areas of the school building", "I like my school"). The last subsection we looked at, School Norms and Rules, has the student report about their teachers for some of the questions, and the school for others (e.g. "The teachers here always try to be fair", "There are rules against shoving, hitting, or tripping people at my school").

We felt that the concepts covered in these subscales had commonalities with subject areas in our concept map. The Positive and Negative Behavior subsections are compatible with Region 1, *Student Socio-Emotional Skills and Well-being*, and the other subscales had similarities with the ideas drafted in Region 2, *School Climate*. Once again, however, there were many aspects of our kindness brainstorming that were not represented in this measure. We turned to another measure, the Sense of Community in School Scale (SCSS) to see if we could fill in any more of the gaps. The SCSS was different than the other scales looked at thus far, as it

is a scale developed for teachers to take, about how they perceive their work environment (Admiraal & Lockhorst, 2011).

The subsections of the SCSS that we found the most relevant were Teacher Dialogue, Group Identity, Shared Interactional Repertoire, Shared Domain, Emotional Safety, Tolerance for Individual Differences, and Meaningful Relationships. Teacher Dialogue focuses on how teachers interact with each other (e.g. "I regularly visit my group members throughout the workday"); Group Identity is about how the teacher feels about being a part of (or not a part of) the faculty group that they are in (e.g. "I am proud being part of this group"); Shared Interactional Repertoire focuses on the way the group shares meaning (e.g. "The group employs clear norms, rules, and laws"); Shared Domain is about having a sense of community within the group (e.g. "One of the ways we move forward in this group is by using shared ideas"); Emotional Safety is about feeling safe to express emotions within the group (e.g. "I feel safe enough to ask for help from others in this group"); Tolerance for Individual Differences is about respect for others (e.g. "Differences and conflicts are dealt with respectfully in this group"); and Meaningful Relationships is about being gaining value from being a part of a group ("There are people who really care about me in this group").

The next few scales that we looked at were all specific to teachers. These were the Teacher Satisfaction Scale, the Teacher Burnout Scale, and the School Climate Teacher Survey. The Teacher Satisfaction Scale focuses on how satisfied the teacher is with their job, the Teacher Burnout Scale focuses on the support teachers feel like they receive and the stress they have because of their job, and the School Climate Teacher Survey is also about support, as well as student behavior. These surveys did not have as much overlap as some of the others did in

regards to the concepts we were looking for, but we did take a look at them and end up pulling a few questions to modify and add to our survey.

There were two more scales that we looked at that both had to do with intrinsic factors, because (as per our brainstorming and discussions), kindness is not just about actions towards others, but actions towards yourself as well. These scales, the Interpersonal Reactivity Index and the Self-Compassion Scale, fit into Cluster 10, *Emotional Well-being and Civility*. The Interpersonal Reactivity Index has both external and internal factors that we considered, the external being the Perspective-Taking Scale (e.g. “I try to look at everybody's side of a disagreement before I make a decision”) and the Empathetic Concern Scale (e.g. “I often have tender, concerned feelings for people less fortunate than me); and the internal being the Personal Distress Scale (e.g. “Being in a tense emotional situation scares me”). The Self-Compassion Scale is all about self-monitoring, and we looked at the scales Self-Kindness, Self-Judgement, Isolation, and Mindfulness.

### **Item Identification: Novel Items from Concept Mapping**

After identifying other relevant measures, the next thing to do was go through the 108 phrases that Kaplan had assembled to see if there were any that were unique to our cause and did not have overlap with any of the already-created measures. We felt that some of the brainstormed phrases were specific to teachers/staff, while some were specific to students, and some could be used for both. After the initial review, there were 26 phrases from the 108 that we felt were unique to our teacher-relevant phrases, and 36 that were unique to our student-

relevant phrases (some fit into both categories). The following list shows the phrases that were unique to our brainstorming, relevant for our teacher/staff survey:

- Students resolving conflict on their own
- Students would be able to voice their opinions without speaking hate or anger
- Increased creativity and flexibility
- Less graffiti and vandalism
- Happier students, teachers, parents, administrators, and school staff
- A cleaner campus
- Seeing students greeting each other and adults
- Higher, consistent levels of student engagement
- More positive, caring interactions between students and staff
- Deeper and more meaningful conversations
- A wider array of expression of individuality
- More positive phone calls and communications with parents
- More interest in community service
- Increased community member involvement in the school
- A friendly and nurturing environment for learning
- A sense of belonging for all involved/everyone feels 'a part of' the school community
- Increased trust among staff
- More creative and collaborative problem solving
- Staff, students, and parents taking more time to recognize kindness in others
- Staff modeling a positive attitude
- Greater camaraderie and better relationships among teachers and staff at school
- Support for student leadership from school administration and staff
- More staff and teacher energy and engagement in events
- Increased patience with others
- An awareness of the impact one has on others (both positive and negative)

The follow list is of the unique phrases that were found from our brainstorming relevant to our student survey:

- More interest in community service
- Increased parental involvement
- Students resolving conflict on their own
- More diversity in student's social groups
- Students feel like they can be themselves

- Students are equipped with vocabulary and other tools to stop unkind behavior and reduce bystanding
- Students having a desire to be kind
- That students have more fun in class
- People feel loved
- More gratitude
- Increased school pride
- That school is a "happy place"
- A cleaner campus
- A more relaxed and inviting school atmosphere
- Creating a culture where students can feel safe to take educational and social risks
- A sense of belonging for all involved/everyone feels "a part of" the school community
- Increased participation in clubs, activities, events, and after school programs
- That adults are more approachable
- Increased trust among students and staff
- Positive framing of expectations
- A stronger sense of community within class, school, and locally
- More positive recognition of students and staff
- A decrease in behavioral issues and difficult student behavior
- Greater cooperation in the classroom and on school grounds
- Fewer cliques and less tension between groups of students
- More smiles and laughter from students and adults
- Students speaking well of teachers and the school
- Staff, students and parents taking more time to recognize kindness in others
- Staff and teachers speaking with students instead of at students
- Students showing kindness without reminders or encouragement
- Students connecting with one another and making new friends
- An increased sense of well-being
- A decrease in students being emotionally hurt during school
- Students taking pride in their actions
- Students are more aware of kind acts happening around them
- An awareness of the impact one has on others (both positive and negative)

### **Survey Compilation**

We were then faced with the task of looking at all of the phrases, both the unique ones and the ones that resembled those in other measurement instruments, and reducing the number of items down to an amount that could be reasonably included in a student survey. As a starting

point, the evaluation team agreed upon a goal of 50 items for the middle school version. We felt that this number could be feasibly answered within a 20 minute window. We decided to aim for fifty questions for each measure, at least for the very first pilot survey, and then receive feedback and continue cutting back if necessary. Fifty seemed like a reasonable amount of questions, because there was a lot to cover but we did not want the surveys to be overwhelming or take too much time out of the day to complete. In surveying middle-school students, we also intended to survey upper elementary school students. As a “tech-savvy” school district, Sunnyside issues laptops to all students beginning in 4<sup>th</sup> grade. Given that we intended to conduct a web-based survey to take advantage of this technology, we also wanted surveys that would be accessible to 4<sup>th</sup> and 5<sup>th</sup> grade students. Given the lower reading level of such students, we felt the need to pare down the length so that it could still be completed in about a 20 minute window of time. The student survey we were creating was aimed at middle school-aged students, but we decided to create a survey for elementary school-aged students as well, because there are many elementary school students also participating in *Kind Campus* and we wanted their feedback also. This survey would be a shorter, simpler version of the middle school student survey.

The development of the surveys involved a lot of collaboration and discussion. The evaluation team looked at the relevant survey questions picked out from the existing, validated tools, as well as the phrases from the unique brainstormed ideas, and had to make decisions as to what should stay and what should not. When making these decisions, we looked for overlap between ideas, and focused on what exactly the *Kind Campus* program was setting out to change in the schools. For instance, we did not include a question about reducing bystanding

because the Ben's Bells program does not specifically address what to do if you are a witness to bullying. Thus, it would be unfair to expect the program to be altering that type of behavior.

Multiple researchers went through the master list of questions multiple times, comparing notes and discussing each question as to whether or not it should be included. There was also collaboration and discussion with the founder of Ben's Bells, Jeannette Maré (as there was throughout the entire process).

### **Survey Considerations**

In the development of this survey, another issue had to be addressed – how to properly create and distribute a survey for youths within the targeted age ranges. The practice of using children and adolescents directly in research has become an increasingly popular and valuable asset for gathering information (Borgers & Hox, 2000). While in past research, children's voices and opinions were reported through parents/caregivers/teachers and so forth, the importance of hearing youth's thoughts directly from them has begun to be recognized. Thus, a new branch of research was formed to answer the integral question that arose – how does the process of gathering information from children and adolescents differ from the process used for adults? This was a matter that had to be taken into consideration when composing the surveys for the Ben's Bells Project. There is a substantial amount of research that looks at answering this question, and some of it will be discussed here. The information given focuses specifically on written questionnaires for youths age 11-15.

There are many different opinions for the number of response options that should be given in a Likert scale for a survey written for youths age 11-15, and indeed, as we saw in the

published measures that we looked at, there is a wide range of response options in use..

Borgers and Hox recommend using 6 options, as their research showed that the stability of responses increased with more response options added, up to 6 options, and then began to decrease with 7 or more options (2000). Another research study done on response options showed no difference with regards to mean, standard deviation, item-total correlation, and reliability among 4, 5, 6, and 11 point Likert scales (Leung, 2011). The same study showed that there was actually some support for using an 11 point scale, because it was able to capture a larger spectrum of opinions, but the author did note that extra effort would be needed in order to fill out a survey with so many response options.

Further recommendations included 5 options being the preferred amount of response categories (Brocato, 2014), a 7 point scale, and even using pictorial representations instead of written categories (Haddad, et. al., 2012). In Jihyun Lee and Insu Paek's report, "In Search of the Optimal Number of Response Categories in a Rating Scale", there was no difference found between using 4, 5, or 6 points on a Likert scale (Lee & Paek, 2014). However, Lee and Paek did not look at surveys with more than 6 response options. Based on these previous studies, it appears as though using a Likert scale with either 4, 5 or 6 options would be reasonable. It is also important to keep in mind that the research given was not specific to youths, but to the population as a whole. However, there is evidence that, in many ways, after age 10 it is possible to use a standardized questionnaire similar to one given to adults (Scott, 1997).

Another consideration for written questionnaires is the use of negations when writing questions, and whether it is appropriate for this age group. Roszkowski and Soven (2009) note

that if all items on a questionnaire are worded in a positive direction (i.e. "I always look out for others"), this can lead to acquiescent (yeah-saying) response bias. This can also be applied to all items being worded as negatively. However, they found that in general, positive phrasing was a more valid indicator than negative phrasing, with the removal of negated items improving the internal consistency reliability (although improvements were small) (Roszkowski & Soven, 2009). Roszkowski and Soven also acknowledge, however, that there is conflicting evidence on this topic. Some researchers recommend an equal number of positive and negative items, while some recommend 1/3 be negative and 2/3 be positive. Roszkowski and Soven recommend either an equal number of negative and positive items in a survey, or to have all the questions in the same mode.

This issue must be looked at specifically in regards to the age group at hand, however. There is some evidence that negations are not understood until around age 12, and can lead to confusion and misreporting (Leeuw, 2011). Other researchers also agree that negative wording can cause problems for this age group, and recommend avoiding negative questions (Bell, 2007; Benson & Hocevar, 1985). For instance, Benson and Hocevar discuss how the insertion of the word "not" in a question has a profound influence on responses. They found that items that induced a more favorable response with the positive form induced a less favorable response with the negative form, and items that induced an unfavorable response on the positive form were less likely to induce an unfavorable response on the negative form. Another study also found that the average correlation among items was higher when the negative items were excluded, but that the effects decreased with age, up until adulthood (Marsh, 1986). Based on

this evidence, it seems most appropriate to exclude negatively worded items from surveys created for youths age 11 to 15.

There is also discussion about whether or not including a response option that serves as a neutral midpoint (e.g. “I don’t know” or “not applicable”) is appropriate. Some research shows evidence that offering a neutral midpoint may tempt participants to pick it even if it is not the optimal answer, because it is giving them an easy way out without thoroughly considering the question (Borgers & Hox, 2000). However, there is also disagreement about this point, such as in Holaday and Turner-Hensons’s paper “Response Effects in Surveys with School-Age Children”, where the authors recommend including a neutral midpoint (1989). There is also research that supports both options, to an extent – in “Designing and Testing Questionnaires for Children”, Bell recommends only using a neutral category if it is considered to be a genuine possibility for that particular question (Bell, 2007). My recommendation parallels Bell’s; it seems optimal to make the decision about including a neutral midpoint on a question-to-question basis. We decided to create our survey with different versions, one with a neutral midpoint and one without, so we could see if one version yielded superior results.

Another consideration specific to youths in this age group is whether they can reliably report on retrospective questions. According to Leeuw, retrospective questions are fine for youths age 11 and above, because by that point, memory capacity functions as well as the capacity of an adult (Leeuw, 2011). Some research recommends using here-and-now questions as opposed to retrospective questions, unless retrospective is absolutely necessary (Bell, 2007). If it is necessary to use retrospective questions, they should have clear parameters and

concrete reference periods. Brocato goes in to more detail about this, saying that specific frequencies are best (e.g. “once a week”, “once a month”, etc.) (Brocato, 2014). In her research, Brocato found that retrospective questions regarding frequencies were guessed on and did not have reliability, and that 9-12 year olds supplied inaccurate/unreliable responses to self-report questions that dealt with time, especially retrospective frequency questions.

Holaday also discussed retrospective frequency questions, saying school-aged children do things with little reference to a time frame, and asking them to remember how often they had done things can be confusing and lead to misinformation (Holaday & Turner-Henson, 1989). In considering survey wording, we attempted to avoid retrospective questions with unclear reference periods.

Looking at a computerized format for taking the survey, there are also some specific considerations to be taken into account. In Toepoel, Das, and van Soest’s paper “Design of Web Questionnaires: The Effects of the Number of Items per Screen”, it was found that items are more likely to be seen as related if they are grouped together on the screen, leading to higher correlations among these items (2009). The research found that multiple items on the screen took less time to complete than multiple screens (the more items, the less time) but that respondents did not enjoy taking the survey as much when they had to scroll down to get to some of the questions. There were also more item responses missing as the number of items on the screen increased. The authors recommend having between 4 and 10 items on the screen at one time, and making it so all items can be seen at once without posing the need to scroll down.

Some general information about survey design for youths ages 11-15 has also been given. Several researchers pointed out the importance of keeping in mind that youths in this age group are very literal, and that indirect questions should be checked very carefully before being included (Leeuw, 2011; Bell, 2007; Brocato, 2014). Ambiguity should also be strongly guarded against. Confidentiality is an important issue for youths, and it is important to make sure that if the answers are private, respondents are aware of this (Leeuw, 2011). Even the closeness of desks can influence answers, and youths in this age group in particular are very cognizant of their peers' opinions of them. Youths are also easily bored and distracted – making the first questions in the survey particularly easy and interest-evoking may help keep them engaged (Holaday & Turner-Henson, 1989). Keeping the survey concise can also help with this issue, and it is also important to take into consideration that a child of age 12 takes about one-and-a-half times longer than an adult to process information (Leeuw, 2011).

### **Pilot Test**

We developed our initial middle school survey for students using these ideas, and for pilot testing took it to a local public middle school in a district other than the one in which we would be conducting the evaluation. The school we took the survey to was a school that participated in *Kind Campus*, and we talked to a group of 26, predominantly female students who were a mix of 6th, 7th, and 8th grade. They were all a part of a kindness club that the school had, created as a part of the implementation of *Kind Campus*, so they were very aware of Ben's Bells and were active in the program. A colleague and I went to the middle school during their kindness club meeting, which was also their lunch hour, and sat down with the

students in their library. We explained the point of the survey and asked them to take it and then offer any feedback that they may have. The students all seemed engaged, and had plenty of feedback to give. We administered paper copies of the survey as we had it thus far (Appendix 4).

One of the reasons that the pilot test was important was because at this point the number of the questions on the student survey was still at 54 and we wanted to see if it took too long or was too overwhelming. We distributed paper copies of the surveys and asked all students to begin at the same time; the first student finished in 4 minutes. The last student to finish only took 14 minutes to complete the survey. When we mentioned that the survey contained 50 questions, many of the students expressed surprise because they had not realized that there were that many. These were encouraging signs, and we saw that we could leave the survey at about the same length.

Once all students had completed the survey, we asked for students to verbally share their thoughts. The students offered some insight into what could be changed to improve the survey, as well. Many of them suggested that giving an option that served as a middle ground (maybe/sometimes/kind of) would be helpful. They also felt that some of the questions that were asking about other students (e.g. "Other students think it's cool to... \_\_\_\_\_") were difficult to answer because they did not know how other students felt, and they had the same issue with questions asking specifically about adult behavior (e.g. "Adults at this school treat each other with respect") because they said they did not know what adults did when the students were not around. The students agreed that the way the questions were set up (in

grids) was fine, but they felt that the introduction to the survey (where we told the students a bit about the survey and asked them to check a box saying they understood) was too long and many admitted skipping over it. Another one of the main reasons the pilot test was important was because we needed to make sure that the language we used was appropriate for the age group and that all of the questions were clearly understood. All of the students in the group agreed that they were able to understand all of the questions and did not have any question about what any of the words that were used meant. We were able to take the feedback given and continue developing the survey.

Aside from the main body of questions, there were some other questions that we decided to include in the surveys. We added some demographic questions to the beginning, asking the students their age, gender, grade level, and what language(s) they speak at home. We did this because we wanted to get a sense of who was answering the survey, as well as potentially be able to compare answers with regards to gender, age, etc. We did not include those questions on the teacher survey. We made an effort to be as inclusive as possible, (i.e. adding a write-in section to the question of gender). For both the elementary school and middle school surveys we added some questions specific to the Ben's Bells program, so we could get an idea of awareness and perception of *Kind Campus*. On both surveys we included a picture of the Ben's Bells logo, which is on many of the *Kind Campus* provided materials, to see if they would recognize it. We also asked a question to measure the perception students have of receiving a Kindness Coin, one of the main aspects of the program.

There were quite a few supplemental questions added to the middle school survey. The middle school *Kind Campus* program is more intensive than the elementary school program, and we wanted to see if the program was being implemented into the schools in a way that was recognizable to the students. For the middle school survey, we included questions about Kindness Clubs, Kindness Ambassadors, and Kind Notes, some of the parts of the program that are more heavily focused on. At the request of Jeannette Mare, the founder of Ben's Bells, we also asked a question for the middle school students about other places in the community where they may have seen/heard about Ben's Bells. This information would be helpful just for the organization in general, which extends its reach far beyond schools and the *Kind Campus* program. At the end of both the elementary school and middle school surveys, we included a question asking if the participant thought that the survey was hard. Since these surveys are still in the pilot test phase, feedback is still very helpful.

### **Dosage**

These questions were specific to Ben's Bells, and asked about how the specific teacher implements the program, as well as how involved the teacher feels that the school as a whole is with *Kind Campus*. The implementation question leads to the question of dosage, which we explored further - dosage being the extent of implementation that the program has in the various schools. Not taking dosage into account would make the data much more difficult to meaningfully interpret. For example, a school may report participation in *Kind Campus* but barely implement the program at all, and have low reports of kindness in their school. If we just had the information about the low reports of kindness, it could give the wrong interpretation of

the program. It is also possible for the program to only be successful with a (for example), high level of implementation. These were questions that we needed to look at.

### **Developing a Dosage Assessment**

In order to measure dosage, we asked participating schools to send us an Action Plan that outlined what exactly they were doing with the *Kind Campus* program and the extent of implementation. We also included the question on the teacher survey that asked about implementation, and while all the surveys are anonymous, we are able to link the data to a specific school. With these Action Plans, we separated the actions into different categories based on how each aspect of the plan could be observed - through the physical environment, through observation only, etc. We separated the Action Plans with regards to Elementary or Middle School, then took all of the actions that could be observed through the physical environment (seen if someone was visiting the school at any point in time). We consolidated all of those ideas and made a spreadsheet (Appendix 2). With the spreadsheet, we could then visit schools and mark off all of the physical ways they are implementing *Kind Campus*, and be able to compare their level of implementation with the survey results for that school. Although we had the self-reports from the schools, we wanted to see what types of implementation were visible to an outside observer. The self-reports were from the Kindness Coordinators, who may have under/overrepresented the school's involvement, and we wanted to have a consistent outlook that could be compared across all schools.

### **Implementation**

Finally, after proceeding through multiple rounds of measure development for the student and staff surveys as well as the observational tool for dosage, we were prepared to begin data collection. We had an ongoing relationship with the Sunnyside Unified School District, a district in Southern Arizona. All elementary and middle schools were invited to participate in the evaluation and we offered incentives for volunteering as an "Evaluation Pioneer School". We had 8 elementary schools and 3 middle schools agree to participate. All of the schools in the Sunnyside School District have a "kindness coordinator" contact, meaning, a staff member at each specific school who helps implement *Kind Campus* to at least some extent, but the level of implementation varied across the schools. We worked with the central Information Technology person at each school to get the survey into the district's Learning Management System so the students could take the survey on computers at their schools.

We sent every participating school a packet for each teacher with instructions on how to take the survey, a "pioneer code" to enter at the start of the survey so we would be able to keep track of which survey came from where (for elementary school classrooms only), and "Be Kind" stickers to give to the students as a thank you for completing the survey. We did not give pioneer codes to the middle school classes because they took the surveys in their homerooms, and each homeroom has a specific "ECAPP" number so we just asked for that number. The results of the surveys were sent to us after each student completed their survey.

## **Conclusion**

Given that these measures were not developed until the spring semester, we were not able to administer it in its optimal form, which would be as a pretest/posttest at the beginning

and end of the school year. In order to gather data about growth and change in schools, the survey would need to be given to schools before they start implementing *Kind Campus* materials, and then again after a certain amount of time has passed. In the future, the survey will be administered in this way. Although this survey is tailored to Ben's Bells and the specific purposes we are trying to accomplish with it, it is our hope that Ben's Bells will be able to share this survey with all of its partner schools who would like to evaluate the effectiveness of the program in their school or districts.

Conducting this evaluation is important because Ben's Bells spends a lot of time and energy developing and administering the *Kind Campus* program, and having feedback on their program will help them evaluate the work that they have done. Not only that, but there has been no evaluative feedback on the program to this extent, and with it being implemented in so many schools it is important to understand just what changes, if any, are occurring. It is also possible that there are changes taking place that are moving the school farther away from the goal at hand, as well.

Of course, the measurement process we used was flawed in some regards. Much of the process was based purely on opinion, and if the process was recreated with different people, it is very plausible that the end results would look quite different. In order to attempt to combat any biases, we had many different individuals during each part of the process share their opinions, and find balances between them. However, this also can contribute to situations such as groupthink, where members of a group go along with an idea even if they do not think it is the best, because of pressure, failure to speak up, or other reasons.

It is also important to note that even though the results of the instrument might show positive change, that does not necessarily mean that the *Kind Campus* program was responsible for that change. If the survey is given at the beginning of the year and at the end of the year, it is possible that students are kinder to each other just because they know each other better, and/or have strengthened their friendships or created new friendships. Familiarity could have a lot to do with the results; for example, one of the questions is about how teachers refer to students by name. If the survey is given at the beginning of the year, teachers may simply not know all of the students' names and score low in that respect, but then learn the names and score high by the end of the year. This does not necessarily mean that the teachers learned the students' names because of the *Kind Campus* curriculum.

There are other factors that might bring a school together and create a kinder culture, as well. For example, if the school, community, or even country experience a tragedy or loss, students and teachers might band together and feel closer because they experienced something difficult together and leaned on each other for support. This could also go the other way as well; if the school feels more disconnected because of a situation like this, the *Kind Campus* program effects may not be shown, even if they would have been shown otherwise. A high turnover of staff as well as students in schools could also play a role. If many staff leave and new staff replace them, and/or if many students leave and many new students enter the school during the time period being measured, the results would not be as accurate.

It also may help to take into account which schools are asking to participate, and why. The participants of the *Kind Campus* program are schools that are reaching out to Ben's Bells

and asking for the curriculum. It is possible that many of these schools are already very interested in creating a kinder culture, and do or have done other activities that could also be contributing to any changes the measurement may show. On the other hand, the schools that are asking for the program may be schools that really feel that they need it because of high instances of unkind behavior, etc. When comparing the results of those schools to the results of other schools, it may not seem like *Kind Campus* is making a difference, when in fact it may be.

*Kind Campus* is a multifaceted program, and it is also possible that some of the program ideas accomplish what they set out to do, while others do not, or even hinder the success of the program as a whole. It is even possible that just using the word “kind” more often on campus can change the school climate into a more positive one, and all of the other activities are unnecessary, or at least not as helpful as they are thought to be. Testing these hypotheses would be a very complex process, but the main point is that even if the results show change in a positive direction, a) the change might not be occurring because of the program; and b) the change might be occurring because of some aspect of the program, but not the program as a whole. These would be interesting areas of further research.

The development process in general of a measurement instrument that measures such a complex concept can also be helpful, in that the steps used to develop this instrument may be applied to other instrument developments. It is easy to shy away from complex or vague topics, and bewildering to try to encompass all aspects of such topics into a survey. With the work that was put into the development of this survey, hopefully it can serve as a guide for others in similar situations. The final copies of our pilot surveys are included in Appendices 1, 2, and 3.

## Appendix 1. The final copy of the elementary school survey

### SURVEY

---

We are asking you to take this survey to help us learn about your experiences in school. There are no “right” or “wrong” answers—we just want to know what you think. Your answers are private, which means that no one will be able to tell who wrote them. Your answers won’t be shown to your teachers or anyone else at your school.

Answering these questions is voluntary, which means you do not have to answer if you don’t want to. Nothing will happen to you if you decide not to participate; you can stop at any time.

By clicking “I agree” below you are indicating that you have read the information above and agree to take this survey.

Thank you!

---

Pioneer Number \_\_\_\_\_

We’d like to know a little bit about you. Please check the box next to the answer that is true for you.

*How old are you?*

- 8                       9                       10                       11  
 12                       13                       14

*Are you a boy or a girl?*

- Girl                       Boy                       \_\_\_\_\_

*What grade are you in?*

- 4<sup>th</sup>                       5<sup>th</sup>                       6<sup>th</sup>  
 Other

*What language(s) do you speak at home? Check all that apply.*

- English                       Spanish                       Other \_\_\_\_\_

Please answer the following questions by checking the box under the word that best describes what is true **for you**.

**The following statements ask about how you think or feel.**

**YES!**      **yes**      **no**      **NO!**  
*(Almost always)*    *(Usually)*    *(Not usually)*    *(Almost never)*

I feel happy when one of my classmates does well.

When I get angry, I know how to calm myself down.

I try to help classmates when they need it.

I try to be kind to my friends at school.

I laugh at other students' mistakes.

I like my school.

I try to be kind to adults at school.

I try to cheer up classmates who are feeling sad.

I try to be kind to kids at school that I don't know.

**The following statements ask about how you think or feel.**

**YES!**      **yes**      **no**      **NO!**  
*(Almost always)*    *(Usually)*    *(Not usually)*    *(Almost never)*

Being kind to myself is important.

I feel like I can be myself at school.

I try to be kind to kids at school that I don't like very much.

Please answer the following questions by checking the box under the word that best describes what is true for **your school**.

<b>The following statements ask <u>about your school.</u></b>	<b>YES!</b> <i>(Almost always)</i>	<b>yes</b> <i>(Usually)</i>	<b>no</b> <i>(Not usually)</i>	<b>NO!</b> <i>(Almost never)</i>
Kids here get along.				
Students here yell or curse at other people.				
My teachers tell me when I am doing a good job.				
Students here spread rumors, gossip, or talk behind other people's backs.				
I feel safe here.				
Adults here treat students with respect.				
Adults here use the word "kind."				
Students here hit, punch, or get in fights.				
Students treat adults who work here with respect.				
Students here try to be kind.				
Students here treat each other with respect.				
Adults here are rude to students.				

<b>The following statements ask about your school.</b>	<b>YES!</b> <i>(Almost always)</i>	<b>yes</b> <i>(Usually)</i>	<b>no</b> <i>(Not usually)</i>	<b>NO!</b> <i>(Almost never)</i>
Students here behave well in class.				
Students here tease or make fun of other kid.				
Adults here treat one another with respect.				
Students here use the word "kind."				
There is litter, trash, graffiti, or other vandalism.				
Students here care about each other.				
The school feels like family.				
There are people here I can talk to if I have problems.				
My teachers care about me.				

Have you heard of Ben's Bells or seen this picture



Yes

No

Do you think getting a kindness coin is cool?

I don't know what that is

YES!

yes

no

NO!

Have you ever gotten a kindness coin?

I don't know what that is

yes

no

I thought taking this survey was: Easy, Sort of easy, Kind of hard, Hard

## Thank you!

### Appendix 2. The final copy of the middle school survey (Version without neutral midpoint)

#### SURVEY

---

We are asking you to take this survey to help us learn about your experiences in school. There are no “right” or “wrong” answers—we just want to know what you think. Your answers are private, which means that no one will be able to tell who wrote them. Your answers won’t be shown to your teachers or anyone else at your school.

Answering these questions is voluntary, which means you do not have to answer if you don’t want to. Nothing will happen to you if you decide not to participate; you can stop at any time.

By clicking “I agree” below you are indicating that you have read the information above and agree to take this survey.

Thank you!

---

We'd like to know a little bit about you. Please check the box next to the answer that is true for you.

*How old are you?*

- |                             |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> 9  | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 13 | <input type="checkbox"/> 14 | <input type="checkbox"/> 15 | <input type="checkbox"/> 16 |

*Are you a boy or a girl?*

- |                               |                              |  |
|-------------------------------|------------------------------|--|
| <input type="checkbox"/> Girl | <input type="checkbox"/> Boy | <input type="checkbox"/> Other (_____) |
|-------------------------------|------------------------------|--|

*What grade are you in?*

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> 4 <sup>th</sup> | <input type="checkbox"/> 5 <sup>th</sup> | <input type="checkbox"/> 6 <sup>th</sup> |
| <input type="checkbox"/> 7 <sup>th</sup> | <input type="checkbox"/> 8 <sup>th</sup> | <input type="checkbox"/> Other           |

*What language(s) do you speak at home? Check all that apply.*

- |                                  |                                  |                                      |
|----------------------------------|----------------------------------|--------------------------------------|
| <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Other _____ |
|----------------------------------|----------------------------------|--------------------------------------|

*Which ECAP are you in?* \_\_\_\_\_

Please answer the following questions by checking the box under the word that best describes what is true for you.

**The following statements ask about how you think or feel.**

**YES!**  
*(Almost always)*

**yes**  
*(Usually)*

**no**  
*(Not usually)*

**NO!**  
*(Almost never)*

I feel happy when one of my classmates does well.

I feel sorry when I hurt someone.

I feel good if I help someone.

I feel like I belong at my school.

When I get angry, I know how to calm myself down.

I try to help classmates when they need it.

I try to be kind to my friends at school.

I laugh at other students' mistakes.

I like my school.

I try to be kind to adults at school.

I try to cheer up classmates who are feeling sad.

I know what to say to stand up for someone who is being teased or bullied.

I feel like I can say what I think at school.

I try to be kind to kids at school that I don't know.

I am patient with my classmates.

Being kind to myself is important.

I feel like I can be myself at school.

I try to be kind to kids at school that I don't like very much.

Please answer the following questions by checking the box under the word that best describes what is true for **your school**.

<b>The following statements ask about your school.</b>	<b>YES!</b>	<b>yes</b>	<b>no</b>	<b>NO!</b>
	<i>(Almost always)</i>	<i>(Usually)</i>	<i>(Not usually)</i>	<i>(Almost never)</i>
Adults here will stop someone from being teased or bullied if they see it happening.				
Kids here get along.				
Students here yell or curse at other people.				
My teachers notice when I am doing a good job and let me know about it.				
Students here spread rumors, gossip, or talk behind other people's backs.				
I feel safe here.				
Teachers and other adults here make sure that everyone follows the rules against teasing or bullying people.				
Adults here treat students with respect.				
Students in my class work together to solve problems.				
Adults here use the word "kind."				
Students here hit, punch, or get in physical fights.				
Students treat adults who work here with respect.				
Students here treat each other with respect.				
Adults here are rude to students.				
Students in my class help each other learn.				
Students here are disruptive in class.				
Students here are willing to go out of their way to help someone.				

Students here tease or make fun of others.

Adults here treat one another with respect.

Students here use the word "kind."

There is litter, trash, graffiti, or other vandalism.

Students here care about each other.

The school feels like family.

There are people here I can talk to if I have problems.

My teachers care about me.

Kids here try to be kind.

Kids here think that it is cool to stand up for someone else.

Kids here think it's cool to be kind to others.



Have you heard of Ben's Bells or seen this picture ?  
 -if answer yes, then have a subsequent question of where they you  
 seen or heard about it (check all that apply):

Yes  No

- My classroom
- My school
- Other schools
- Home or family
- Cars
- Hospitals
- Doctor's or dentist's office
- Sports fields
- Restaurants
- Community Events (runs, walks, street fairs, etc)
- Facebook
- Online

- The newspaper
- TV
- The radio
- Other: \_\_\_\_\_

I have received a kindness coin or bracelet at school.  Yes  No

---

Does your school have a Kindness Club?  Yes  No  I don't know

---

This school year, have you been part of your school's Kindness Club?  Yes  No

---

Do you ever hear about kindness or Ben's Bells on the announcements?  Yes  No  I don't know

---

Have you received a "Kind" note at school?  Yes  No  I don't know

Have you written a "Kind" note at school?  Yes  No  I don't know

Does your class/school have a kindness ambassador?  Yes  No  I don't know

---

Is there anything else you'd like for us to know about kindness at your school?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>The following statements are about your school.</b>	<b>I don't know what this means</b>	<b>YES!</b> <i>(Almost all kids)</i>	<b>yes</b> <i>(Most kids)</i>	<b>no</b> <i>(A few kids)</i>	<b>NO!</b> <i>(Almost no kids)</i>
--	-------------------------------------	---	----------------------------------	----------------------------------	---------------------------------------

Kids here think that giving a kindness coin or bracelet to someone else is cool.

Kids here think it is cool to participate in Kind Campus activities.

I thought taking this survey was: Easy, Sort of easy, Kind of hard, Hard

---

## **Thank you!**

### **Appendix 3. The final copy of the teacher survey**

#### **SURVEY CONSENT**

The following survey is being conducted by the Community Research, Evaluation, and Development team from the University of Arizona. This survey should take about 15 minutes to complete. The goal of this survey is to understand the feelings, behaviors, and perceptions of elementary and middle school teachers and improve programming that could strengthen school communities.

Responses are anonymous. Your name will not be collected or appear in any data, and only the aggregated responses will be reported or shared.

Participation is voluntary. You have the option not to respond to any of the questions. You may stop taking the survey at any time by closing your web browser. Participation or nonparticipation will not impact your relationship with your employer or the University of Arizona.

Participants who complete the survey will receive a \$5 electronic gift card to Starbucks. Although you will need to supply a valid email address to receive this electronic gift card, the email address will not be linked with your survey responses in any way.

Submitting the completed survey will indicate your consent to participate.

**Teacher Survey**

Elementary school teachers, if your class also took surveys, please write your survey code here (it’s provided on the survey instructions you received for your class): \_\_\_\_\_

NOTE: On this survey, we use “Staff” to mean all school employees – teachers, aides, administrators, counselors, office staff, cafeteria staff, etc., unless otherwise defined.

The following questions are about the **school where you work** and the people there. Please place a check in the box that best describes your level of agreement or disagreement with the given statement.

	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
Students in my class help each other learn.							
Students greet me and other staff.							
Staff use the word “kind.”							
Teaching and improving socio-emotional skills is an important part of my role as an educator.							
Students are happy.							
Staff at my school treat one another with respect and kindness.							
Students can resolve conflict on their own.							
Staff are recognized for a job well done.							
There is good spirit at this school.							
When students get angry, they know how to calm themselves down.							
The school employs clear norms and expectations about kindness.							

MEASURING KINDNESS

	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
Students spread rumors, gossip, or talk behind other people's backs.							
Students treat one another with respect and kindness.							
Staff takes time to discuss how we communicate.							
Students tease or make fun of others.							
Most of my students are decent people.							
Students' parents are kind toward their children.							
Parents are actively involved in school activities (as volunteers, participants in class and school programs, etc.)							
Differences and conflicts are dealt with respectfully among staff.							
There are people who really care about me at this school.							
Staff get along well together.							
Students get along.							
Staff will stop someone from being teased or bullied if they see it happening.							
Students come to school with bad attitudes.							
Students and staff have positive interactions.							
Students are disruptive in class.							
Students express their individuality.							
Staff are rude to students.							
Students yell or curse at other people.							

MEASURING KINDNESS

	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
There is litter, trash, graffiti, or other vandalism.							
Students treat non-teaching staff with respect and kindness.							
Staff are excited and engaged at school events.							
Students treat teachers with respect and kindness.							
Staff model a positive attitude for the students to follow.							
Students think it's cool to be kind to others.							
Teachers and parents think of each other as partners in educating children.							
The teaching day seems to drag on and on.							
This school provides a friendly learning environment for students.							
There is a sense of shared mission and common purpose among staff about being a kind community.							
Students think that it is cool to stand up for someone else.							
Students hit, punch, or get in physical fights.							
Students' parents are hostile toward staff.							
Staff are supportive of one another.							
Students in my class work together to solve problems.							
Students try to be kind.							
Staff treat students with respect and kindness.							

MEASURING KINDNESS

	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
Students will stop someone from being teased or bullied if they see it happening.							
Students are mean, cruel or insensitive to others' feelings.							
Parents are supportive of the school and the staff.							
Students use the word "kind."							
Students are able to voice their opinions without using anger.							
Students' parents are kind toward staff.							
The principal takes an active role in school activities.							
Students are accepting of people who are different from them.							
Students are willing to go out of their way to help someone.							

MEASURING KINDNESS

This next set of questions asks about **your own** thoughts and behaviors, particularly with regard to your job at your school.

	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
I notice acts of kindness happening at my school.							
I do <b>not</b> feel safe sharing my weaknesses and strengths with my coworkers.							
I am patient with students.							
I notice when my students are doing a good job and let them know about it.							
I take time to recognize kindness in others.							
I am kind to my coworkers.							
I am kind to students that I don't like very much.							
Helping students to understand and appreciate people who are different from themselves is an important part of my teaching.							
I make frequent positive phone calls/communications to parents.							
In my class, I talk with students about emotions and why they are important.							
I feel like I belong at this school.							
Being kind to myself is important.							
I look forward to each teaching day.							
I am kind to students at school.							
If I had it to do all over again, I would <b>not</b> become a schoolteacher.							
I am proud being part of this school.							

MEASURING KINDNESS

The next questions ask about your familiarity and involvement, either as an individual or as a school, with Ben’s Bells and their Kind Campus program. Please check the answer that best applies.

	Yes	No
I am familiar with The Ben's Bells Project.		
I am familiar with Kind Campus program from The Ben's Bells Project.		

How necessary do you feel the Ben’s Bells Kind Campus Program is for the staff and students at your school?

1	2	3	4	5	6	7	8	9	7	I don't know
<b>Not at all needed</b>					<b>Very Needed</b>					

	Yes	No	I don't know
Kind Campus materials are used in my school.			
[start skip pattern]			
I am the Kindness Coordinator for my school.			
This school has a Kindness Leadership Team with student leaders.			
I use Kind Campus materials in my classroom.			

Which of the following best describes **your school's** involvement with the Kind Campus Program?

<b>Minimal</b> (Never/rarely implemented Kind Campus activities. No visual reminders to 'be kind' on campus. Students, staff & families are not aware of Kind Campus)		<b>Moderate</b> (Implemented Kind Campus activities at least once a month. Some visual reminders to 'be kind' on campus. Most students, staff & families are aware of Kind Campus)		<b>Heavy</b> (Implemented Kind Campus as part of our regular school day routine. Multiple visual reminders to 'be kind' on campus. All students, staff & families are aware of the program on our campus and participate.)
1	2	3	4	5

MEASURING KINDNESS

How feasible has it been to implement the Kind Campus Program at your school?

1	2	3	4	5	6	7	8	9	10	I don't know
<b>Not feasible</b>					<b>Very feasible</b>					

What impact do you feel the Kind Campus Program has had on students at your school?

1	2	3	4	5	6	7	8	9	10
<b>No positive impact</b>					<b>A large positive impact</b>				

What impact do you feel the Kind Campus Program has had on staff at your school?

1	2	3	4	5	6	7	8	9	10
<b>No positive impact</b>					<b>A large positive impact</b>				

MEASURING KINDNESS

The next questions are about your school and engagement with Kind Campus program materials and activities.

	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
Administrators are supportive of the Kind Campus Program.							
Staff are supportive of the Kind Campus Program.							
Staff are interested in participating in Kind Campus activities.							
Kind Campus shapes school climate.							
Kind Campus is a big deal at this school.							
Staff think that giving or receiving a kindness coin or bracelet is cool.							
Students think it is cool to participate in Kind Campus activities.							
Students think that giving a kindness coin or bracelet to someone else is cool.							

Which Kind Campus materials have you used during this school year?

- "be kind. step up!" bracelets
- 🍏 Activities from the Kind Campus binder, including Kindness Dilemmas
- 🍏 Additional Activities from [www.bensbells.org](http://www.bensbells.org)
- 🍏 Kindness quotes
- 🍏 Kindness journal
- 🍏 Kindness coins
- 🍏 Kindness Ambassadors
- 🍏 Caught being KIND cards
- 🍏 KIND notes
- 🍏 Commit to Kindness Contracts/ Code of Kindness
- 🍏 Fundraisers/Donation Drives or Volunteer for local organizations
- 🍏 Creating our own activities
- 🍏 None
- 🍏 Other:

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—

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[end skip pattern, all participants get the rest of the questions]

<p>I use a system/curriculum/materials for building socio-emotional skills in my classroom that isn't Kind Campus.</p> <p>Name(s) if yes: _____</p> <p>_____</p> <p>_____</p>	<p>Yes</p>	<p>no</p>
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At which school(s) do you work? (Select all that apply)

- Apollo
- Billy Lane Lauffer
- Challenger
- Craycroft
- Drexel
- Elvira
- Esperanza
- Gallego Basic
- Liberty Gifted & Talented
- Los Amigos
- Los Niños

Mission Manor
Rosemarie Rivera
Santa Clara
Sierra 2-8
Summit View

How many years have you worked at this school? \_\_\_\_\_

How many **total** years have you worked in schools? \_\_\_\_\_

Which grade levels do you teach or serve? Circle all that apply.

K      1      2      3      4      5      6      7      8

On average, how many students do you directly work with in a given school day?

\_\_\_\_\_

What is your position at the school? Check all that apply.

- Teacher
- School nurse
- Counselor/ Social worker
- Psychologist/Psychiatrist
- Administrator
- Librarian
- Learning Supports Coordinator
- Athletic or other team coach
- Instructional technologist
- Safety/ school resource officer
- Non-teaching assistant
- Paraprofessional
- Other: \_\_\_\_\_

What is your gender?

- Female
- Male
- \_\_\_\_\_

Which of the following would you use to describe your race/ethnicity? Check all that apply.

- Latino/Hispanic
- White
- African American
- Native American
- Asian
- Native Hawaiian or Pacific Islander
- Other: \_\_\_\_\_

What year were you born? \_\_\_\_\_

What language(s) do you communicate in? (Check all that apply)

English

Spanish

ASL

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

Is there anything else you want to tell us about kindness at your school, your experiences with Kind Campus, or this survey?

Thank you so much for taking this survey!

## Appendix 4: Copy of student survey given at the first pilot test (one middle school)

### SURVEY

Thank you for taking this survey. Your answers are private, which means that no one will be able to tell who wrote them. Your answers won't be shown to your teachers or anyone else at your school.

There are no "right" or "wrong" answers—we want your point of view. If you don't want to answer a question you don't have to. If you decide that you don't want to participate, you can stop at any time. Please check this box to show that you understand this  and agree to participate.

We'd like to know a little bit about you. Please check the box next to the answer that is true for you.

*How old are you?*

- 9                       10                       11                       12  
 13                       14                       15                       16

*Are you a boy or a girl?*

- Girl                       Boy                       \_\_\_\_\_

*What grade are you in?*

- 4<sup>th</sup>                       5<sup>th</sup>                       6<sup>th</sup>  
 7<sup>th</sup>                       8<sup>th</sup>                       Other

*What language do you speak at home?*

- English                       Spanish                       Other

*Which Clan are you in?* \_\_\_\_\_

Please answer the following questions by checking the box under the word that best describes what is true for you.

**The following statements ask about how you think or feel.**

**YES!**

**yes**

**no**

**NO!**

I feel happy when one of my classmates does well.

I feel sorry when I hurt someone.

I feel good if I help someone.

I feel like I belong at my school.

When I get angry, I know how to calm myself down.

I try to help classmates when they need it.

I try to be kind to my friends at school.

I laugh at other students' mistakes.

I like my school.

I try to be kind to adults at school.

**The following statements ask about how you think or feel.**

**YES!**

**yes**

**no**

**NO!**

I try to cheer up classmates who are feeling sad.

I know what to say to stand up for someone who is being teased or bullied.

I feel like I can say what I think at school.

I try to be kind to kids at school that I don't know.

I am patient with my classmates.

Being kind to myself is important.

I feel like I can be myself at school.

I try to be kind to kids at school that I don't like very much.

Please answer the following questions by checking the box under the word that best describes what is true for **your school**.

**The following statements ask about your school.**

**YES!**

**yes**

**no**

**NO!**

Students in my class help each other learn.

There is litter, trash, graffiti, or other vandalism.

Students care about each other.

Students are disruptive in class.

Students are willing to go out of their way to help someone.

Students tease or make fun of others.

Adults here will stop someone from being teased or bullied if they see it happening.

Kids get along.

Kids think that kids who act kindly to other people are cool.

Students yell or curse at other people.

Adults here treat one another with respect.

Kids here use the word "kind" a lot.

**The following statements ask about your school.**

**YES!**

**yes**

**no**

**NO!**

Students hit, punch, or get in physical fights.

Kids think that it is cool to stand up for someone else.

There are people here I can talk to if I have problems.

Students treat adults who work here with respect.

Adults use the word "kind" a lot.

Students spread rumors, gossip, or talk behind other people's backs.

Adults here are rude to students.

My teachers notice when I am doing a good job and let me know about it.

Students in my class work together to solve problems.

The school feels like family.

Teachers and other adults here make sure that everyone follows the rules against teasing or bullying people.

Adults here treat students with respect.

I feel safe here.

Students treat each other with respect.

My teachers care about me.

<b>The following statements ask about your school.</b>	<b>I don't know what this means</b>	<b>YES!</b>	<b>yes</b>	<b>no</b>	<b>NO!</b>
Kids think that giving a kindness coin or bracelet to someone else is cool.					
Kids think it is cool to participate in Kind Campus activities.					

Have you heard of Ben's Bells?       Yes       No

This school year, have you been part of your school's Kindness Club?       Yes       No       We don't have this at my school

**Thank you!**

Appendix 5.

<i>Posters</i>	<i>Ben's Bells Displays</i>	<i>Announcements</i>	<i>Assemblies</i>	<i>Classrooms</i>	<i>Coins</i>	<i>Ben's Bells Info/Posters/Displays in...</i>
Pass it On posters	Ben's Bells Trees with Acts of Kindness on them	Acts of Kindness announced on announcements	Assemblies include Ben's Bells	Be Kind bumper stickers present in classrooms	Students receive bracelets and coins	office
Be Kind mural	Kindness Buckets	Morning announcement encourage passing on	School Kindness Club	Be Kind Charts present in classrooms	Staff receive bracelets and coins	classrooms
Be Kind posters	Ben's Bells display case	Ben's Bells included on daily announcements	Students who receive kindness coins are recognized at school assembly	Classrooms post who has received a coin/bracelet	Coins are being passed on	hallways
"I Can..." posters regarding kindness	Ben's Bells bulletin board	Ben's Bells recipients announced		Classrooms post who has passed on a	Each class has a kindness	cafeteria
Be Kind quote posters	Bulletin board is updated monthly			Classroom encouragement of Be Kind challenge	Students wearing kindness necklaces/bracelets	bathrooms
Children's Kindness slips are posted	Kindness Chain in public area			Classroom doors are decorated with Be Kind theme		staff lounge
Be Kind flowers	"Thank you for your Kindness" display			Classroom kindness coin journals/record		
Be Kind boards	Kind Notes mailbox					
Information about children who have received a coin is	"Thank Bank"					
Kindness posters created by students displayed	Be Kind voting booths					

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