



POINT BREAK PROGRAM EVALUATION

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

Final Report
March 9, 2009

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“Point Break opened so many doors to insights that our generation needs help... somebody has to do something about it.”

– Point Break Student Participant, 2007

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Executive Summary

Biddle Consulting Group, Inc. (BCG) was engaged by Campus Life to conduct a research study of the Point Break Program to independently investigate its effectiveness in positively impacting the attitudes, behaviors, and values of teenage high school students. BCG is a Human Resource consulting firm that specializes in Equal Employment Opportunity and Affirmative Action research and consulting and personnel test development and validation (see company description in the Appendix). BCG assigned several senior/principal level consultants to conduct the study, which included both qualitative and quantitative research investigations. Three Sacramento-area schools (Rocklin, Roseville, and Elk Grove) were involved in the research study by collectively sending over 300 students through Point Break sessions that were held at their schools or local community centers.

Point Break is a one-day intervention program targeted at impacting the lives of high school students in eight key areas, referred to as “attitudes, behaviors, and values” (“ABVs”) throughout this report:

- 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.

The research study that BCG conducted to evaluate Point Break's effectiveness involved two major 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 (open-ended questions were also included). The second step involved collecting both pre- and post-program evaluation surveys from 250 students from the three high schools that participated. Students were given a 41-question survey that included several questions pertaining to the eight ABVs 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 same survey 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 ABVs, as displayed in Table 1 (all schools combined).

Table 1. ABV Change Scores for Three High Schools Combined.

Point Break Pre-Post Evaluation Results: All Schools Combined							
Attitude/Behavior/Value (ABV)	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
Having Empathy Towards Others	173	16.8	17.4	3.4%	-2.71	0.008	Yes
Having a Hopeful Life Outlook	169	13.2	13.7	3.5%	-3.10	0.002	Yes
Total Score	116	113.1	118.7	4.7%	-5.59	0.000	Yes

Stronger results were observed for some schools (which is to be expected in any research study), with ABV 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 ABV 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 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 a 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.

Meta-analyses were also conducted to evaluate the consistency and trends of the research results across the three schools. This study helped evaluate the extent to which the Program may have positive results in settings outside those included in this study. The results of this study indicated statistically significant improvements with *4 of the 8 targeted areas*: Openness of Expression, Gossip, Bullying, and

Hopeful Outlook (and in this order). The “Total Improvement” scale (made up of a combination of all scales) was also statistically significant. While the other four scales did show a positive trend, the results were not as profound as the other four ABVs.

These research results provide compelling evidence that Point Break effectively impacts the ABVs of students that are critically important for creating a positive learning and social environment in today’s high schools. The implications of these findings are substantial because the scientific research process used to complete the evaluation provides empirical evidence—across three schools and a span of 6-10 weeks—that Point Break creates *lasting impact* in the lives of students in areas that matter. With today’s high schools often being characterized by the opposite of these eight ABVs, Point Break offers a practical, one-day intervention that *actually works* to counter-act many negative elements that hinder the development and preservation of safe and effective learning environments.

About Point Break

Point Break is a seven-hour intervention program designed by Campus Life 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 36 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 because the previous exercises have served to break down inhibitions and defensive barriers. Some of the 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 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).

Overview of Research Conducted

The program evaluation process completed by BCG involved five major stages, which are described below:

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.
2. **Review of existing research results.** BCG staff evaluated the research results from previous student surveys.

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.
4. **Survey development.** Multiple iterations of draft surveys were prepared, reviewed by internal and external consultants, and finalized to include 41 questions covering eight ABV scales and a validity scale designed to detect “true responders.” The Pre- and Post-Workshop Surveys included the same questions. A Point Break Workshop Evaluation Survey was also developed that included 19 questions regarding the immediate impact that Point Break had on students.
5. **Data analysis and program evaluation.** An extensive research process was conducted on pre- and post-survey 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.

Table 2 provides the research team members, including their roles and organizations.

Table 2. Point Break Research Team.

Point Break Research Team			
Professional	Title	Organization	Role
Dr. Daniel A. Biddle	CEO	Biddle Consulting Group, Inc.	Project Lead/Research Report & Analysis
Dr. Frances Campbell-Lavoie	Principal Consultant	Biddle Consulting Group, Inc.	Consultant/Advisor
Dr. Kevin Christophe	Principal Consultant	Progress Consulting	Consultant/Qualitative Research Advisor
Dr. Daniel Kuang	Principal Consultant	Biddle Consulting Group, Inc.	Consultant/Data Analytics
Sarah Nylen	Office Manager	Biddle Consulting Group, Inc.	Project Data Coordination
Teddi Pettee	Director, Point Break Workshops	Campus Life	Point Break Workshop Facilitator & Research Collection
Barbara Risucci	Administrative Assistant	Biddle Consulting Group, Inc.	Data Input/Integrity Coordination

Research Results

Prior to conducting the research steps, a reliable database was assembled by inputting data from the three surveys and conducting a complete double-check on all of the data entered. After a complete dataset was compiled, SPSS¹ was used to complete analyses on all three surveys. The details from each of these steps are described below.

Database Compilation

The data from all three surveys was inputted 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 were re-scored so that higher ratings on the 1-4 scale indicated more preferable responses. To screen out either random or dishonest responders, 4 of the 41 questions were validity/distortion questions. For example, 2 of the 4 questions were “I prefer the color red over blue” and then later in the survey “I prefer the color blue over red.” Subjects with perfect deviation scores on both question sets (on either the pre- or post-workshop surveys) were removed from the analyses. This process resulted in the removal of 47 of the 250 respondents, narrowing the analysis dataset to 203 participants (7 did not provide race or gender data). The demographics of the final participants are displayed in Table 3.

Table 3. Point Break Study Participant Demographics.

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

¹ Statistical Software for the Social Sciences, Versions 15-16.

Point Break Workshop Evaluation

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:

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.

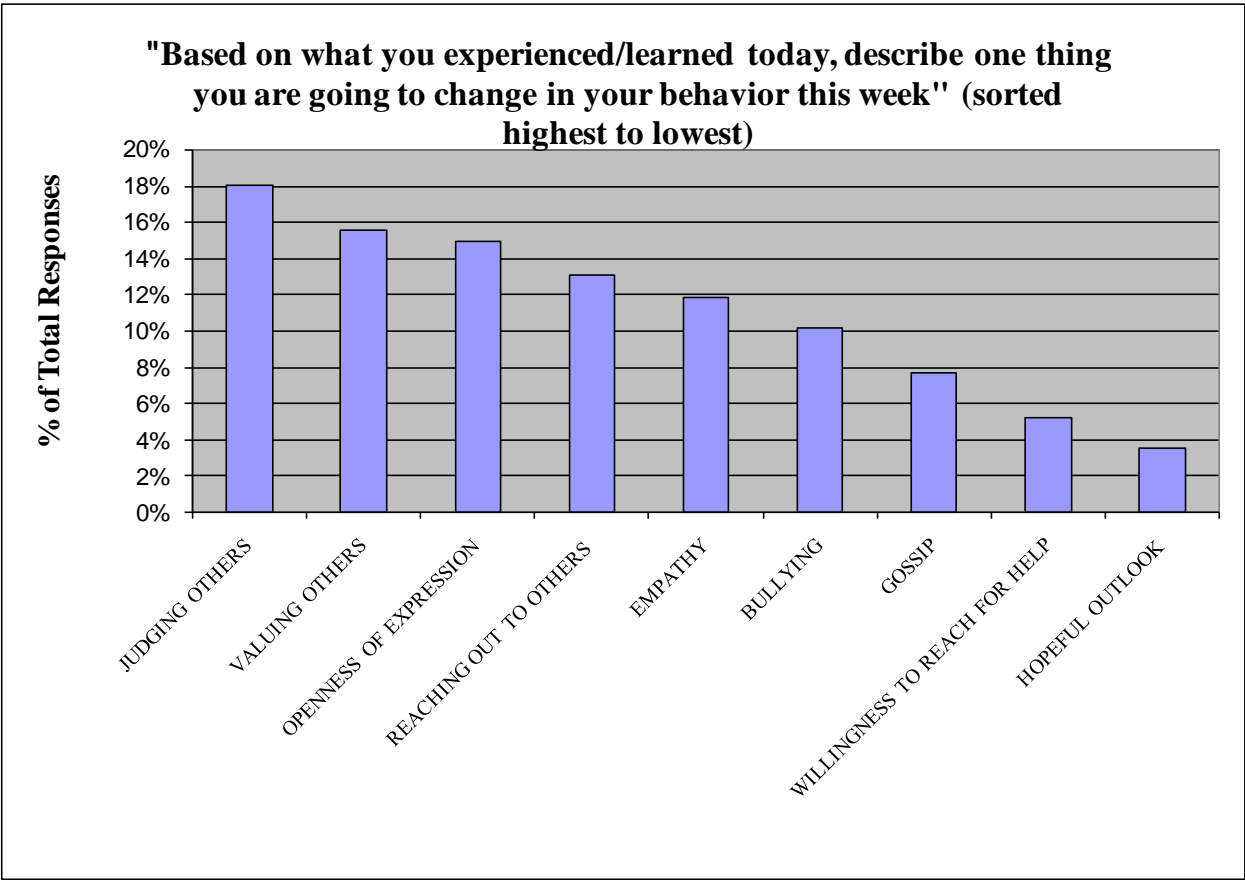
The summary findings from the 19 evaluation questions are provided in Table 4 (the average, standard deviation, and the percentage of the ratings that were 3 or higher are shown).

Table 4. 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%
⁽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 (bullying or gossip). Table 5 shows provides one “typical” student response from each category (extracted from the database) to show the types of student responses gathered in the study.

Table 5. 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	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]
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).

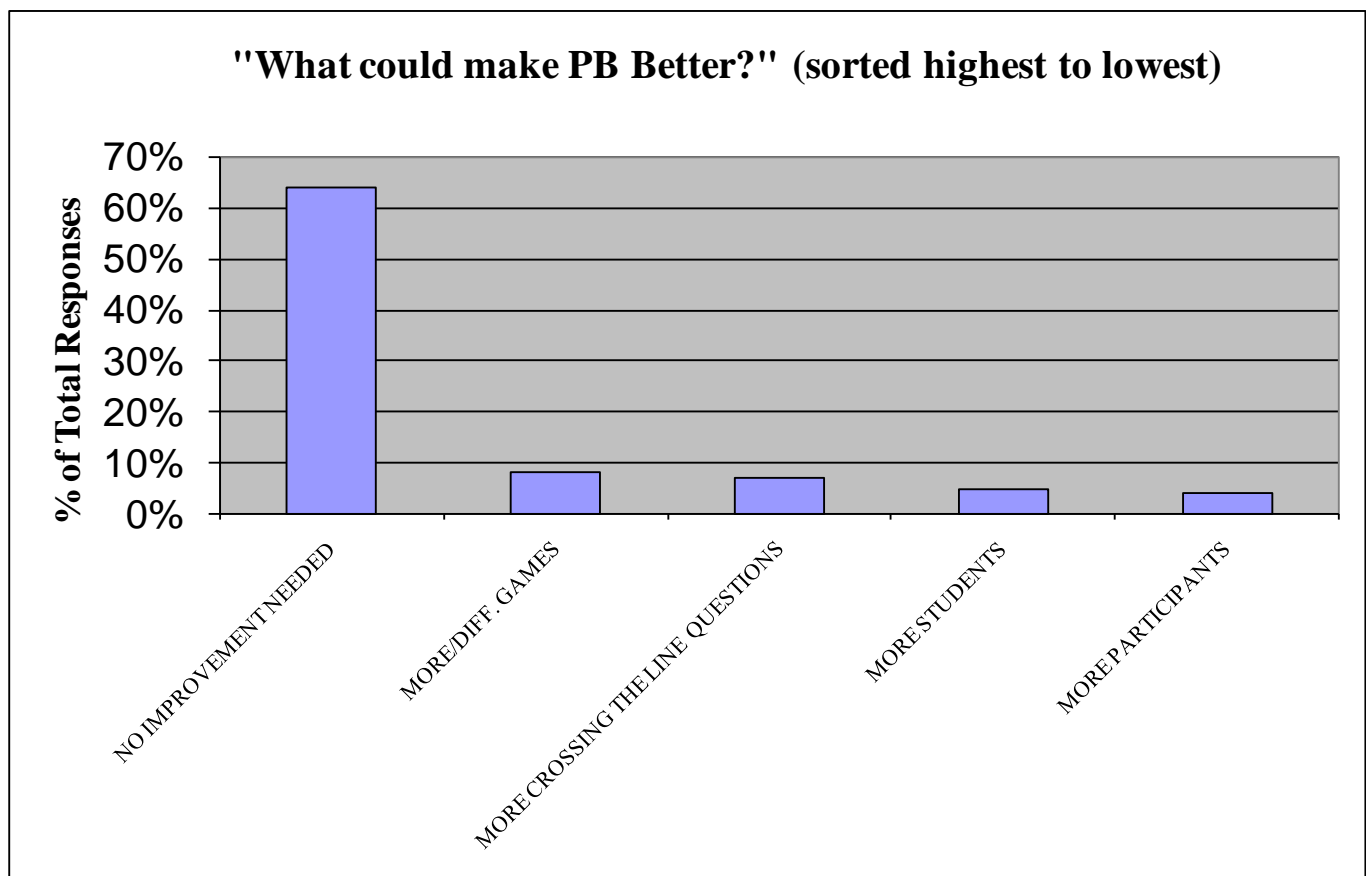
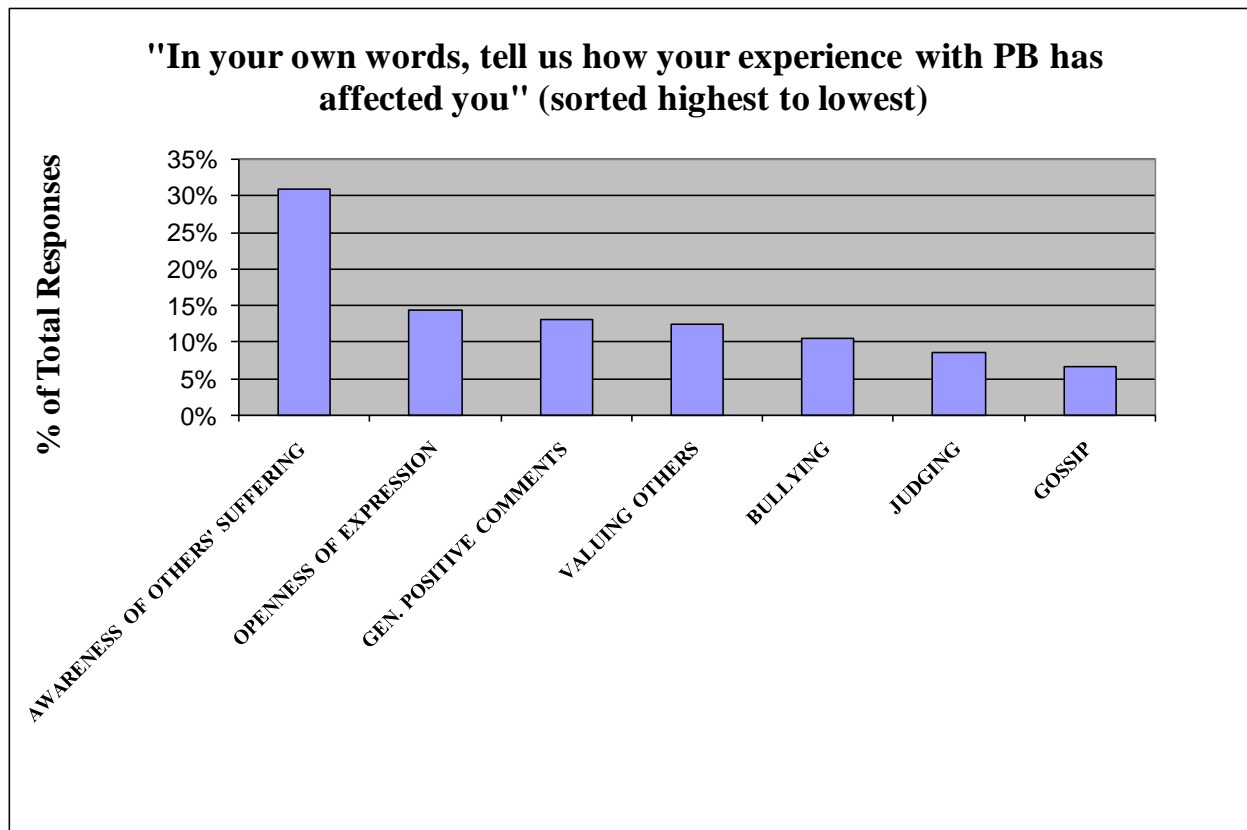


Figure 2 displays that the vast majority of students believed there was no improvement needed to the Program, and that many students wanted more Crossing the Line questions.

Figure 3. 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% 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). The Appendix titled, “Point Break: What Do the Students Think? Notable Student Comments from Point Break Evaluation Surveys” contains several interesting comments made by students regarding their experience in the Point Break Program.

Pre-Post Survey Analysis Results

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 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 at both the question-level and scale-level. The results of each are discussed below.

Question-Level Pre-Post Analysis Results

Change Scores for each 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 that were impacted by the Point Break Program. The results for all schools combined are reported in Table 6.

Table 6. Pre-Post Survey Change Scores (Pairwise) by Survey Question (Sorted from Highest to Lowest).

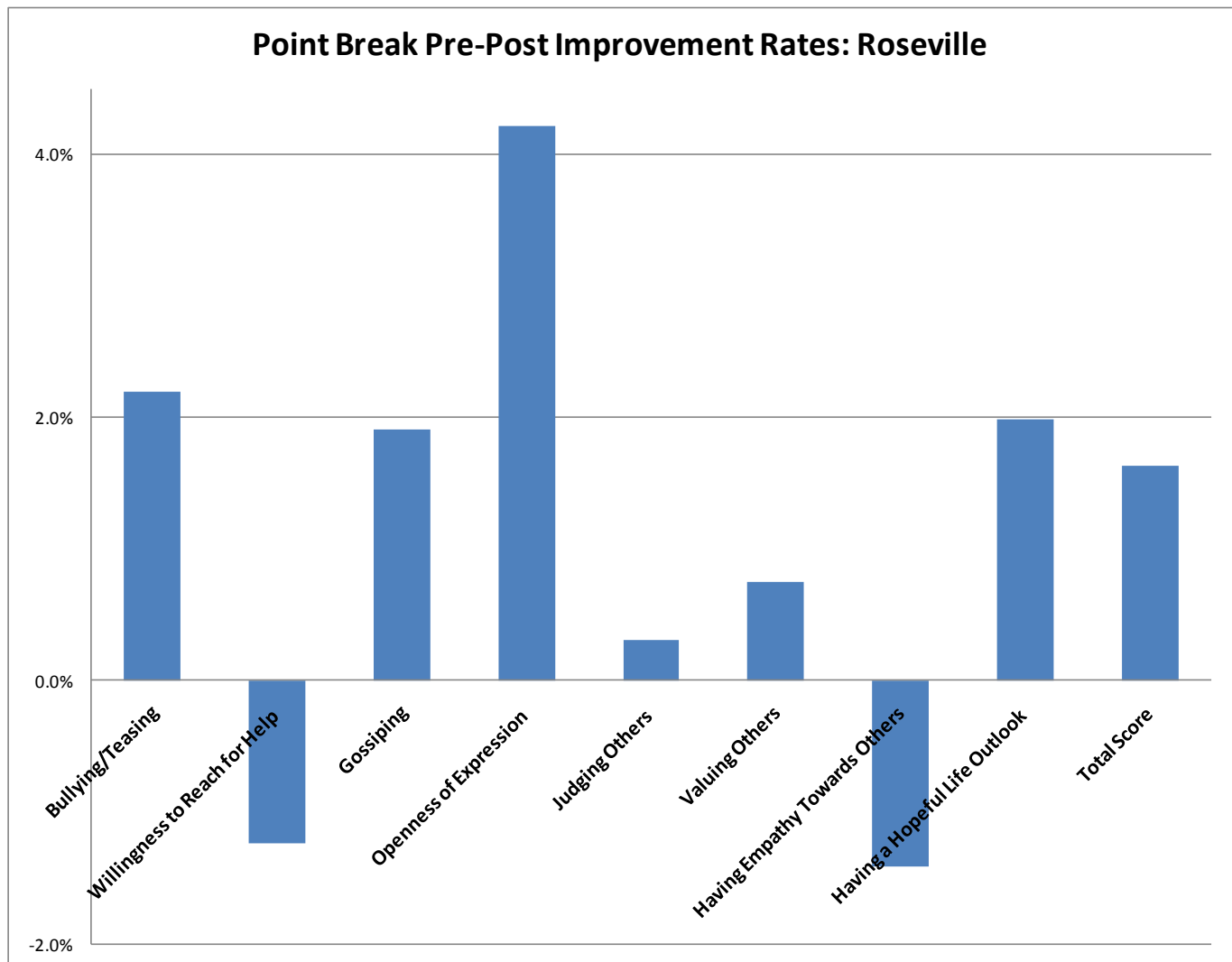
Survey Question	Change Percentage ⁽¹⁾
I can trust other people by sharing my feelings with them	11.1%
People who cannot handle gossip are just weak	10.1%
People who cannot handle a little teasing or bullying are just weak	8.4%
Opening up your feelings to others is just a sure way to get hurt	7.4%
I express 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 with 34 of the 37 questions—constituting a substantial change observed across 92% of the research questions in the study.

ABV 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. The (pairwise) 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.

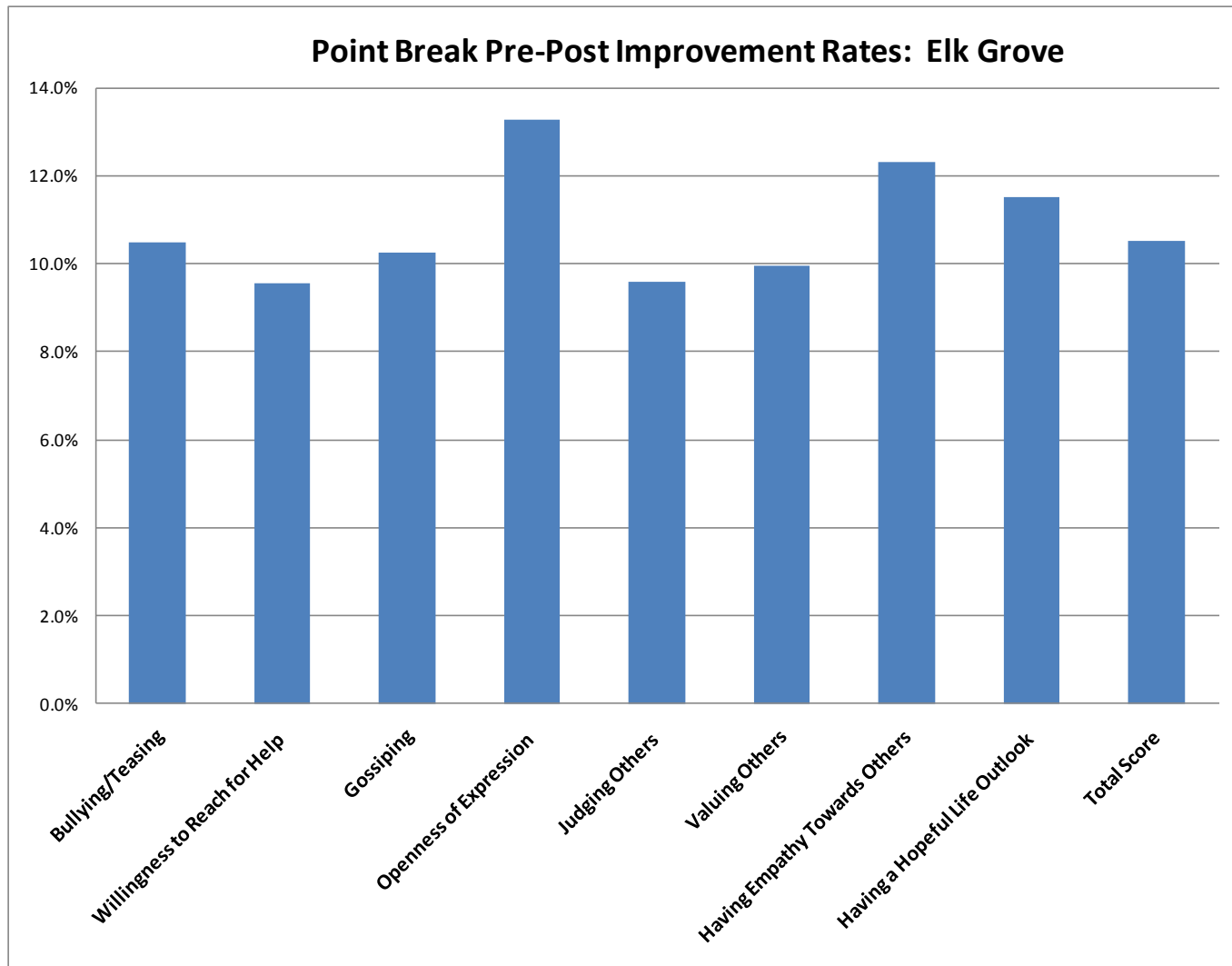
Figure 4. ABV Scale Pre-Post Change Scores for Roseville High School



The results from the Roseville High School Point Break sessions showed positive change results in 6 of the 8 ABV scales, 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 ABV Change Score comparisons, and 52 for the overall comparison.

Figure 5. ABV Scale Pre-Post Change Scores for Elk Grove High School.

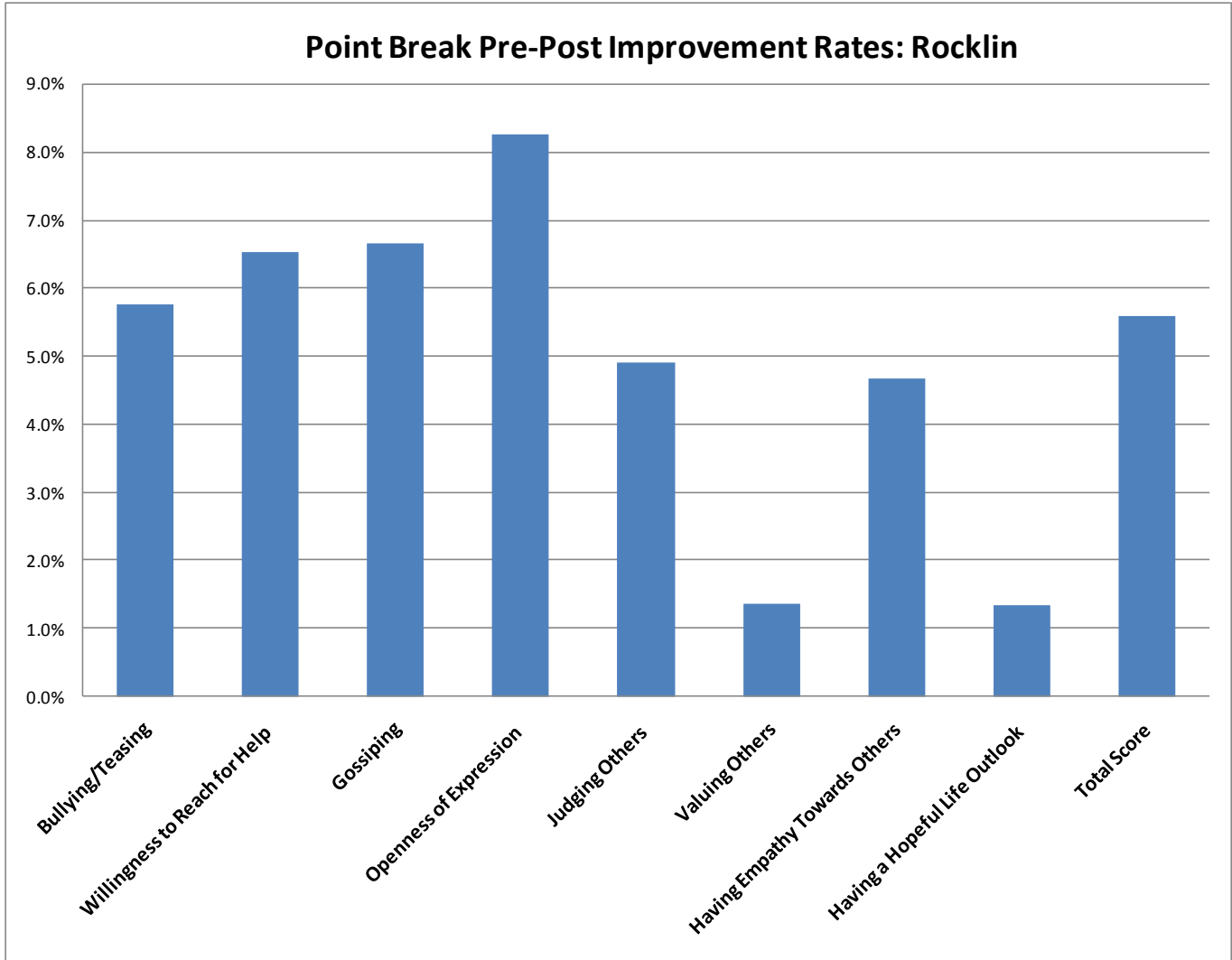


The results of the Elk Grove High School Point Break session showed substantially positive change results across all eight ABV scales, and an overall Change Score that exceeded 10%. All Change Scores ranged between 9.5% and 13.3%, with the highest observed Change Scores in the Openness of Expression and Empathy ABVs. All eight ABV Change Scores were statistically significant at the .01 level², with the

² The “.01 level of significance” refers to a research finding that is likely to occur by chance only 1 time in 100. Probability values that are less than .05 become increasingly more meaningful because they demonstrate stronger relationships between the variables being studied.

exception of the Valuing Others scale ($p = .024$). The sample sizes for this session ranged between 26 and 35 for each of the ABV scales, and 20 for the overall comparison.

Figure 6. ABV 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 ABV 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 ABVs, followed by 4 of the remaining 8 ABVs that exceeded 4%. Only Valuing Others and Hopeful Outlook fell below 2%. Five of the 8 ABV 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 ABVs 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.

ABV Scale-Level Pre-Post Analysis Results for all Three Point Break Sessions Combined: Meta-Analysis

In research settings where multiple locations or sessions are involved, there are two ways of combining data to investigate overall program effectiveness. The first way is to simply combine all data and evaluate the collective findings—treating the different datasets as if they were all part of the same major study. If the settings are relatively similar regarding the participants, the program intervention, and the time frame, this type of “aggregate” analysis may provide a good estimate on the overall effectiveness of the program *for those settings included in the study*. With this type of aggregation, the generalizability of the program is not the key interest; rather, the focus is set on evaluating the program effectiveness for the locations or sessions involved in that particular study. This type of study is referred to herein as an “aggregated analysis,” and is discussed in the next section.

The second way of combining data or sessions is to conduct a meta-analysis. In a meta-analysis, the primary research question pertains to the generalizability of the study results to locations and settings outside of those included in the original study. In other words, a meta-analysis investigates the plausibility of the program working as effectively at other locations and settings. The value and power of meta-analysis is highly dependent on several factors, with the number of studies included (and the sample sizes of each) and the similarity of the data or settings included in the study, listing at the top. While meta-

analysis cannot guarantee that the program will work in settings outside of those included in the original study, it can provide some degree of confidence that the phenomena observed within the original study may not be limited to just those locations, but may in fact be repeatable in external situations. Further, when multiple traits are involved in the study (as in this case, with the eight ABVs), meta-analysis can provide insight as to which traits are *most likely* to show up as statistically meaningful in other studies.

To conduct the aggregated analysis, the data from all locations are simply combined and analyzed collectively. In a meta-analysis, each study is maintained separately and entered into a program that investigates the *trends and patterns* observed between and among each. A consistent trend observed with the collection of studies indicates an increased likelihood of the observed trends being repeatable in outside settings. Both study types—aggregated and meta-analysis—were conducted for this present study. The meta-analysis is reported in this section; the aggregated analysis is reported in the following section.

The meta-analysis was conducted using a program titled Comprehensive Meta-Analysis, which was used to combine the t-Test values (pair wise mean comparisons) of the Change Scores for each ABV scale. The results of this analysis are reported in Table 7.

Table 7. Meta-Analysis Results for ABV Change Scores (Results Across all Schools).

Attitude, Behavior, Value (ABV)	N	Random Effects Model			Fixed Effects Model			Significant Overall Effect?	
		Z-Value	p-Value	Odds (1 chance in X)	Z-Value	p-Value	Odds (1 chance in X)	Random	Fixed
Bullying	179	-2.78	0.01	187	-3.92	0.00	11296	Yes	Yes
Willingness to Reach for Help	160	-1.39	0.16	6	-2.36	0.02	55	No	Yes
Gossip	167	-2.39	0.02	59	-4.39	0.00	87187	Yes	Yes
Openness of Expression	175	-3.75	0.00	5578	-5.25	0.00	6509746	Yes	Yes
Judging Others	178	-1.68	0.09	11	-2.64	0.01	119	Close	Yes
Valuing Others	173	-1.48	0.14	7	-1.68	0.09	11	No	Close
Empathy	173	-1.42	0.16	6	-2.70	0.01	146	No	Yes
Hopeful Outlook	169	-1.97	0.05	21	-2.67	0.01	132	Yes	Yes
Total Improvement	116	-2.65	0.01	124	-4.82	0.00	694645	Yes	Yes
Note: Under random effects, the studies with larger samples are weighted higher. The Odds column shows the likelihood value associated with the p-Value (1/p), with higher values showing increased study effects.									

The “Z” value reported in Table 7 is an “effect size” that shows the extent of the change related to the Program. Z-values higher 1.96 are “statistically significant” at the .05 level of chance; values higher than 2.58 are significant at the .01 level of chance (shown by the column labeled “p-Value”). The “Odds”

column displays the likelihood of the observed Z-value occurring by chance. For example, because the Program had such a substantial impact across all schools in the “Openness of Expression” ABV (with a Z value of 3.75 when evaluating the Random Effects column), there is only 1 chance in 5,578 that is a “fluke” or chance occurrence³. In other words, these findings reveal that the Point Break Program had a consistent effect across the three schools in this area.

Table 7 provides some of the most revealing findings of this research project. This is because it provides an overall estimate of the profound impact that the Point Break Program has on the ABVs of students who participate⁴. As can be seen from the individual Point Break sessions reported in the preceding section, the effectiveness of the Program is likely to vary from situation to situation—especially when the sample sizes are small. These changes are likely due to fluctuations that occur in the Program content and delivery, the student population involved, or other situational variables. Other external factors such as economic conditions, recent school events, and others can also impact the Program’s effectiveness. For these reasons and others—even given the strong meta-analysis results—it cannot be stated that the Point Break Program will always be effective across situations, or will demonstrate the levels of impact that were observed in the schools involved in this study. What can, however, be observed based on the sessions analyzed in this study, is that positive change will *likely* result from Point Break Programs, and that the ABVs that are most likely to be impacted are Openness of Expression, Gossip, Bullying, and Hopeful Outlook (in this order). In addition, it is likely that a total improvement will be observed in future sessions.

³ This p-value should not be regarded as the likelihood of finding similar results in a new local situation. Rather, it is simply the p-value associated with the combined data analyzed in this study.

⁴ The author recognizes that meta-analytic research should typically include more than three studies. However, the meta analysis described herein provides useful insights beyond the aggregate analysis so the results are included.

ABV 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. ABV Change Scores for All Three High Schools Combined.

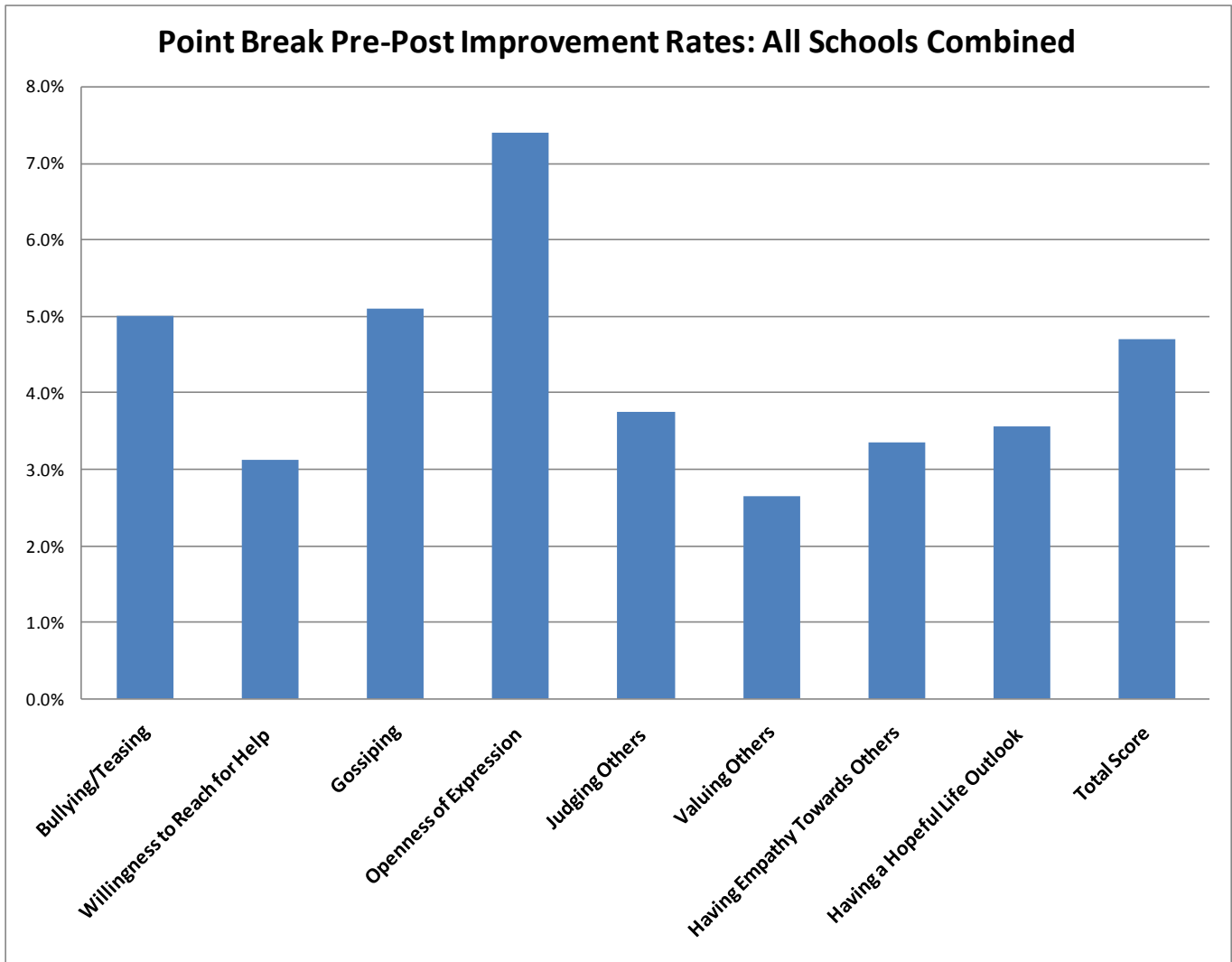
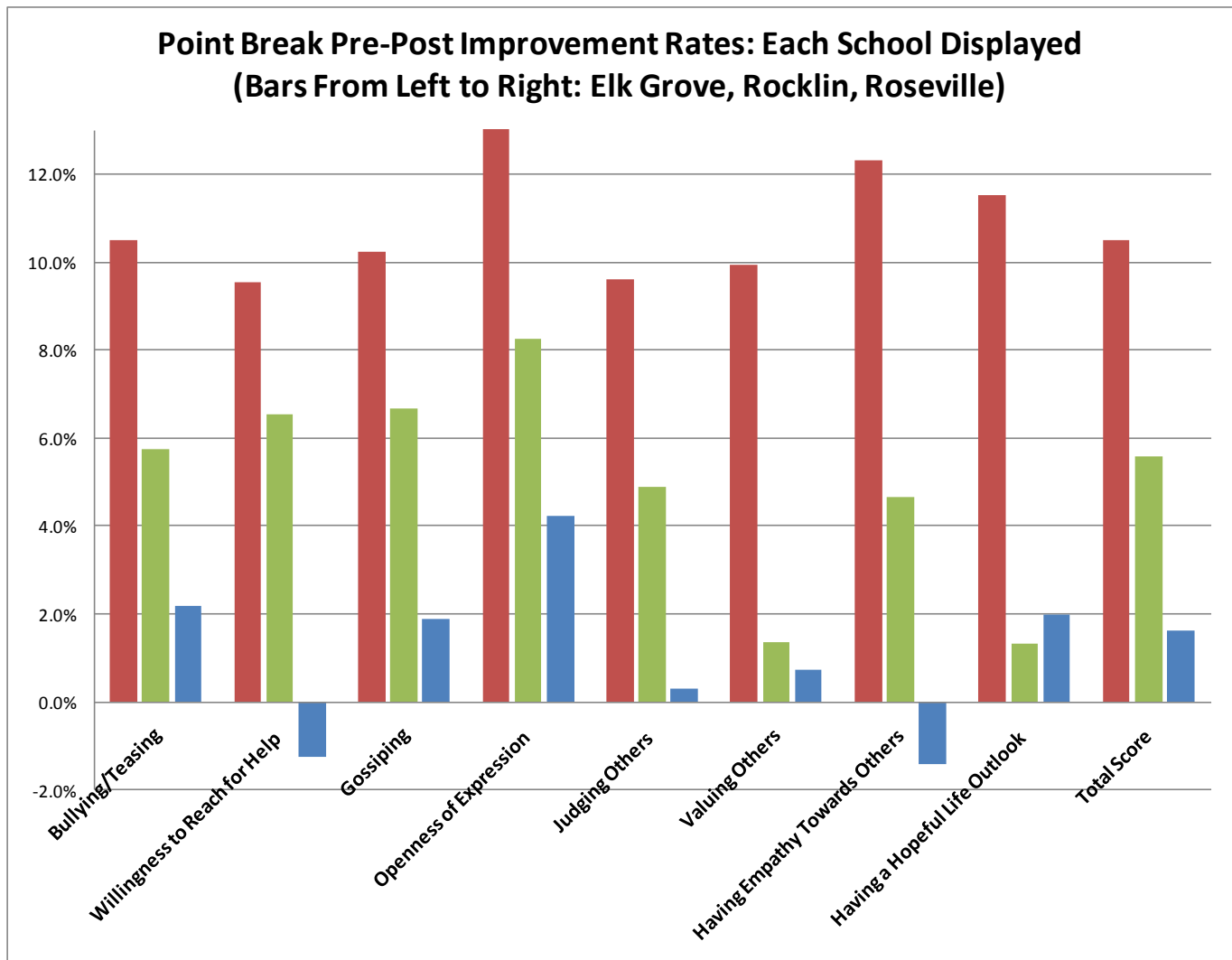


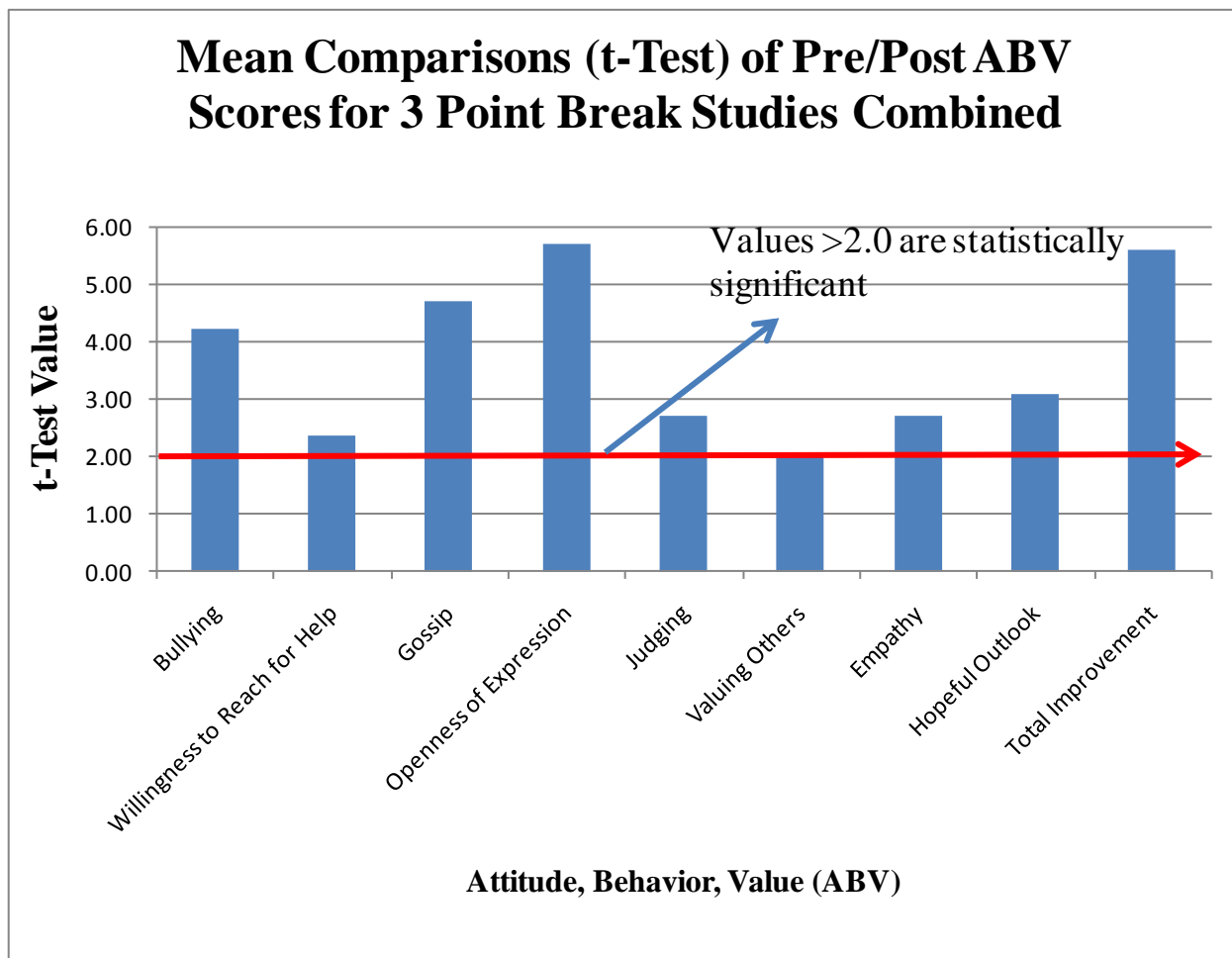
Figure 8. ABV Change Scores for All Three High Schools (Each School Displayed)



The combined results showed positive change results across all eight ABV scales (with the exception of two ABVs 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%) ABVs.

When these results are combined into a t-Test to evaluate the statistical significance of the aggregated results, all eight ABV 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 ABV 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 ABV 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 8 summarizes the results of the t-Test analysis.

Table 8. Aggregated t-Test Results ABV Pre- and Post-Survey Change Scores (All Schools Combined).

Point Break Pre-Post Evaluation Results: All Schools Combined								
Attitude/Behavior/Value (ABV)	n	Pre-Workshop Average	Post-Workshop Average	Change Improvement % (Post-Pre)	t-Value	p-Value	Effect Size	% of Non-Overlap Between Pre-Post
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%
Total Score	116	113.1	118.7	4.7%	-5.59	0.000	1.038 (Large)	55%

The results displayed in Table 8 show high levels of statistical significance for the Total Improvement, 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 ABVs (and total) broken down by minority status and gender.

Figure 10. Point Break Improvement Rates (Change Scores) by Gender.

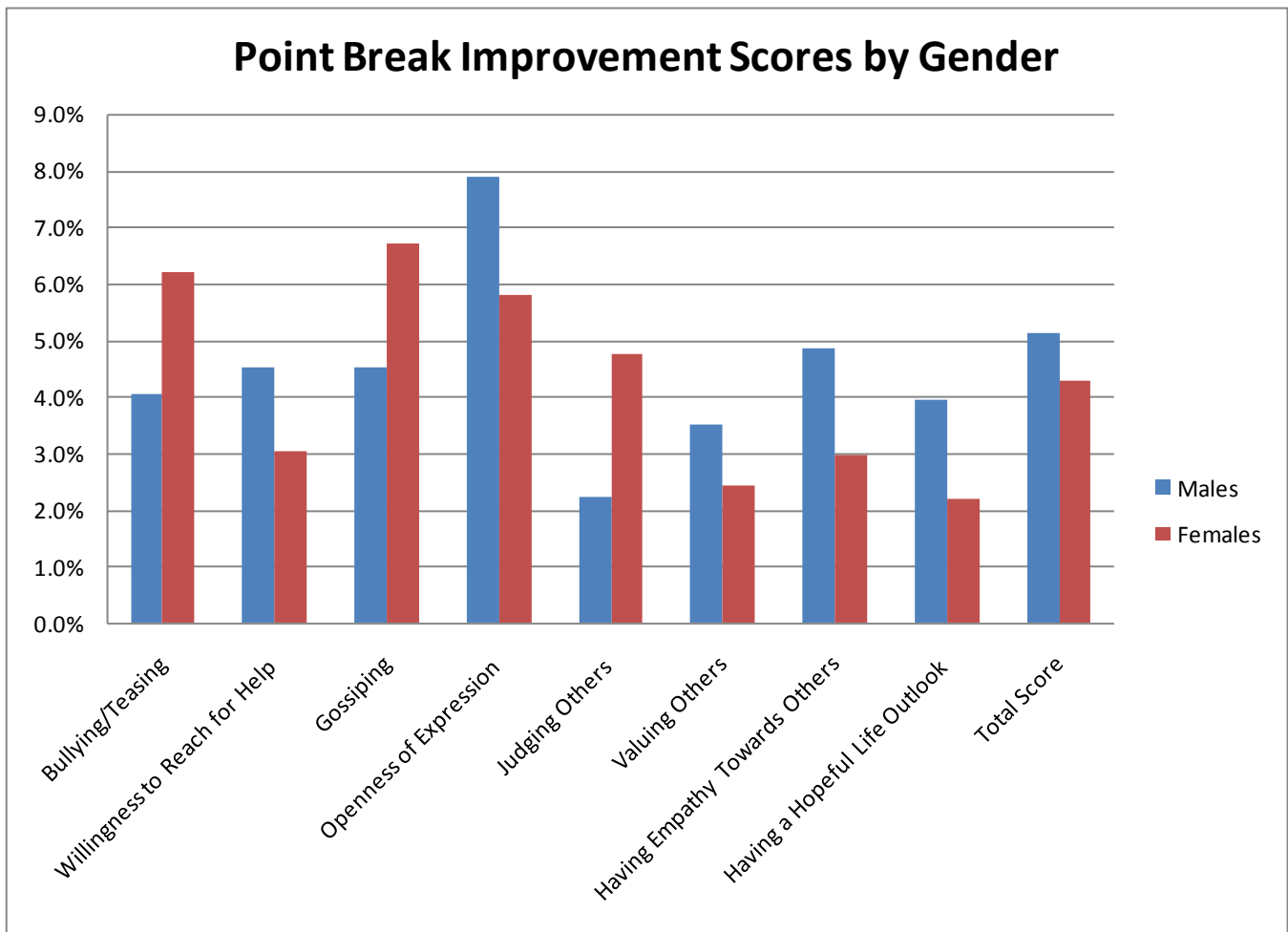


Figure 10 indicates that females were more impacted by the Point Break Program on the Bullying, Gossip, and Judging Others ABVs; whereas males were more impacted overall, Willingness to Reach for Help, Openness of Expression, Valuing Others, Empathy, and Having a Hopeful Outlook scales.

Figure 11. Point Break Improvement Rates (Change Scores) by Minority Status.

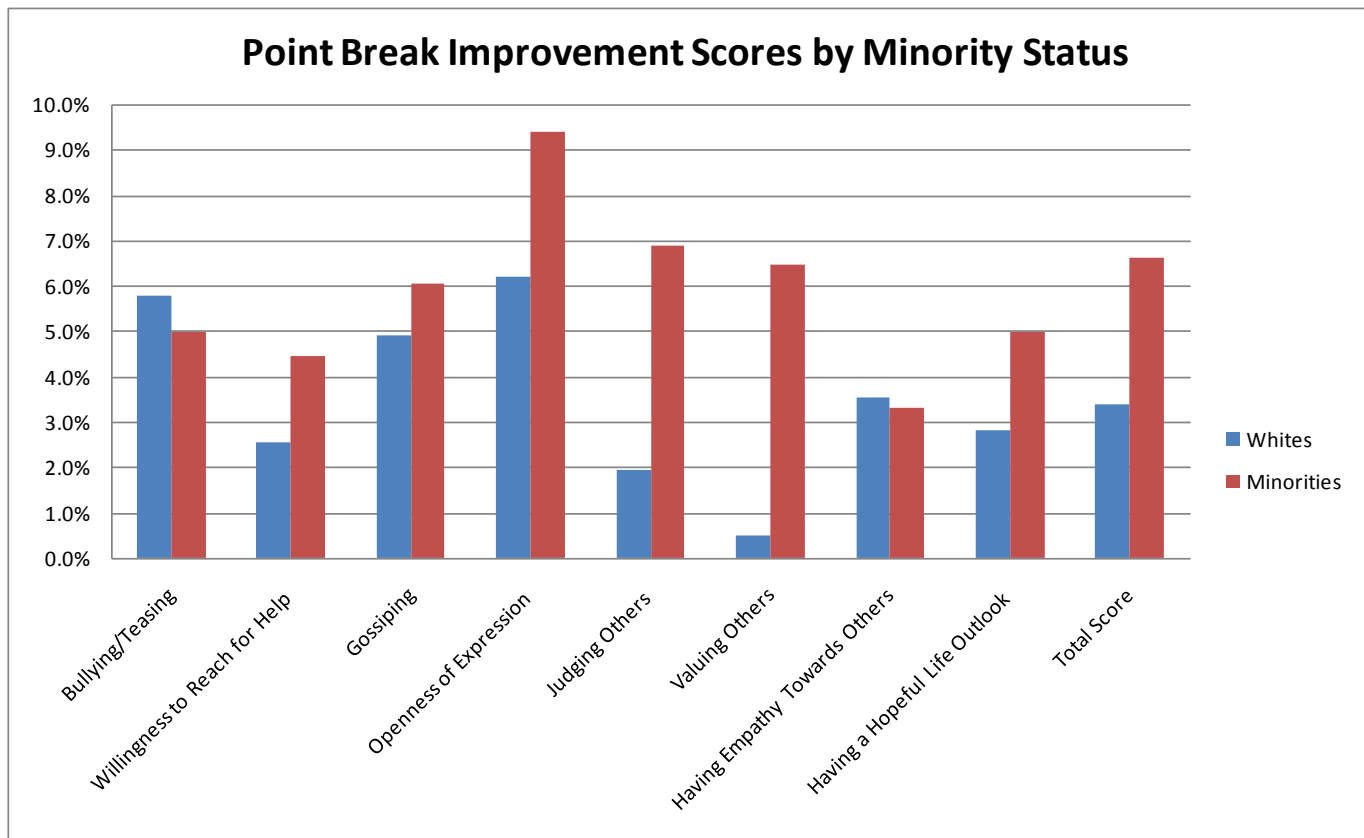


Figure 11 displays that Minorities were more impacted by Point Break on the “Total Improvement” scale (about double the change observed with whites) and on 6 of the 8 ABV scales. The only two scales where higher Change score were observed with whites are Empathy and Bullying. The most profound differences 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 9. Point Break Improvement Rates and t-Test Results (All Schools Combined) by Minority Status.

Point Break Pre-Post Improvement Rates (by Whites/Minorities)					
Attitude/Behavior/Value (ABV)	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
Total Score	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 5 out of the 8 ABVs. Minorities also demonstrated a much higher improvement on the Total Score comparison, with about twice the impact as was observed on whites. Statistically significant improvement rates were observed with minorities on 7 out of 8 ABV scales, whereas whites only had statistically significant improvements on 3 out of 8 ABVs (statistically significant improvements were observed on the Total 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 minorities students than whites.

Table 10. Point Break Improvement Rates and t-Test Results (All Schools Combined) by Gender.

Point Break Pre-Post Improvement Rates (by Males/Females)					
Attitude/Behavior/Value (ABV)	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
Total Score	Females	52	4.3%	-3.81	0.000
	Males	51	5.1%	-4.22	0.000

Females had significant improvements on 5 out of 8 ABV scales, whereas males had significant improvement rates on 7 out of 8 ABV scales. A slightly stronger overall impact was observed with males (5.1% versus 4.3%).

Implications of Research Results

Four ABVs were positively impacted across all three schools (with varying degrees of impact) and were statistically significant when all three schools were combined:

- Openness of Expression (7.4% improvement observed)
- Gossip (5.1% improvement observed)
- Bullying (5% improvement observed)
- Hopeful Outlook (3.5% improvement observed)

The “Total Improvement” scale (made up of a combination of all scales) was also statistically significant, with an overall improvement rate of 4.7%.

Two major questions that are typically posed after conducting any substantial research project are: (1) Did the program work, and (2) Was it effective at producing a lasting change in the lives of the subjects in the study? The short answers in this situation are “Yes” and “Yes”—Point Break had a profound impact on the ABVs of the teens in this study in these four key areas. Next we discuss the practical implications that emerge from these positive research results.

Openness of Expression

When the results from all three schools are combined, a 7.4% improvement score was observed in the Openness of Expression ABV. The following seven survey questions were included on this scale:

- Emotions are important to talk about.
- I don’t even bother opening up my feelings to others because they don’t really care.
- Opening up your feelings to others is just a sure way to get hurt.
- I am comfortable sharing personal information and opinions with others.
- I express my emotions well.
- I can trust other people by sharing my feelings with them.
- I feel free to talk to my friends about personal things in my life.

The Point Break Program made a positive impact in the lives of teens in such a way that they responded *substantially differently* to these questions 6-10 weeks after the Point Break intervention. Teenagers who learn how to be more expressive with their emotions and viewpoints will be more likely to mature into adults with better coping and interpersonal skills and, while progressing in this manner, will likely be more productive and focused students during their high school years. One needs only to look at personal experience to know that keeping emotional knots inside can be incredibly distracting—particularly in

learning environments. By impacting how teenagers express themselves in very real, tangible ways (as reflected by the questions on this scale), the Point Break Program can contribute to a better learning environment for schools.

The findings from the Pre-Post study were also supplemented by the 19-question Workshop Evaluation Survey that students completed immediately after the Point Break Program. Three questions on this survey were relevant to the Openness of Expression ABV. The questions, average endorsement scores (on a 1-4 rating scale with 1=very ineffective, 2=somewhat ineffective, 3=somewhat effective, and 4=very effective), and the percentage of “effective” ratings are described below.

- Please rate the effectiveness of the PB workshop at increasing your awareness about **reaching outside of yourself into the lives of others**. The average score on this item was 3.6 and 79.3% of the students gave this question a “3” or “4” rating.
- Please rate the effectiveness of the PB workshop at increasing your awareness about **the importance of expressing your own feelings**. The average score on this item was 3.5 and 74% of the students gave this question a “3” or “4” rating.
- Please rate the effectiveness of the PB workshop at motivating you to **express more of your feelings and pains to others**. The average score on this item was 3.4 and 70% of the students gave this question a “3” or “4” rating.

We believe the combination of both statistical and qualitative evidence combine to show positive impact and change in this critical domain.

Gossip

When the results from all three schools are combined into an overall analysis, a 5.1% improvement score was observed in the Gossip ABV. The following four survey questions were combined to create this scale:

- I am aware of the harmful effect that gossip can have on others.
- I frequently gossip about other people.
- I rarely try to discourage my friends from gossiping about others.
- People who can't handle gossip are just weak.

Gossip creates a distracting learning environment and can constitute a type of verbal harassment. Teens who participate (or are the targets of) in 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. We are encouraged to report that the Point Break Program substantially impacts this area and can contribute to a school environment that is less impacted by the negative effects of gossip.

The Workshop Evaluation Survey that students completed immediately after the Point Break Program also provided useful insight to how the Point Break Program impacted participants on this ABV. Two questions on this survey pertained to the Gossip ABV. The questions, average endorsement scores, and the percentage of “effective” ratings are described below.

- Please rate the effectiveness of the PB workshop at increasing your awareness about **the harmful effects of gossip**. The average score on this item was 3.4 and 68.1% of the students gave this question a “3” or “4” rating.
- Please rate the effectiveness of the PB workshop at motivating you to **stop gossiping about others**. The average score on this item was 3.6 and 75% of the students gave this question a “3” or “4” rating.

We believe the combination of both statistical and qualitative evidence combine to show positive impact and change in this critical domain.

Bullying

When the results from all three schools are combined into an overall analysis, a 5% improvement score was observed in the Bullying ABV. The following four survey questions were included on this scale:

- I rarely try to stop my friends from teasing/bullying other people.
- I frequently tease/bully other people.
- People who can't handle a little teasing/bullying are just weak.
- I am aware of the harmful effect that my teasing/bullying can have on others.

Two of the Workshop Evaluation Survey questions revealed qualitatively how the Point Break Program impacted participants on the Bullying ABV. The questions, average endorsement scores, and the percentage of “effective” ratings are described below.

- Please rate the effectiveness of the PB workshop at increasing your awareness about **the harmful effects of teasing/bullying others**. The average score on this item was 3.6 and 73.1% of the students gave this question a “3” or “4” rating.
- Please rate the effectiveness of the PB workshop at motivating you to **stop teasing/bullying others**. The average score on this item was 3.6 and 80% of the students gave this question a “3” or “4” rating.

While improving ABVs like Openness to Expression is indeed a beneficial outcome of the Point Break Program, reducing bullying behaviors and undesirable attitudes regarding bullying is perhaps *even more important*—especially given the current levels of school violence. It would be a profound claim indeed to state that the Point Break Program reduced bullying and, subsequently, school violence. However, predicting the *non-occurrence* of events is a challenge for any research study. What was substantiated by this research study, however, was that the Point Break Program *did* in fact impact the factors that can be

precursors to school violence, or have been shown in outside studies to be related to school violence. This important part of our study is discussed next.

The Relationship between Bullying and School Violence

Former President Bill Clinton (July 1998) stated: “In most schools, it’s not the sensational acts of violence, but the smaller acts of aggression, threats, scuffles, and constant back talk that take a terrible toll on the atmosphere of learning, on the morale of teachers, on the attitudes of students.” School violence—in whatever form—hinders school learning and morale, and fortunately, this research evaluation has demonstrated that *Point Break impacts the factors that can translate to school violence*.

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 (Olweus, 1993). 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, including carrying weapons, fighting, and sustaining injuries from fighting (Nansel et al. 2003). 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 overweight or “unusual” 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.

The fact that the Point Break Program substantially impacts the way that teens act, behave, and feel towards bullying is one of the most significant findings of this study. This finding leads to the reasonable conclusion that the Point Break Program can contribute to a safe and effective learning environment through the reduction of these negative behaviors, and by replacing them with positive ones.

Hopeful Outlook

When the results from all three schools are combined into an overall analysis, a 3.5% improvement score was observed in the Hopeful Outlook ABV. The following four survey questions were combined to create this scale:

- I fulfill a valuable role in my friends' lives.
- My future is bright and full of potential.
- My best days are behind me.
- I am confident that my friends value my friendship.

Two of the Workshop Evaluation Survey questions revealed qualitatively how the Point Break Program impacted participants on this ABV. The questions, average endorsement scores, and the percentage of “effective” ratings are described below.

- Please rate the effectiveness of the PB workshop at increasing your awareness about **your purpose and role with friends and family**. The average score on this item was 3.6 and 76.2% of the students gave this question a “3” or “4” rating.
- Please rate the effectiveness of the PB workshop at motivating you to **look for the best in your future**. The average score on this item was 3.7 and 83% of the students gave this question a “3” or “4” rating.

The benefits of having a more hopeful outlook on life are profound. Students who are more optimistic and self-confident are likely to have higher achievement levels and better relationships with fellow students as well as teachers.

Conclusions

Students who possess ABVs that are the *opposite* of those that are positively impacted by Point Break are more likely to have behavioral problems (e.g., school violence), learning challenges in school, and perhaps even higher suicide rates. As already mentioned, it is challenging to conduct a research study on how well an intervention program can effectively predict the *non-occurrence* of such events like school violence or suicide—however, it is *not* impossible to evaluate how an intervention program *impacts the factors that lead to such events*. And this is precisely what this research study has revealed—teenagers are malleable and the Point Break Program is strategically calibrated to positively impact them in significant, lasting ways.

We are encouraged to see how the research results demonstrated that Point Break actually works to impact the targeted ABVs in both short- and long-term ways. Being able to pull a group of 50-100 teens out of their daily high school lives to instill lasting changes in significant areas such as Openness of Expression, Bullying, Gossip, and having a Hopeful Outlook generates substantial returns to both the schools corporately, as well as in the lives of the students individually.

References

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- Olweus, D. (1993). *Bullying at school: what we know and what we can do*. Oxford, England: Blackwell Publishers.

Appendices

Appendix A: 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 B: Point Break Program Description

Point Break is a one-day workshop designed 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 & 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."

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: Background on Biddle Consulting Group, Inc.

Biddle Consulting Group, Inc. (BCG) is a Human Resource 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 providing 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 D: Point Break Pre-Evaluation Survey



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 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 each of the 40 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Appendix E: Point Break Post-Evaluation Survey



POST-Evaluation Survey

COMPLETE THIS SURVEY 8 WEEKS 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 you attended 6-10 weeks ago. Please answer each of the 40 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 <u>increasing your awareness</u> about:	Very Ineffective	Somewhat Ineffective	Somewhat Effective	Very Effective
The harmful effects of teasing/bullying others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of valuing other peoples' feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching outside of yourself into the lives of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of expressing your own feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The harmful effects of gossip.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of valuing other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The harmful effects of judging others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your need to reach out for help when you need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your purpose and role with friends and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate the effectiveness of the Point Break workshop at motivating you to:

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

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:

- (4) Name two friends who should come to the next Point Break:
