REDUCING BULLYING IN MIDDLE SCHOOL STUDENTS

THROUGH THE USE OF STUDENT-LEADERS

Amy DiBasilio, B. A.

An Action Research Project Submitted to the Graduate Faculty of the

School of Education in Partial Fulfillment of the

Requirement for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University and Pearson Achievement Solutions, Inc.
Field-Based Master's Program
Chicago, Illinois

May, 2008

Dedication Page

Dedicated to my 2007-2008 iHOP group (student-leaders). Thank you for all your hard work and

commitment this year. This project couldn't have been done without you.

ABSTRACT

Bullying is a problem in many schools. The purpose of this action research project report was to reduce bullying in middle school students through the use of student-leaders. Twenty-eight 8th graders, two counselors, and 24 teachers participated for a total of 54 participants. The study was conducted between September 11, 2007, and December 20, 2007.

This project focused on four types of bullying: physical, verbal, social, and electronic. The three tools that the teacher-researcher used to document evidence of the problem were a counselor survey, a teacher survey, and a student survey. The data gathered on the student survey allowed the students to identify ways in which they had viewed and/or experienced the roles of victim, bully, and bystander. Seventy-one percent of the student-leaders reported being victims of verbal bullying at least once last spring. Twenty-six percent of students reported observing social and verbal bullying a minimum of every week. The data gathered from the teacher and counselor surveys allowed the teachers and counselors to identify ways they had viewed bullying or when it had been brought to their attention. The teacher survey showed that 67% (n=16) of teachers believed that bullying was an average problem last spring (2007). Both counselors believed that bullying was at least an average problem last spring.

Student-leaders were enlisted and trained to go into classrooms to share information about bullying. The teacher-researcher included in this program: direct instruction on bullying prevention, team-building activities, and group discussions. These interventions were intended to reduce the amount of bullying school-wide. The students were also taught leadership and pro-social skills that prepared them to go into classes to share what they had learned and pass along the skills necessary to reduce bullying.

The post survey results showed some positive changes. Overall, more teachers considered bullying either not a problem or a small problem in the past month as compared to last spring, where 67% (n=16) saw it as an average problem. Students widened their definition of bullying throughout the intervention, and the amount of social and verbal bullying they participated in decreased. There was an 11% increase in student-leaders helping the victim if they were bullied. According to the counselor post survey, based on the students they worked with, bullying improved slightly. The teacher-researcher believes that this intervention needed more time than one semester to make more of an impact.

TABLE OF CONTENTS

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

This action research project focused on bullying prevention in middle school students. Physical aggression, relational (social) aggression, and verbal aggression are all forms of bullying. Specific bullying behaviors include teasing, hitting, gossiping, excluding, texting, three-way calling, etc. Through conducting surveys from students, counselors, and teachers, the teacher-researcher was able to provide evidence of the problem as well as document successful bullying prevention strategies.

Immediate Context of the Problem

This site was a medium-sized middle school located in the north shore of the Chicagoland area. This site was one of three middle schools in the district and served students from one community. The population of this school was predominantly Caucasian and consisted of very few Limited-English proficient students and low-income students. Low-income students made up only 3% of the student population, and Limited-English Proficient students made up only .07 % of the population. This particular site did have a relatively small amount of Hispanic students (2.3%), even compared to the rest of the district as a whole (15.9%). In general, this site did not serve a very diverse student population, as can be seen in Table 1.

Table 1

Racial/Ethnic Background of Student Population by Percentage

	Total Enrollment	Caucasian	African American	Hispanic	Asian/Pacific Islander	Native American	Multi racial/ Ethnic
School	569	95.4	1.1	2.3	1.2	0.0	0.0
District	4,396	80.3	1.7	15.9	1.9	0.0	0.2
State	2,062,912	56.7	20.3	18.3	3.7	0.2	0.7

The students who attended this site had a very good attendance rate at 95.1%.

Both the school and the district had a 0% chronic truancy rate. The mobility rate

was low at 1.2%, compared to 16.1% for the state and 4.8% for the district. See Table 2.

Table 2

Chronic Truancy, Mobility, and Attendance by Percentage

	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School	0.0	1.2	95.1
District	0.0	4.8	96.1
State	2.2	16.1	93.9

The ethnicity of teachers in this site was similar to the ethnicity of students. The majority

of teachers in the district were of Caucasian ethnicity (90.7%). See Table 3.

Table 3

Racial Ethnic Background of Teacher Population by Percentage

	Caucasian	African- American	Hispanic	Asian/Pacific Islander	Native American
School	-	-	-	-	-
District	90.7	0.7	6.9	1.7	0.0
State	84.3	9.9	4.5	1.2	0.2

The students at this site were taught by 100% highly qualified teachers with zero teachers having emergency or provisional credential. This district's teachers had taught for an average of 14.3 years, with 72% earning a Master's degree or above, compared to the state rate of 49.1%. Class sizes for the district and school were at 15.5% Student –Teacher ratio. This ratio was smaller than the state at 18.9. See Table 4.

Table 4

Student-Staff Ratios

	Student-Teacher	Student-Certified Staff	Student-Administrator
School	-	-	-
District	15.5	10.9	151.6
State	18.9	13.8	209.5

A typical day at this site consisted of nine, 41-minute class periods on Mondays, Tuesdays, and Fridays. On Wednesdays and Thursdays the site was on a block schedule with four 82-minute blocks and a 41-minute lunch period for each grade level. The typical day started with an 8-minute home base with 10 to 15 students assigned to a teacher. Announcements and other important business took place during this time. On 14 occasions during the school year this site had an extended home base where a wide variety of activities took place including Character Counts activities. On these 14 occasions the extended home base lasted 40 minutes.

The Illinois Standards Achievement Test (ISAT) is given to students in grades 3, 4, 5, 7, and 8. The 7th grade students took the science portion, and 8th grade students took the math and reading portion. Based on the information above, the students at this site performed well over the state average, especially in reading and science. The students at this site also performed better than students in the rest of the district in all three testing areas. See Table 5.

Table 5

ISAT Percentage-Meet and Exceed-Grade 7 and 8

	Science (7th Grade)	Mathematics (8th Grade)	Reading (8th Grade)
School	94.7	87.1	94.7
District	91.1	80.9	89.1
State	74.6	72.7	54.3

Table 6 shows ISAT scores broken into four performance areas. Level 1 is the Academic Warning level where students only demonstrate limited knowledge and skills in the particular subject. Level 2 is Below Standards. These students demonstrate basic knowledge and skills in the subject. Level 3 is Meets Standards where the students show proficient knowledge and skills in that area. Lastly, Level 4 is Exceeds Standards where students are advanced in knowledge and skills in this subject area. This chart also breaks these levels down by ethnicity. One interesting point is that the report card does not give data for the school specifically for any area besides Caucasian. Only district and state information can be found. See Table 6.

Table 6

ISAT- Performance Levels by Racial/Ethnic Backgrounds by Percentage

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
Caucasian												
School	.6	4.2	61.1	34.1	.6	12.0	34.7	52.7	3.4	2.3	61.0	33.3
District	.3	6.2	64.9	28.6	.5	14.4	41.2	43.8	2.6	3.4	53.5	40.5
State	.4	17.5	66.4	15.7	3.1	29.6	44.1	23.2	4.4	8.9	57.7	29.0
African American												
School	-	-	-	-	-	-	-	-	-	-	-	-
District	0.0	9.1	81.8	9.1	0.0	18.2	81.8	0.0	0.0	7.7	84.6	7.7
State	1.6	44.8	50.3	3.4	14.2	61.0	21.6	3.2	23.7	27.1	45.5	3.7
Hispanic												
School	-	-	-	-	-	-	-	-	-	-	-	-
District	0.0	48.9	46.7	4.4	6.7	51.1	37.8	4.4	10.7	19.6	62.5	7.1
State	0.7	39.6	55.7	4.0	6.6	54.1	32.7	6.6	16.3	23.1	53.4	7.2
Asian/Pacific Islander												
School	-	-	-	-	-	-	-	-	-	-	-	-
District	-	-	-	-	-	-	-	-	-	-	-	-
State	0.1	13.0	64.6	22.2	1.1	16.7	40.7	41.6	3.0	6.7	54.7	35.5
Native American												
School	-	-	-	-	-	-	-	-	-	-	-	-
District	-	-	-	-	-	-	-	-	-	-	-	-
State	1.3	25.0	65.9	7.8	6.8	42.4	33.9	16.9	10.0	15.9	51.9	22.1
Multiracial/ Racial Ethnic												
School	-	-	-	-	-	-	-	-	-	-	-	-
District	-	-	-	-	-	-	-	-	-	-	-	-
State	0.7	25.9	61.3	12.1	7.3	39.8	38.0	14.8	7.4	12.6	61.3	18.8

This site consisted of a principal and associate principal, three secretaries, and one to two full-time janitors. Employed at this site were 54 full-time certified teachers, a full-time nurse, three counselors, a social worker, a floating psychologist, a speech pathologist, twenty aides,

numerous substitutes, two librarians, and one full-time technology specialist. This site also

housed a program called NSSED, which was an outside service to children with special needs.

These students are also included in some of the school's exploratory classes. There was a library

with a computer laboratory attached as well as two more computer laboratories. Each teacher had

a computer. This site had three gymnasiums and a three-year-old fitness center. The fitness

center was very up to date with Playstation bikes, 3 TVs, a DDR, and various strength training

machines. It had a teachers' lounge and a cafeteria as well as rooms for music and a few extra

meeting rooms. This site had six laptop carts of 15, one laptop cart of 25, and two computer

laboratories of 25 computers. This site also had one computer-enriched classroom of 23, 15

computers for the IMC, and 60 computers in classrooms. There were a total of 324 computers at

this site in 2006-2007.

The problem I would like to focus on is bullying in the middle school. Based on the

School Report Card, this site is a high performing school. Students are educated and teachers are

educated. Even so, and maybe because of this, the problem of bullying still exists. It is not clear

if it is related to the information above.

Local Context of the Problem

The community this site was located in was the north shore in suburban Chicago. It was

developed in 1869. As of 2000, the population was 32,649, and was ranked as one of the best

places to live in 2005 by Money Magazine. This site was predominantly a wealthy suburb,

although there were some areas of Section 8 Housing. Financially, the median family income in

1999 was $117,235 and the median household income was $100,967. The per capita income in

1999 (avg/person) was $55,331. The number of families that were below poverty level was 209,

which was about 2.3% of the population. The number of individuals below poverty level was 1182, which was around 3.8% of the population.

The median age was 40.6 in 2006. The information on age was found on factfindercensus.gov from 2000 (U.S. Census Bureau, n.d.). The age distribution in the town of this site in 2000 was as follows: There were 2,330 (7.4%) of the population under 5 years old. The number of people 18 and older was 22,882 (73%). The distribution of people 65 and older was 4,726 (15.1%).

The ethnicity of this site was predominantly Caucasian with 28,606 people, or 91.2% of the population. The percentage of Black or African-American was 1.8%, American Indian or Alaskan Native was 0.1%, Asian was 2.3%, some other races was 3.5%, and two or more races was 1.2%. See Table 7.

Table 7

Racial/Ethnic Background of Local Population by Percentage

	Caucasian	African American	Native American	Asian/ Pacific Islander	Other races	Two or more races
Community	91.2	1.8	0.1	2.3	3.5	1.2

Based on factfinder.census.gov in 2000, 91.7 % of the population over 25 was a high school graduate or higher, whereas 61.6% of the population over 25 had a bachelor's degree or higher (U.S. Census Bureau, n.d.).

The average household in this community in 2000 had 2.71 people. In 2000, 68.7% of the population 16 and older was in the labor force. The jobs they were employed in included a wide variety of choices including, but not limited to, management, sales, farming, fishing, construction, education, etc. See Table 8.

Table 8

Occupations of Local Community by Population and Percentage

	POP	%
Employed civilian population 16 years and over	15,679	100%

OCCUPATION

	POP	%
Management, professional, and related occupations	8,715	55.6
Service occupations	1,627	10.4
Sales and office occupations	4,286	27.3
Farming, fishing, and forestry occupations	0	0.0
Construction, extraction, and maintenance occupations	505	3.2
Production, transportation, and material moving occupations	546	3.5

The crime rate from the Illinois State Police Website in 2005 data per 100,000 people was 1396.5 and the Total Crime Index was 436.

The history from a Chicago history (Vaillant, n.d.) and village website (City of Site, 2006) states that this community was originally inhabited by Potawatomi tribes. Later, German immigrants created two village ports. This community was incorporated in 1869. Early on in its history, the purchase/use of alcohol was prohibited. The community took in Jewish immigrants after WWII when surrounding villages were not as receptive. The city planning involved reforestation, public flower gardens, and many open space preservations. Annually, 500,000 people enjoy outdoor summer performances, where top composers entertain the crowd. Also, there is a beautiful waterfront and busy downtown area with shops and restaurants that attract many visitors as well as community members (City of Site, 2006).

This community had 11 schools with three middle schools and eight elementary schools. It was located off the beautiful shores of Lake Michigan, north of downtown Chicago. This district began more than one hundred years ago. Today, there are more than 4,400 students in

this district, served by approximately 620 staff members. There is one superintendent and one assistant superintendent.

The Mission Statement of the district was to "nurture every child as an individual, to empower every child as a learner, and to inspire every child to become a contributing member of society." This district believes that children learn best": when they love learning; when individual academic, social, emotional and physical needs are recognized and addressed; when curriculum and instructional practices inspire creativity, academic growth, cooperation and responsibility; in a safe, child-centered and respectful environment; when they develop meaningful relationships with quality educators who foster confidence, self-esteem and an excitement for learning; in a community of positive role models; when diversity is valued; when families are actively involved in their children's education, working in partnership with educators; when sufficient resources are available and responsibly managed; when the first priority is the educational best interest of all children." (School Website, n.d, p.1)

Based on the 2005-2006 school report card, the local property taxes account for 86.8% of the district's revenue, and no referendum for the district was found in the past six years of elections (Site School District, 2005).

The problem that I have identified in this school is bullying. Based on the information above, bullying may be a problem in this school because of the high income status of its residents. There also may be a lot of pressure on the children there to succeed as their parents had before them.

National Context of the Problem

According to Dan Olweus, "bullying poisons the educational environment and affects the learning of every child (Starr, 2005, p.1). Physical aggression, relational aggression, verbal aggression, and social aggression are all common terms used in the literature to describe bullying. Bullying in schools is remarkably common. Over half of school children have been victimized at one time or another and over half have taken part in bullying (Jolliffe & Farrington, 2006). Bullying can affect the climate of the school in social ways. It can affect learning, cause fear, and even lead to anti-social behavior (Ericson, 2001). This anti-social behavior can reveal itself in physical intimidation, higher absence rates, revenge seeking, and even school shootings (Lumsden, 2002; Hillsberg & Spak, 2006; Bullying, n.d.; Young, Boye, & Nelson, 2006; & San Antonio & Salzfass, 2007). The United States Secret Service reported that in 37 school shootings, there was extreme and longstanding bullying and harassment among the majority of the school shooters (McLauglin, Laux, & Pescara-Kovach, 2006). The effects of bullying can continue into the victims' adult years (Limber & Nation, 1998; Coie & Cilessen, 1993, Parker & Asher, 1987 as cited in Bolger & Patterson, 2001; Ericson, 2001; Lumsden, 2002; Clarke & Kiselica, 1997 as cited in Lumsden, 2002; Crick, 1996 as cited in Davies, 2003; Shore, 2005; Root, 2006; Rimpelae, Rantanen, & Rimpelae, 2000 as cited in San Antonio & Slazfass, 2007; Center for the Study and Prevention of Violence (CSPV), n.d.; Gladstone, Parker, & Malhi, 2006 as cited in San Antonio & Salzfass, 2007). Bystanders are also affected by bullying (CSPV, n.d.; Goodman, 2000; & Starr, 2005).

CHAPTER 2

PROBLEM DOCUMENTATION

Evidence of the Problem

The identified problem area was bullying in the middle school. The purpose of the

research was to reduce bullying in school through the use of student-leaders. The participants in

the research were teachers, students, and counselors. The three ways that evidence was

documented were through teacher surveys, counselor surveys, and student surveys. The pre-

surveys were given and returned during the week of September 11, 2007 through September 18,

2007, for the teachers and counselors, and on September 25, 2007, for the students. The teachers

and counselors post-surveys were given and returned during the week of December 18 through

December 21, 2007. The student post-surveys were given and completed on December 20, 2007.

Teacher Survey

The purpose of the teacher survey was to obtain information regarding teachers'

perspectives on the types and frequency of bullying in their school as well as interventions used.

Forty surveys were distributed. Twenty-four surveys were returned which was a 60% return rate.

During the week of September 11, 2007, the teacher-researcher placed the teacher survey in each

teacher's mailbox. The teachers were asked to complete the survey and return it to the teacher.

The teacher survey consisted of five questions. Questions one through three were ranked on a

Likert Scale.

Question one asked about the extent of bullying that took place in the teachers' school. Teachers chose from a 4-point Likert Scale. The choices ranged from one (no bullying problem last spring) through four (a large bullying problem last spring). All of the teachers admitted that there was at least a small bullying problem in the school last spring, but none saw it as a large problem. One-third (n=8; 33%) saw it as a small problem, while the rest (n=16; 67%) believed it was an average problem. Refer to Figure 1.
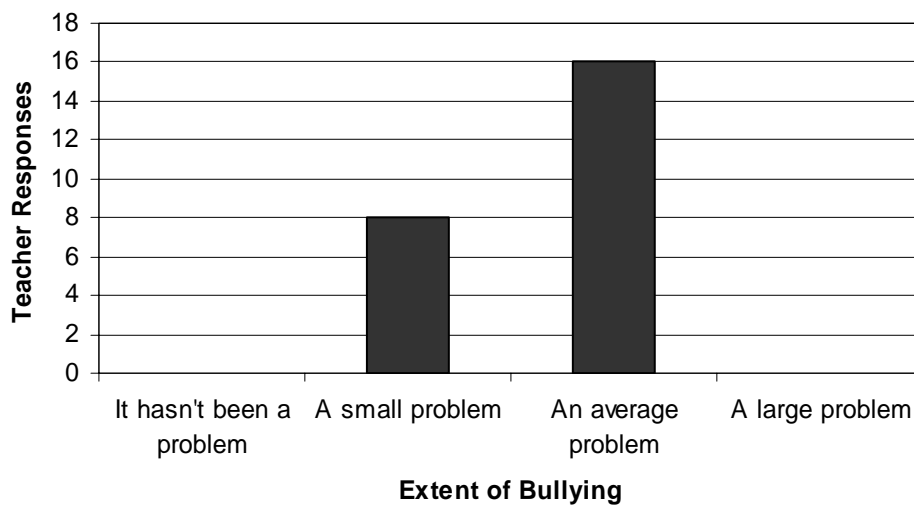
Figure 1: Extent of Bullying During the Spring (n=24)

Question two was based on a 4-point Likert Scale. It asked how many and what type of bullying was brought to the teachers' attention the last spring. The answers ranged from one (not once) through four (many times last spring). Every teacher surveyed, had indicated at least one instance of both verbal bullying and social bullying brought to their attention last spring. These were the most common types, with verbal being the most frequent. Fifteen teachers (n=15; 63%) reported being made aware of verbal bullying at least every week and five teachers (n=5; 21%) reported being made aware of social bullying at least every week. See Figure 2.
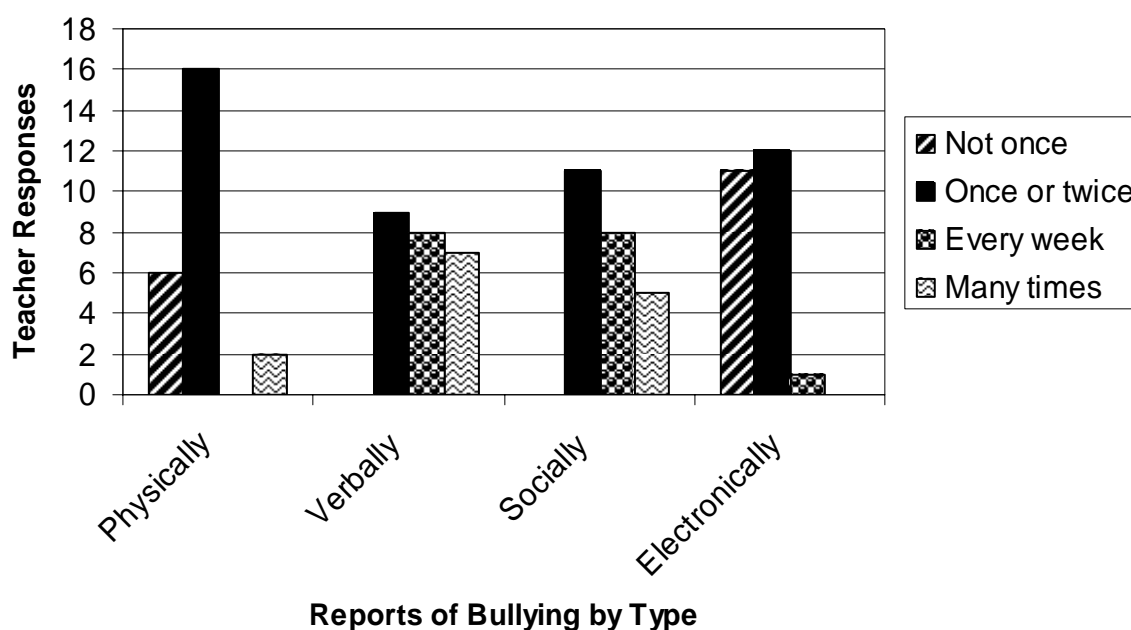

Figure 2: Reports of Bullying to Teacher during the Spring, Grouped by Type of Bullying (n=96)

Question number three was on a 5-point Likert Scale and the answers ranged from one (never) to five (always). This question asked how often the teacher responded to the bullying in ways ranging from disciplining the bully to helping the students to work it out themselves. The teachers' responses to how they handled bullying last spring greatly varied. See Figures 3-10.
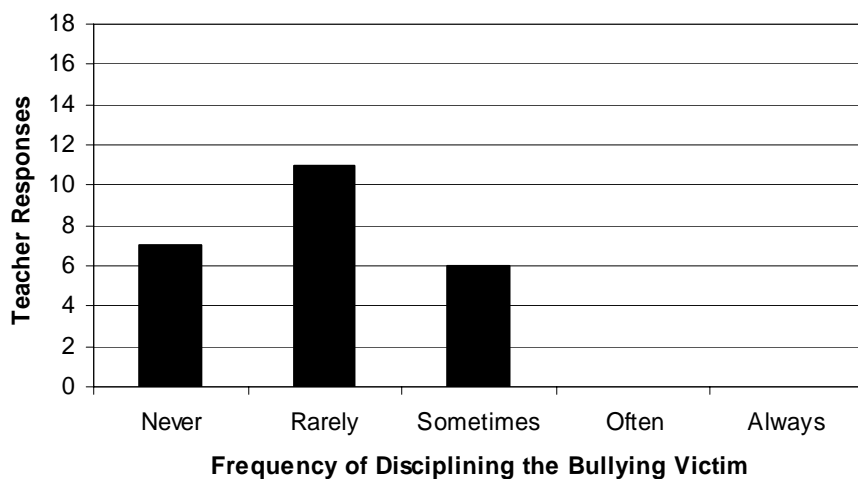
Disciplining the Bully

Disciplining the bully was a popular solution, as ten teachers (n=10; 42%) did this often or always. See Figure 3.
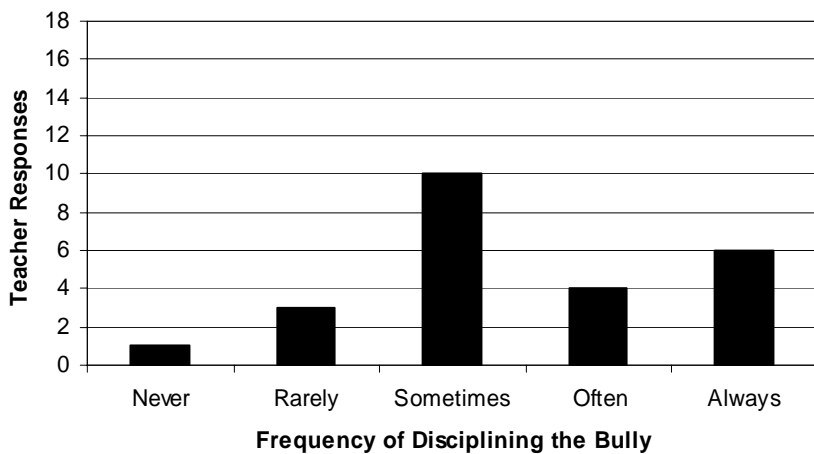
Figure 3: Teachers' Responses for Disciplining the Bullying During the Spring (n=24)

Disciplining the Victim

Disciplining the person being bullied was also rarely or never done by a majority of the teachers (n=18; 75%). See Figure 4.

Figure 4: Teachers' Responses for Disciplining the Person being Bullied During the Spring (n=24)

Ignoring the Bullying

Twenty-two of the teachers (n=22; 92%) never or rarely ignored the incident, while the other two (n=2; 8%) said they sometimes ignored it. See Figure 5.
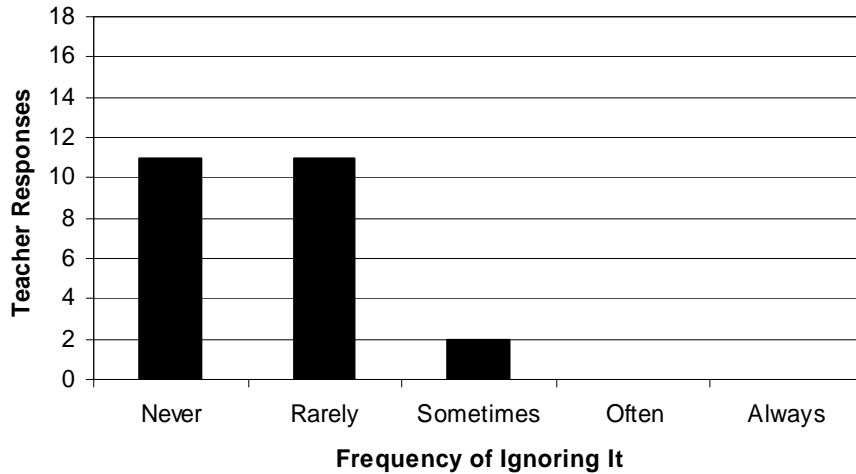
Figure 5: Teachers' Responses for Ignoring Bullying During the Spring (n=24)

Calling the Parents

Calling the parents was not performed often, with half of the teachers (n=12; 50%) either rarely or never doing this. See Figure 6.
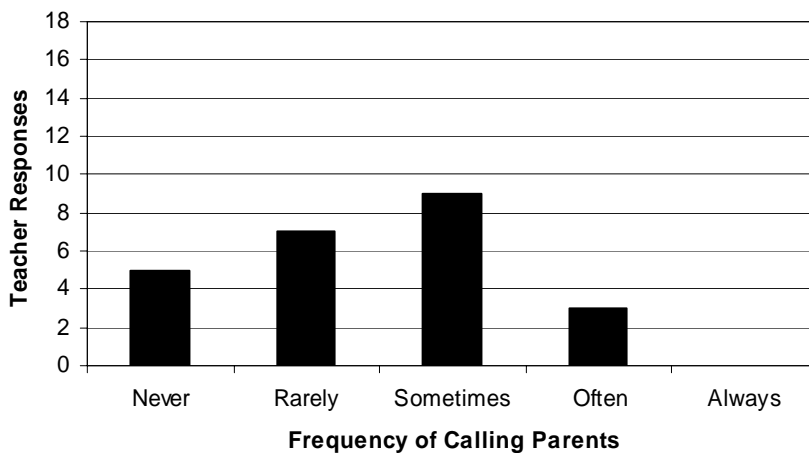
Figure 6: Teachers' Responses for Calling Parents During the Spring (n=24)

Bring to the Administration

Eleven teachers (n=11; 46%) chose sometimes for the response of bringing the bullying to the attention of the administration. This nearly doubled the second highest response of "often." See Figure 7.

Figure 7: Teachers' Responses for Bringing it to the Administration During the Spring (n=24)
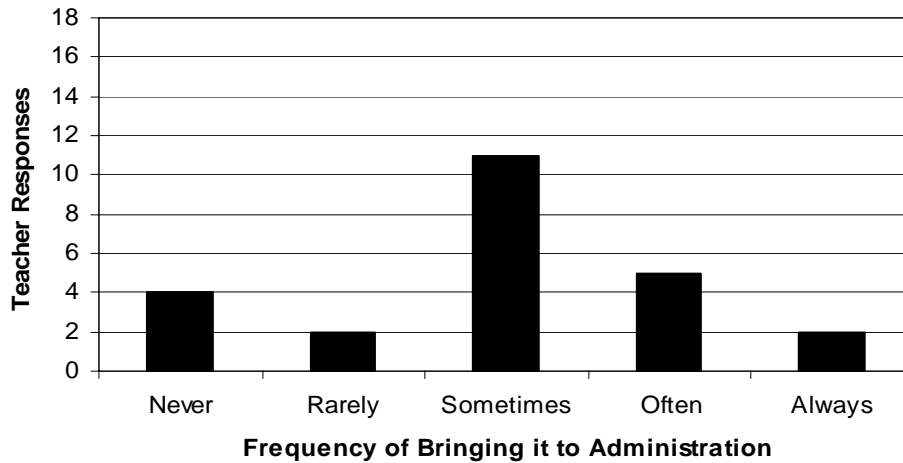
Bring to the Attention of the Class

The most common answer to whether the teacher brought the bullying to the attention of the class was sometimes (n=12; 50%). "Often" was the next most common response with five responses (n=5; 21%). See Figure 8.
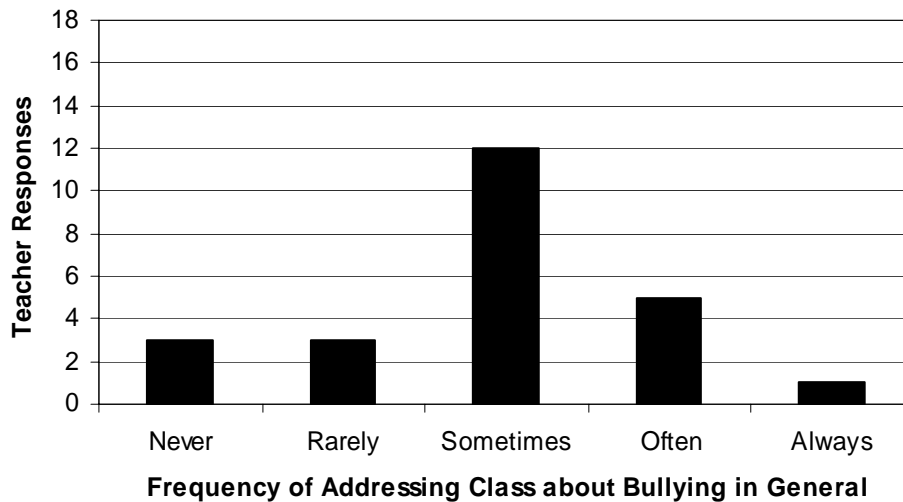
Figure 8: Teachers' Responses for Addressing the Class about Bullying in General During the Spring (n=24)

Bring to the Attention of the Counselor

The most common response to bullying reported by the teachers was bringing it to the attention of a counselor. Thirteen teachers (n=13; 54%) did this either often or always. See Figure 9.
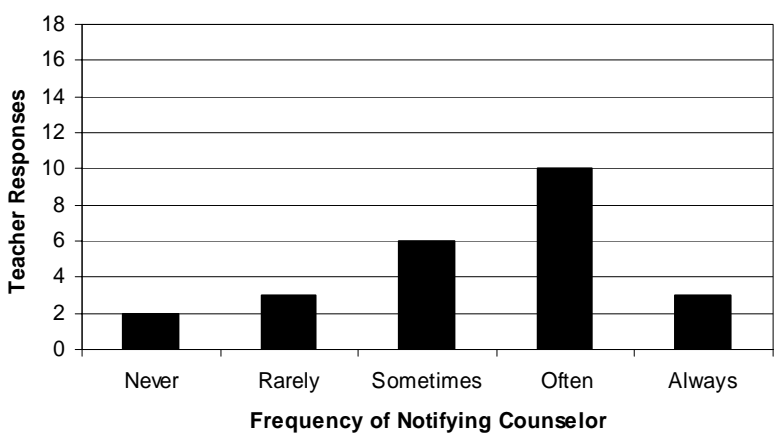
Figure 9: Teachers' Responses for Bringing Bullying to the Attention of a Counselor During the Spring (n=24)

Helping Students Work it Out on Their Own

Eleven teachers indicated that they "sometimes" helped the students work it out on their own (n=11; 46%). See Figure 10.
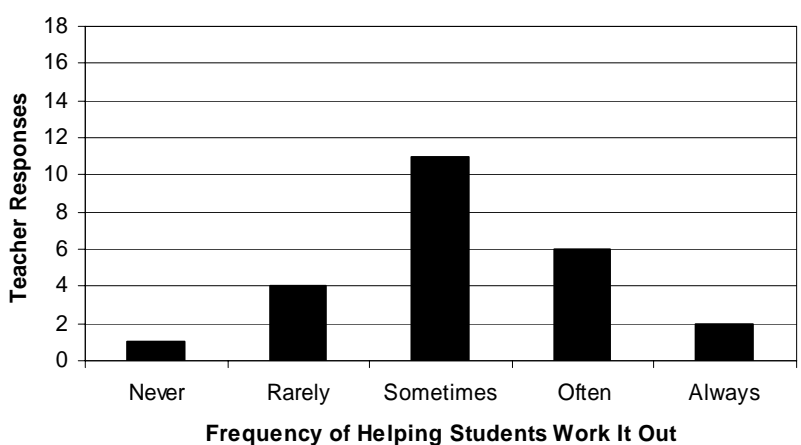
Figure 10: Teachers' Responses for Helping Students Work It Out Themselves During the Spring (n=24)

When asked if teachers used specific method to reduce bullying, fifteen of the teachers (n=15; 63%) tried specific methods to reduce bullying in their classroom or school last spring. Seven (n=7; 29%) did not. Two teachers (n=2; 8%) did not answer this question. See Figure 11.

Did not answer
8%

No
29%

Yes
63%

☒ Yes

☒ No

☐ Did not answer
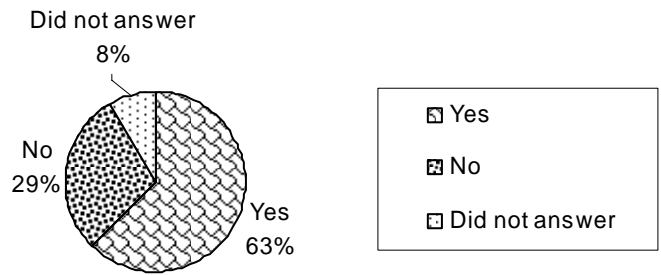
Figure 11: Teachers Who Tried Specific Methods to Reduce Bullying During the Spring (n=24)

Questions four and five were open-ended questions. Question four asked about interventions that the teachers tried in school and asked them to note what intervention worked best if they had tried one. Question number five asked for any other comments that would be helpful to my research. The results are shown in Tables 9, 10, and 11.

Many teachers tried a wide variety of interventions during the past spring. The most common areas these interventions focused on were classroom discussion and intervention, school-wide intervention, and one-on-one intervention with the student (either on their own or with a social worker. See Table 9.

Table 9

Teacher Responses to Methods Tried at Reducing Bullying Last Spring

Teacher Responses
-Clear message to all classes. Rapid response to first in class bullying.

-Implemented a team-building/problem-solving curriculum 1X week in one class with a counselor-facilitator.
-Group discussion
-Role modeling, empathy, awareness
-The counselor came into the classroom to do a couple activities and lead a discussion. We also used a web-based "stop the bullying program"
-Talk to student who was bullying (gave consequence)
-They signed a pledge stating that, if they bullied, there would be consequences.
-Advisory lesson on conflict resolution
-Academic enrichment. Team-building lesson on interdependence
-Class discussion
-Having the students sit together and problem solve
-Moving seat, suggesting coping strategies, providing social worker, providing structure
-7th grade tolerance January to March. We address all kinds and discuss methods to avoid and how to act and report bullying.
-Yes, I worked with our social worker to come up with a "social contract" between two students. We used it to remind them of boundaries, expectations and consequences.
-I tried to get both parties talking with me as a facilitator to get to the root of the issue.

When asked what method of bullying reduction worked best during the past spring, problem solving a talking it out was a very common response. See Table 10.

Table 10

Teacher Responses to What Methods Worked Best Last Spring

Teacher Responses

-In student skills, taught and entire unit about bullying.

-Rapid response to in class bullying. Clear message to all classes.

-Interventions where we bring all parties together seem to work at school. However, I think that bullying persists outside of the school setting.

-Talk to student who was bullying-gave consequence (detention)

-Talking the problem with the bully and his parents to make all parties aware of the problem.

-Don't know if lessons "worked"

-Problem solving with both students

-Moving seat, suggesting coping strategies, -providing social worker, providing structure

-Separating bully from victims

-Mediation with the social worker and the students has worked nicely.

-Sometimes talking through (especially with verbal bullying with girls) seemed to work.

Teachers "other comments" suggested that integration of bullying prevention into the curriculum and school-wide may be helpful. See Table 11.

Table 11

Teacher Responses to "Any Other Comments"

Teacher Comments
-Proactive action works.
-Programs need to be integrated in all classes, individual bullies need one-on-one work (social work).
-The entire 7th grade is right behind you for three months (and really all year!)
-I think it would be helpful for teachers to have the opportunity to include more social/emotional activities (i.e. problem-solving). Perhaps collaborating with our social workers for one activity per year/semester

Counselor Survey

The purpose of the counselor survey was to obtain information regarding counselors' perspectives on the types and frequency of bullying in their school as well as interventions used. Two counselor surveys were distributed, and two counselor surveys were returned (100% return rate). During the week of September 11, 2007, the teacher-researcher placed the counselor survey in each counselors' mailbox. The counselors were asked to complete the survey and return it to the teacher-researcher's mailbox by September 18, 2007. The survey had a total of eight questions on it. See Appendix B.

Question one was scored on a 4-point Likert Scale. It asked to what extent bullying was a problem in their school last spring. Both counselors believed that bullying was at least an average problem last spring (n=2; 100%). See Table 12.

Questions two, three, and four was also based on a 4-point Likert Scale and asked how often the counselor had someone in their office who was the victim, who was the bully, and who was the bystander. The counselors were asked to choose from one (not once last spring), two (once or twice last spring), three (every week last spring) and four (many times a week last

spring). One counselor (n=1; 50%) reported a bystander in their office once or twice only, while

the other (n=1; 50%) reported weekly visitors to their office. One counselor (n=1; 50%) reported

at least weekly visits to their office by bullying victims while one said that they had a victim of

bullying in their office many times a week last spring (n=1; 50%). One counselor (n=1; 50%)

reported a bully in their office once or twice only, while the other (n=1; 50%) reported weekly

bully visits to their office. See Table 12.

Table 12

Counselors' Views of Bullying Frequency last Spring

Question	**Counselor 1**	**Counselor 2**
To what degree has bullying been a problem in your school last spring?	Average	Large
Last spring, how often did you have someone in your office that was a bystander to bullying?	Once or twice	Every week
Last spring, how often did you have someone in your office that was victim of bullying?	Many times	Every week
Last spring, how often did you have someone in your office that was a bully?	Once or twice	Every week

Question five asked how many and what type of bullying was brought to their attention the last spring. The counselors chose from a 4-point Likert Scale. The answers ranged from one (not once) through four (many times during the past spring). All types of bullying were brought to the counselor's attention last spring. Social bullying was the most frequent, with both counselors (n=2; 100%) reporting many incidents brought to their attention. Also frequent was verbal and electronic bullying, each of which both counselors (n=2; 100%) were made aware of at least every week. Both counselors (n=2; 100%) reported dealing with physical bullying only once or twice last spring. Refer to Table 13.

Table 13

Frequency of Different Types of Bullying Brought to Counselors' Attentions Last Spring

Question	Counselor 1	Counselor 2
How often was physical bullying brought to your attention last spring?	Once or twice	Once or twice
How often was verbal bullying brought to your attention last spring?	Every week	Many times
How often was social bullying brought to your attention last spring?	Many times	Many times
How often was electronic bullying brought to your attention last spring?	Every week	Every week

Question number six was on a 5-point Likert Scale. The answers ranged from one (never) to five (always). This question asked how the counselor responded to the bullying. The questions ranged from disciplining the bully, to helping the students to work it out themselves.

The most common response by the counselors with regards to bullying last spring was to call the parents (n=2 said they often did; 100%) and to bring it to the administration (n=2 said they did this often or always; 100%). Ignoring it or disciplining the victim was never done by the counselors (n=0; 0%). Rarely was the bully was disciplined, and, a little more often, the class was addressed in general about bullying. See Table 14.

Table 14

How the Counselors Responded to Bullying Last Spring

Question	Counselor 1	Counselor 2
Last spring, how often did you respond to bullying by disciplining the bully?	Never	Rarely
Last spring, how often did you respond to bullying by disciplining the person being bullied?	Never	Never
Last spring, how often did you respond to bullying by ignoring it?	Never	Never
Last spring, how often did you respond to bullying by calling parents?	Often	Often
Last spring, how often did you respond to bullying by bringing it to the administration?	Often	Always
Last spring, how often did you respond to bullying by addressing the class about bullying in general?	Rarely	Sometimes

Questions seven and eight were open-ended questions. Both counselors (n=2; 100%) tried some specific methods to reduce bullying last spring. The counselors gave a variety of responses to each question. See Tables 15, 16, 17, and 18.

Table 15

Whether Counselors Tried Specific Methods To Reduce Bullying

Question	**Counselor 1**	**Counselor 2**
Last spring, did you try any specific methods to reduce bullying in your school?	Yes	Yes

Table 16

Counselor Responses to Methods Tried at Reducing Bullying Last Spring

Counselor Responses
-Awareness, groups focused on bullying, individual interventions, letter to administration, involve parents.
-Safety incident report
-Classroom team building

Table 17

Counselor Responses to What Worked Best Last Spring

Counselor Responses
-Groups
-Teacher/students awareness
-Involving parents and administrators
-Interventions in which the teachers were involved 100% and focused.

Table 18

Counselor Responses to "Any Other Comments"

Counselor Comments
-There should be a school wide policy that all students are aware of. There should be structured plan (tiered) of how to respond to bullying.
-In my experience, the fall (return to school) is when bullying is of greater concern or is increasingly apparent.
-Setting boundaries, praising oneself, establishing control, etc. are some thoughts as to why

<u>Student Survey</u>

The purpose of the student survey was to obtain information regarding students'

perspectives on types and frequency of bullying in their school as well as students reactions to it.

During the week of September 24, 2007, the teacher-researcher administered the student survey

to 28 eighth grade students during their lunch period. The teacher-researcher distributed the

surveys, and the surveys were completely anonymous. There were a total of 17 questions. Six

questions required the students to check all points that applied to them. One question was a yes

or no question. Five questions dealt with teachers' and schools' responses to bullying, and

students were asked to check the answers they believed to be true. One question asked the

students to check what behaviors the students believed were bullying. Three questions were

based on a Likert Scale, which asked the students to rank their perspectives on a scale of 1-4. A

one represented that the bullying occurred not once last spring, two indicated that it occurred

once or twice last spring, three indicated that the bullying occurred every week last spring, and if

they circled four it indicated that the bullying occurred many times last spring. Please refer to

Appendix C.

The first question asked students to list what behaviors are representative of teasing and bullying. The most common responses to what acts students consider to be bullying were name-calling and teasing. Twenty-four students (n=24; 86%) selected each of these. Right behind them were exclusion (n=23; 82%), followed by physical aggression and gossiping (n=22; 79% each). A majority of students also selected threatening and religion/race-based taunting (n=20; 71% each), and homosexual comments and rumor-spreading (n=19; 68% each). Damaging/stealing property had 17 votes (n=17; 61%), while texting/IMing/emailing had 16 votes (n=16; 57%), still a majority. And finally, one student (n=1; 4%) said they never experienced bullying, and, thus, could not give examples of it. Refer to Figure 12.
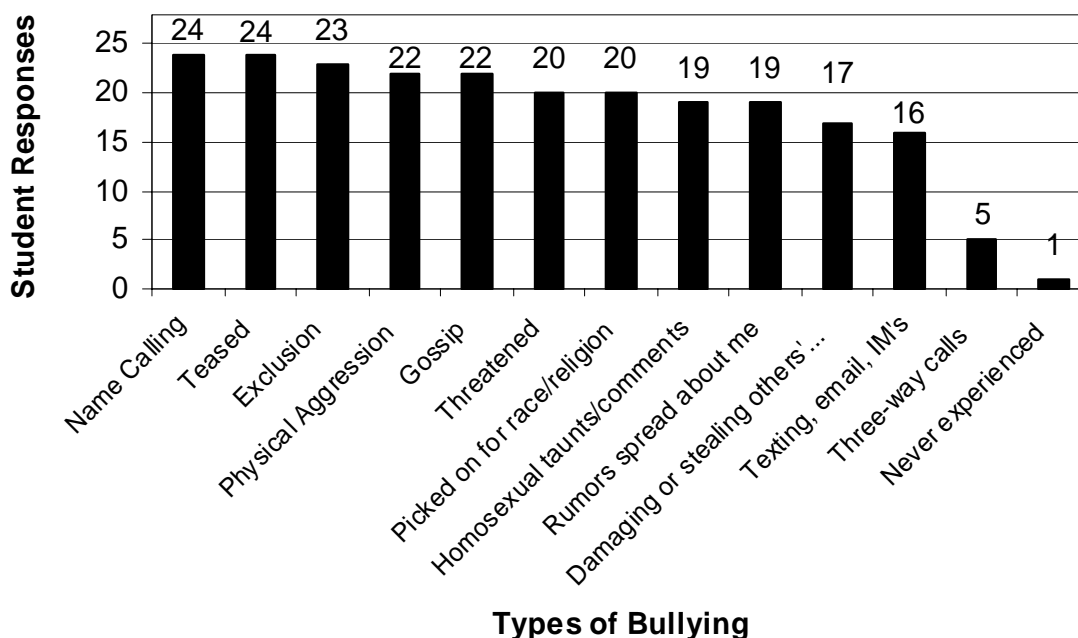
Figure 12: What Students Consider Bullying (n=232)

The second question asked how often the respondent had been bullied by other students last spring. Only one student (n=4; 4%) reported being the victim of any type of bullying many times last spring, and it was verbal. Across the board, no more than three students (n=3; 11%) reported being bullied more than once or twice last spring in any one category. In fact, all of the students (n=28; 100%) reported being bullied physically no more than once or twice all spring. Electronic bullying also was rare, with 20 students (n=20; 71%) never experiencing it. Social bullying was more common, with 18 students (n=18; 64%) being a victim at least once. Yet verbal bullying was a touch more common, with 20 students (n=20; 71%) victimized at least once. See Figure 13.
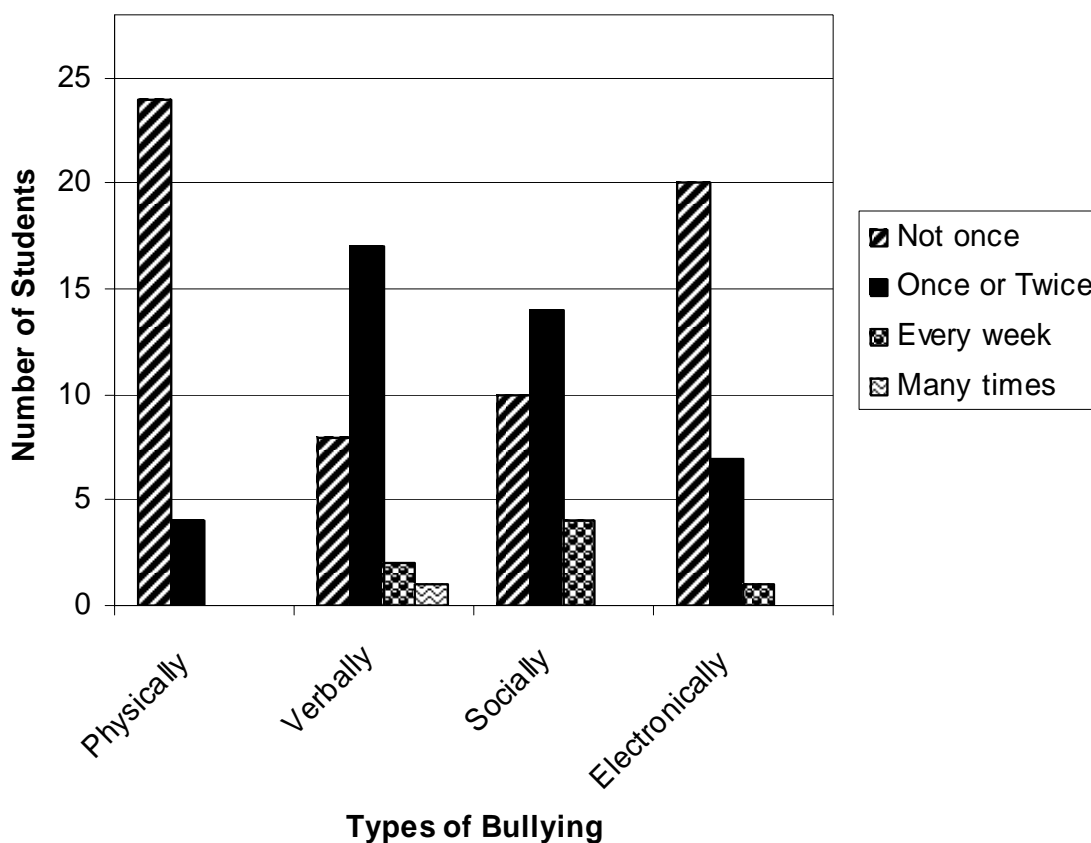
Figure 13: How Often Respondee was Bullied During the Spring (n=112)

Question three asked how often the individual had in a group or on their own bullied other students. Bullying others did not seem to be a common theme for the majority of the students. Physical bullying was the least common, with 25 students (n=25; 89%) never participating in it. Two others (n=2; 7%) only joined in once or twice. None of the students surveyed reported bullying others many times last spring, in any of the categories. However one student (n=1; 4%) chose every week for both physical and verbal bullying, and two students (n=2; 7%) joined in every week for social bullying.
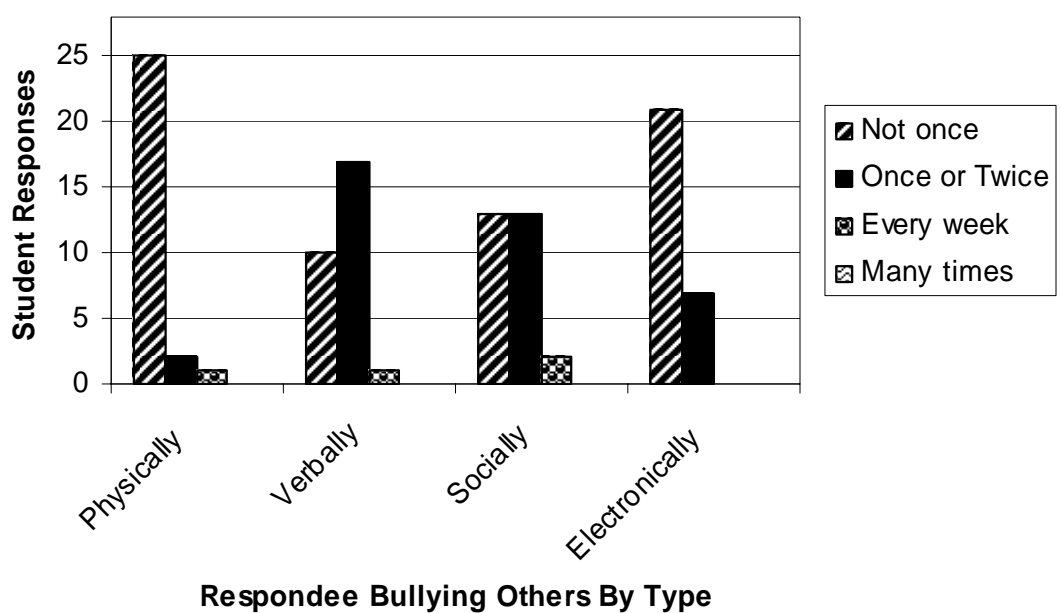
Figure 14: How Often Respondent Bullied Others During the Spring by Type (n=112)

Question four asked how often had the respondent seen or heard another student being bullied. The most common types of bullying witnessed by the students last spring were verbal and social bullying. Twenty-five students (n=25; 89%) observed social bullying at least once, while 23 students (n=23; 82%) observed verbal bullying at least once. Eight students (n=8; 26%) observed each of these at a minimum of every week. Physical and electronic bullying were much more rare. Seventeen (n=17; 61%) students had never witnessed physical bullying, while 13 students (n=13; 46%) were not aware of it electronically. Refer to Figure 15.
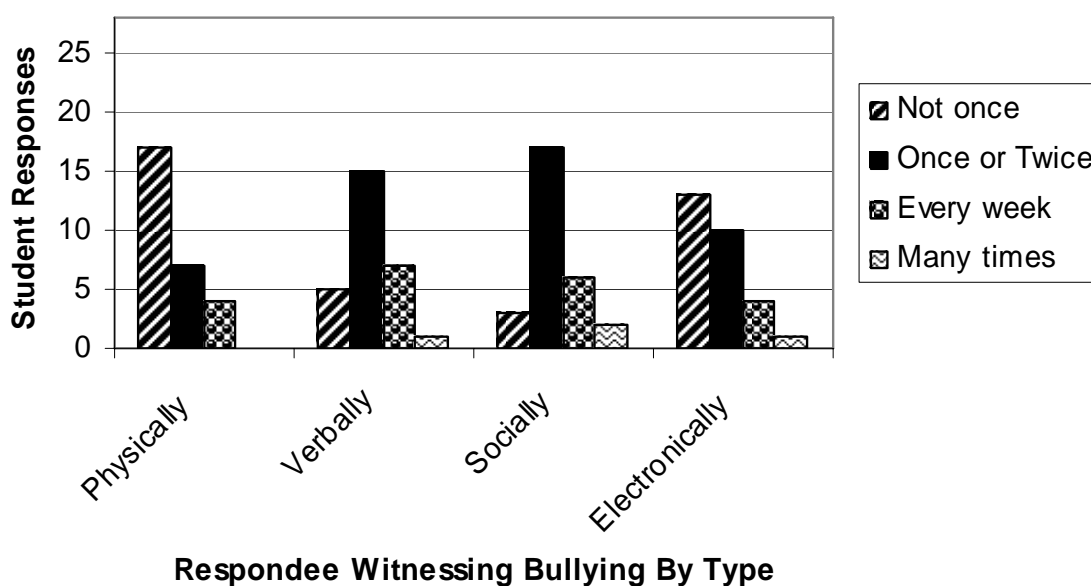
Figure 15: How Often Respondee Saw Others Being Bullied During the Spring (n=112)

The most common reactions the last time the students witnessed a bullying were to stand up to the bully (n=14; 50%) and to help later (n=13; 46%). Also popular were telling another student (n=11; 39%), ignoring it (n=9; 32%), and helping the victim (n=8; 26%). A small number (n=2; 7%) never saw an incident, stood and watched, joked about it, or said they got back at the bully later. No students (n=0; 0%) reported joining in on the bullying. See Figure 16.
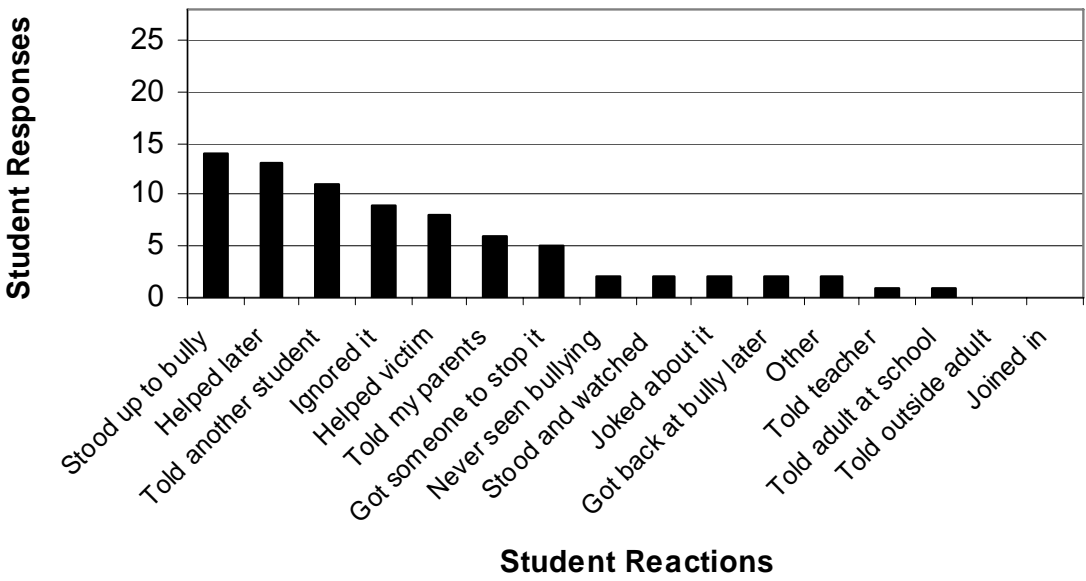
Figure 16: Students' Reactions the Last Time They Witnessed a Bullying (n=78)

A majority of the students would help the victim and stand up to the bully next time they witnessed it. Each of these had fifteen votes (n=15; 54%). Also popular were to tell an adult at school about it and to get someone to stop it. Each of these had eleven votes (n=11; 39%). Following these were to help the victim later and to tell an outside adult (n=8; 26% each). Six students (n=6; 21%) responded that they would tell a teacher about it, while five (n=5; 18%) said they would notify their parents. None of the students (n=0; 0%) planned on standing and watching, ignoring it, joking about it, or joining in. See Figure 17.
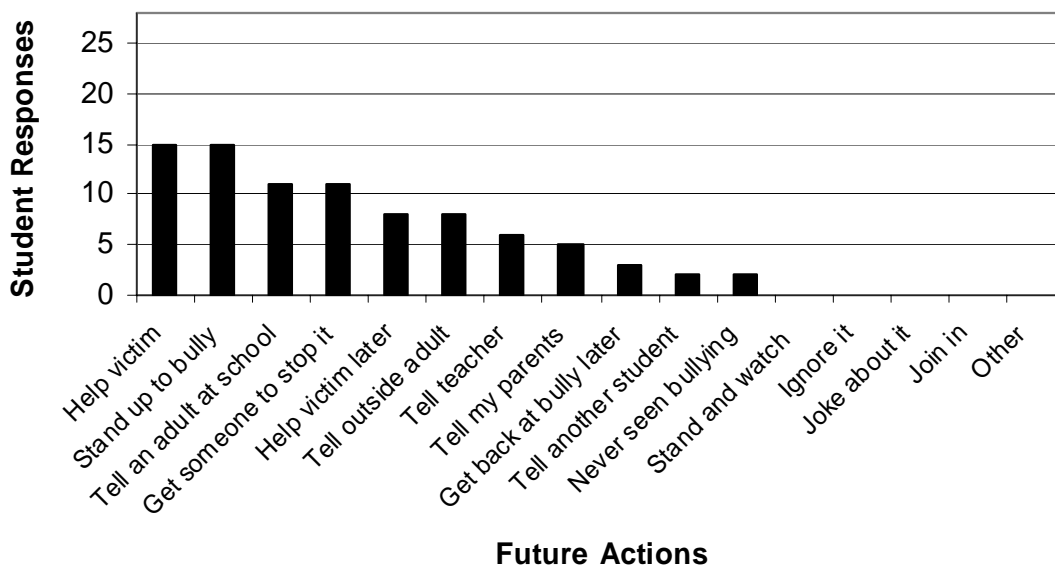
Figure 17: What Students Would Do Different Next Time They Witnessed a Bullying (n=86)

The majority of the students (n=15; 56%) did not want to get involved the last time they witnessed bullying. Others said it wasn't so bad or it wasn't their business (n=9; 32% each). A small number of students didn't know what to do (n=3; 11%), believed the victim deserved it (n=3; 11%), and/or thought telling someone would result in nothing (n=2; 7%). Of the nine students who selected "other", seven (n=7; 25%) claimed they never had seen an incident, while the other two (n=2; 7%) said they did help. See Figure 18.
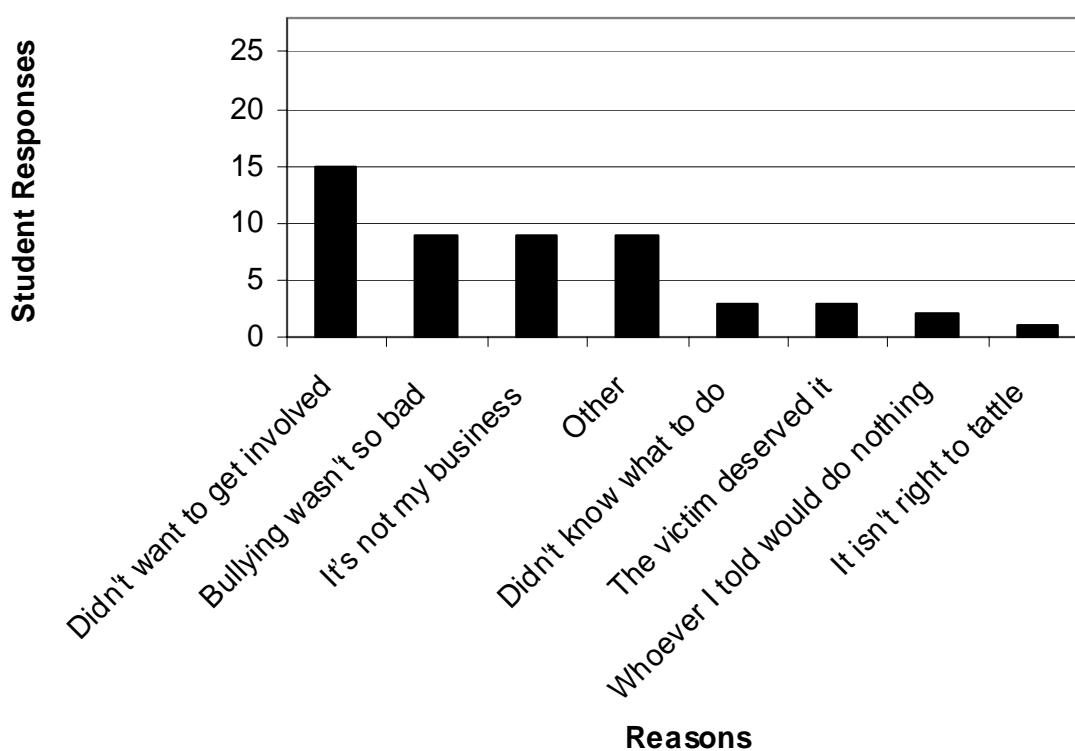
Figure 18: Reasons the Students Did Not Act Last Time They Witnessed Bullying (n=51)

The most popular answer for students' responses to what they did the last time they were being bullied were standing up to the bully (n=11; 39%) and telling another student (n=10; 36%). Also chosen were telling their parents (n=8; 26%), ignoring it (n=7; 25%), and joking about it (n=5; 18%). None of the students told their teacher or called the police, while only two (n=2; 7%) told an adult either inside or outside of school. See Figure 19.
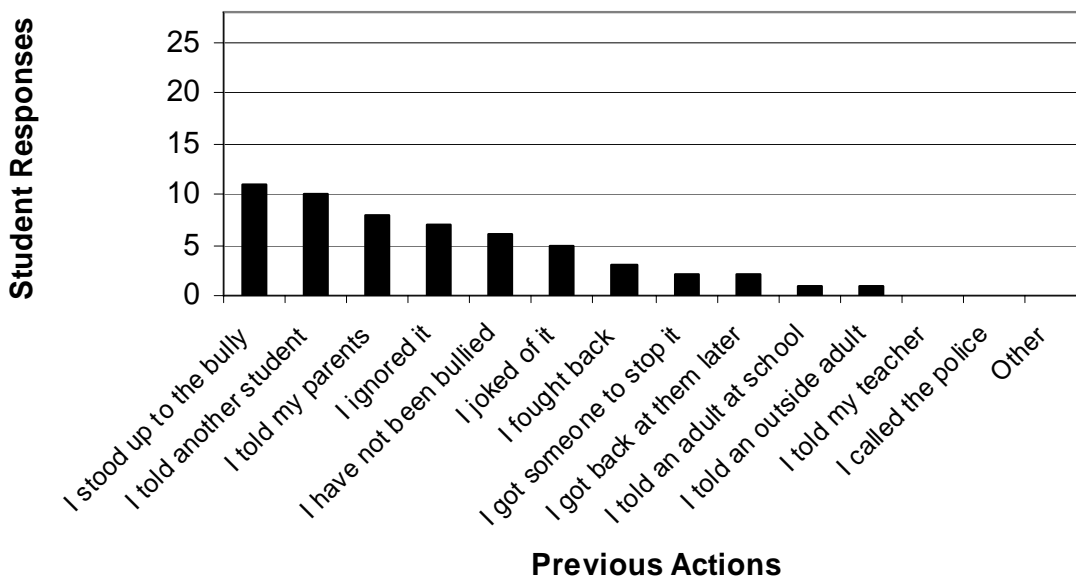
Figure 19: What Students Did the Last Time They Were Bullied (n=56)

The next question asked why students did not at the last time they were bullied. Fifteen students (n=15; 54%) skipped this question, so it can be assumed they did something last time they were bullied or were never bullied. The percentages for this question were based off the total of 13 students who answered this question. The most popular reason for doing nothing was because the bullying wasn't so bad, according to the students. Seven students (n=7; 54%) chose this answer. This was followed by not knowing what to do (n=5; 38%) and not believing it would have made a difference (n=4; 31%). None of the students being bullied (n=0; 0%) believed they deserved it. See Figure 20.
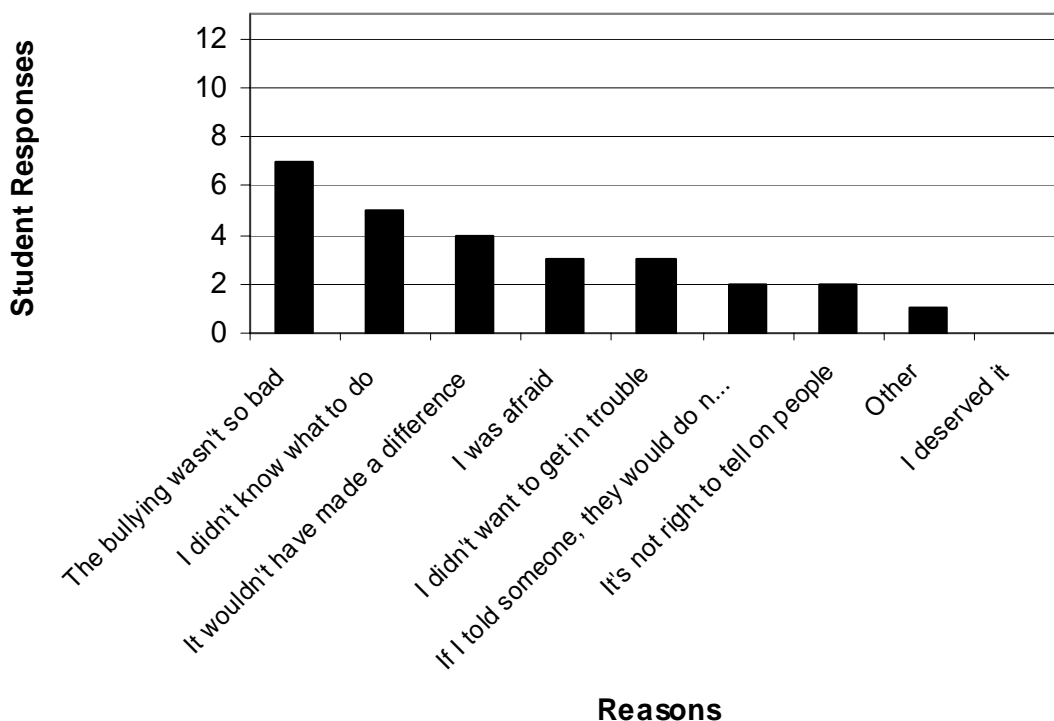
Figure 20: Why Students did Nothing Last Time They were Bullied (n=27)

All of the students (100%, n=28) reported feeling safe at their school. See Figure 21.

No, 0

Yes

No

Yes, 28
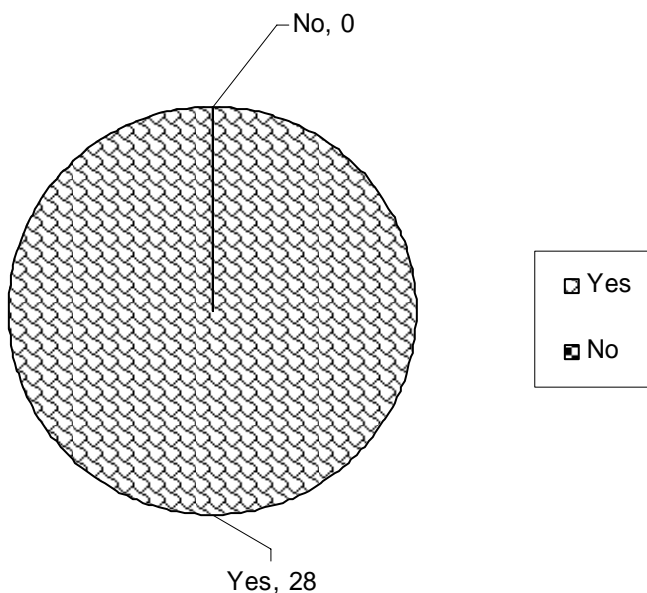
Figure 21: Do Students Feel Safe At School? (n=28)

A majority of the students surveyed reported adults at their school stopping and punishing the bully (n=16; 57%) and/or stopping the bully and talking out a solution (n=15; 54%). Relatively few students reported adults stopping the bully and walking away (n=5; 18%), and even fewer reported them doing nothing (n=1; 4%). See Figure 22.
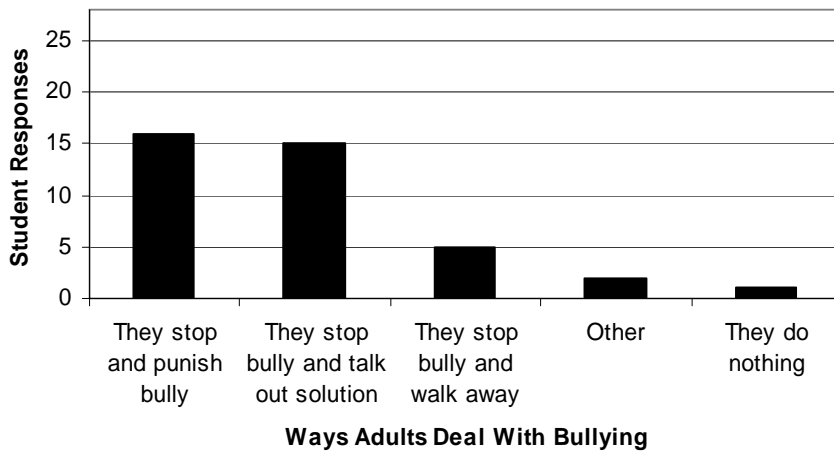
Figure 22: How Do Adults At School Deal With Bullying? (n=39)

Almost all of the students surveyed (n=23; 82%) believed adults should stop the bully and talk out a solution. About half of them (n=13; 46%) thought adults should be punishing the bullies. None of the students (n=0; 0%) agreed with adults doing nothing in response to bullying. See Figure 23.
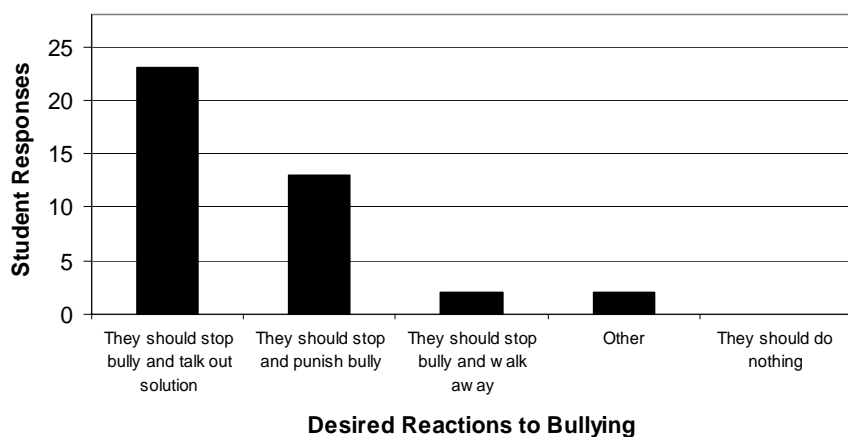
Figure 23: How Students Think Adults Should React to Bullying (n=40)

The majority of the students (n=21; 75%) "sort of" knew about their school's policy regarding bullying. Five (n=5; 18%) were confident they knew all about it, while two (n=7; 7%) weren't sure if their school had one. See Figure 24.
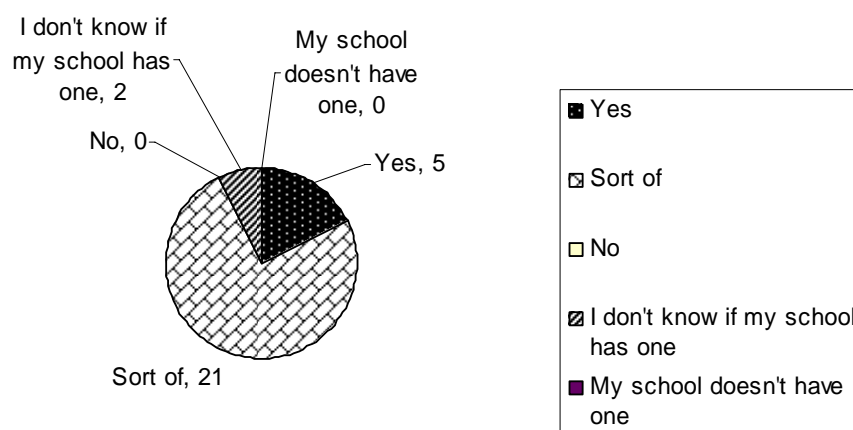
Figure 24: Do Students Know About Their School's Policy on Bullying? (n=28)

All of the students (n=28; 100%) rated the teachers' efforts at making their school a safe place either good or very good. See Figure 25.

Poor or Very
Poor, 0

☑ Very Good or Good
■ Poor or Very Poor
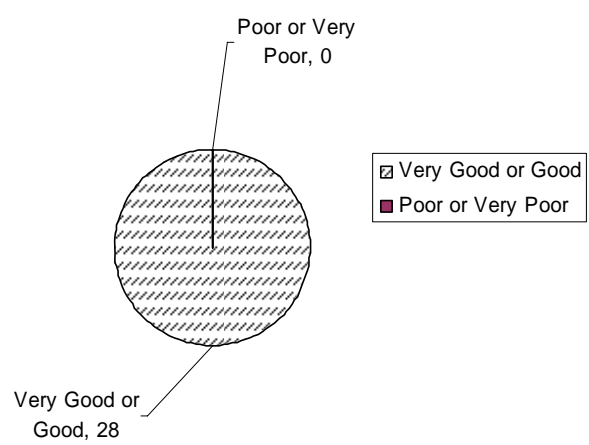
Very Good or
Good, 28

Figure 25: Students' Rating of Teachers' Efforts to Make School a Safe Place (n=28)

The majority of the students (n=25; 89%) rated the principal's and assistant principal's efforts at making their school a safe place good or very good. The remaining three students (n=3; 11%) rated their efforts as poor. See Figure 26.

Poor or Very
Poor, 3

☑ Very Good or Good
■ Poor or Very Poor

Very Good or
Good, 25
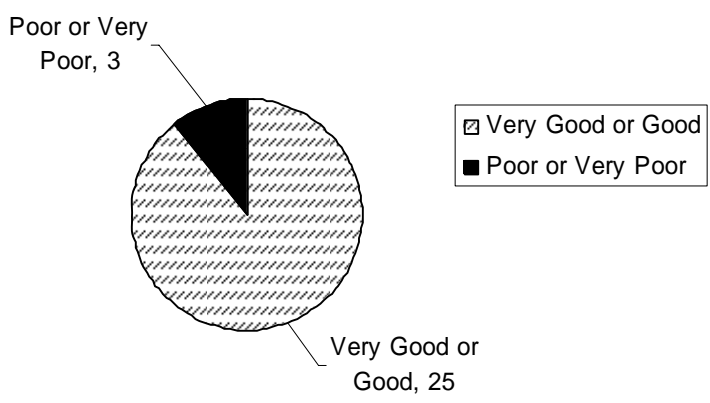
Figure 26: Students' Rating of Principal's and Assistant Principal's Efforts to Make School a Safe Place (n=28)

The most common places for bullying to occur in the eyes of the students were outside during recess and on the Internet (n=16; 57% each). Also common were in the hallways and the lunchroom (n=11; 39% each). Following these were on the phone (n=9; 32%) and on the way to/from school (n=6; 21%). The least common locations based on the choices offered were the classroom and the restroom (n=2; 7% each). See Figure 27.
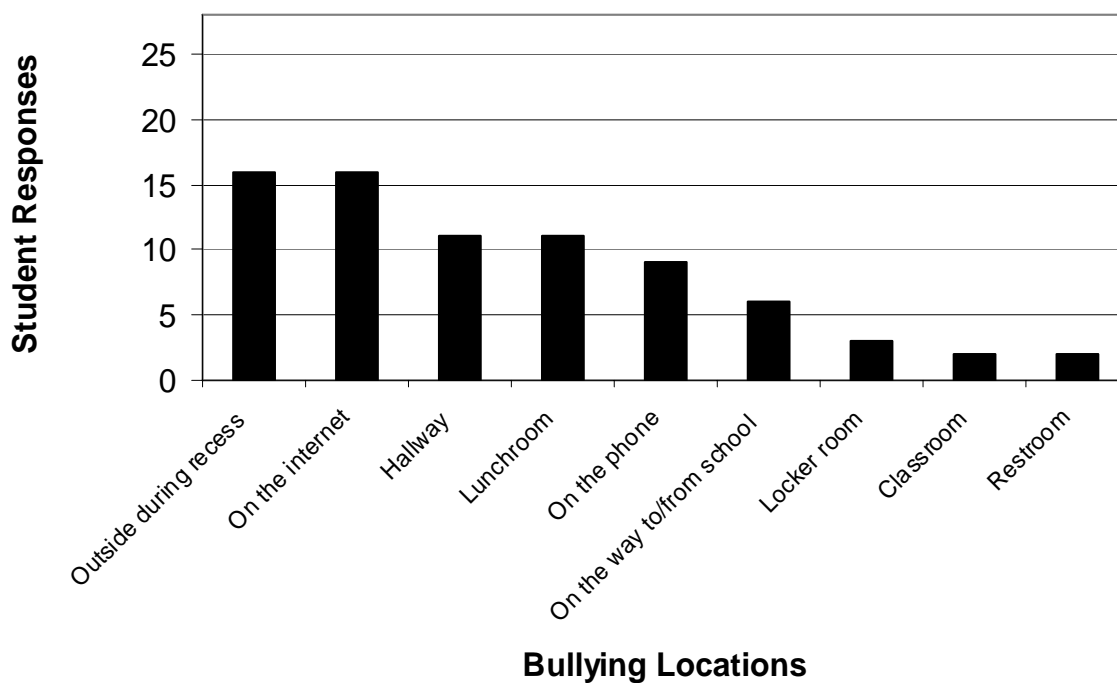
Figure 27: Where Students Say Bullying Most Frequently Occurs (n=76)

The last question was an open-ended question regarding what actions the students wished the school would take regarding bullying. The two most common responses declared that the school was doing a good job already, although two of the students (n=2; 7%) did not believe the school would ever be completely bully-free. See Table 19.

Table 19

Student Responses to How They Wished the School Would Handle Bullying

Student Response	# of Students
(No Response)	9
They are doing a great job already	3
I don't think the school can be completely free of bullying, but they are doing a good job.	2
I don't know	1
Install cameras	1
Enforce seeing a counselor when needed	1
Hold an assembly	1
Harsher punishments	1
Find out more about why bullies are bullying people	1
Hallway supervision	1
Call parents	1
Don't make bullying such a big deal - most bullying is meant to be a joke and that should be told to the "victim"	1
Encourage kids to stand up for selves - there won't be a teacher there for their entire life	1
Not much you can do	1
Bully awareness	1
Go to source of problem	1
To get a group a teachers to stop them	1

Summary Paragraph

Last spring, the teachers found that bullying was an average problem in their school. One counselor thought it was an average problem and one thought it was a large problem. According to both counselors and teachers verbal and social bullying seemed to be the most common type of bullying that was brought to their attention. Both counselors also saw electronic bullying as

being a problem that was brought to their attention every week. The students did not view all the actions listed in Question One as bullying behaviors. In fact the teacher-researcher believed that the number of actions the students choice should have been higher. The students seemed to feel safe in their school with all 28 students (n=28; 100%) responding that way. Students also believed that the school does a good job handling bullying. One interesting response was that some students did not respond to bullying because they believed it wasn't that bad. The most common types of bullying students witnessed was social and verbal, which connected with the teacher and counselors responses on which types of bullying had been brought to their attention most frequently. Lastly, only five students, (n=5; 18%) said yes they know their school's policy regarding bullying and 21 (n=21; 75%) responded that they "sort of" knew it.

Reflective Paragraph

According to the teachers and counselors there seems to be a need for an intervention/awareness program in school. One point to note is that the teachers who were not in the building last year did not fill out the survey. Therefore, some information from the school is missing. The students had a somewhat narrow definition of what bullying behaviors are. The students did not seem to realize that all of the behaviors listed could be forms of bullying. The students also had not had that much experience with bullying, which may be explained by the fact that they are considered leaders in school. Most students responded that they would stand up to the bully although it is easy to say that they will stand up to a bully when it is on paper. The majority of the students (15 students; 56%) did not want to get involved the last time they witnessed a bullying. Others said it wasn't so bad or it wasn't their business (each 9 students; 32%). The comment that bullying is not so bad or wasn't their business pointed out how a bully awareness/prevention intervention may be important to help educate students (especially those

students who were nominated by their teachers as leaders). Lastly, all students (n=28; 100%) reported that teachers' efforts to make the school as safe place were either good or very good. It will be important to educate the student-leaders regarding the school's policy on bullying. Perhaps they can pass their knowledge on to other students as well as change their behavior.

<div align="center">Probable Causes</div>

Bullying in middle school is a widespread problem. Discussions with teachers and counselors prompted the teacher-researcher to research what was going on in the school regarding bullying. The teacher-researcher looked at the different types of bullying, the causes of bullying, the myths concerning bullying, the effect of bystanders on bullying, as well as the effects on the students both in and out of the classroom environment. The teacher-researcher also looked at problems with non-intervention and bullying, problems with current intervention programs, and failure to identify bullying.

Dan Olweus defines bullying as "persistent, repeated, unwelcome behavior over time, using negative actions" (Hillsberg & Spak, 2006, p. 23). Bullying is an act that comes in many forms. Physical aggression, verbal aggression, relational aggression, and social aggression are all common terms in the literature. Relational and social aggression are most common amongst young people.

 Relational aggression and social aggression describes actions that can have a negative impact either directly or indirectly on friendships, feeling included, and other relationships (Crick & Colleagues, 1999, as cited in Yoon, Barton, & Taiarol, 2004). Relational aggression may include sarcastic or hostile comments, ignoring, excluding others, spreading rumors about others and even making mean faces (Galen & Underwood, 1997, as cited in Coyne Archer, &

Eslea, 2006). These actions are all considered bullying. The purpose is to damage another's self-esteem and their social rank in the school (Remillard & Lamb, 2005).

Bullying in schools is very common. Over half of students have had some experience with bullying. They have either been the victims or they have been involved in the bullying (Jolliffe & Farrington, 2006). In a recent survey, which was part of the World Health Organization's Health Behavior in School-Aged Children Survey of more than 15,000 sixth-through tenth-graders at public and private schools in the U.S., 30% of the students reported bullying others, being the target of bullies, or both (Bowman, 2001, as cited in Lumsden, 2002; McLaughlin et al., 2006).

Bullying is not simply unique to middle school and high school students. Bullying can start as young four to six years old (Monks, Smith & Swettenham, 2003, as cited in McLaughlin, et al., 2006). Approximately 15% of students ages 8 to 16 are involved with bully/victim problems (Reitman & Villa, 2004). Nansel and Associates (2001) shared that when looking at students between the ages of 11 and 18, almost 33% have experienced some form of bullying while in school (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001, as cited in Hillsberg & Spak, 2006). In one study conducted in the United States, 75% of the adolescents disclosed that they had experienced some form of victimization from a bully during their school years (Hazler, Hoover, & Oliver, 1992, as cited in Espelage, Bosworth, & Simon, 2000).

As a result of the astronomical statistics, it is no surprise that approximately 160,000 students stay away from school each day in order to escape being bullied (Lees, 1993, as cited in McLaughlin, et al., 2006). In a national study of 15,686 students in grades 6 to 10, Nansel and associates (2001) reported that nearly 30% of students indicated being a part of bullying as the

bully and/or victim of bullying (Milsom & Gallo, 2006). These statistics have led the public to develop explanations and myths to help cope with this epidemic.

There are many myths that have been passed along with regards to bullying. One myth is that teasing is a fact of life. People believe that teasing is a part of being a child or adolescent (Bullying n.d.; Ericson, 2001; Reitman & Villa, 2004; Thompson & Cohen, 2005). People also believe relational aggression is normal for adolescents (Yoon et al., 2004). Another popular myth is that bullies tend to have low self-esteem, when in fact it tends to be the opposite. Bullies tend to feel good about themselves and comment that they make friends easily (Weir, 2001). Probably the most unsettling myth is the belief that victims cause the bullying (Oliver, Hoover, & Hazler, 1994, as cited in Milson & Gallo, 2006).

Myths arise because the general public needs to mollify and justify the presence of bullying. There are so many difficulties and obstacles presented by bullying. For example, there is no one set definition of teasing. Occasionally, teasers and recipients perceive the intent of teasing differently (Kruger, Gordon, & Kuban, 2006; Oliver, Hoover, & Hazler, 1994, as cited in Milson & Gallo, 2006; Reitman & Villa, 2004). Those involved may underestimate the level of harm that bullying can cause (Limber & Nation, 1998). Since those involved struggle to define bullying, the burden tends to fall on schools.

 Bullying is often ignored or minimized by school personnel (Reitman & Villa, 2004). Many times the bullying goes undetected by school staff (Aho, 1998, as cited in Gleason, Alexander & Somers, 2000; Hazler, Carney, Green, Powell & Jolly, 1997, as cited in Roberts & Moroti, 2000; Lumsden, 2002; Owens et al., 2000, as cited in Cullerton-Sen & Crick, 2005; Rigby, Cox, & Black, 1997; Rigby & Johnson, 2006-2007; Skiba & Fontanini, 2000, as cited in San Antonio & Salzfass, 2007; Zoccolillo, 1993, as cited in Conway, 2005). Some principals

would like to think that bullying does not take place in their schools; the reality is bullies exist in virtually every school (Shore, 2005). Many times the school personnel may not witness the bullying because it is covert in nature (Yoon et al., 2004). Many teachers believe that they intervene when they observe bullying. Teachers intervened in only 15% to 18% of classroom bullying episodes, according to observational research (Craig, Pepler, & Atlas, 2000, as cited in Frey et al., 2005). Perhaps, teachers and administrators ignore the situations because often bullying is a perception, not a set definition. However, this can perpetuate the situation.

Non-intervention by school personnel sends students the wrong message. Students often believe that teachers can't or won't help them in bullying situations (San Antonio & Salzfass, 2007; Unnever & Cornell, 2004, as cited in Cole, Cornell, & Sheras, 2006). One study, conducted by Froschl & Gropper (1999) found that although present at times, teachers either did not get involved or overlooked 71% of observed incidents (Froschl & Gropper, 1999). In 1993, Dan Olweus found that, in general, teachers do not do much to stop bullying behavior (San Antonio & Salzfass, 2007). Teachers are less likely to respond to covert aggression (Vail, 2002; Young et al., 2006). There are times when teachers will not intervene because they believe that the bully cannot be helped or the only way that the bully can be stopped is through physical means (Asiado, Vion, & Espelage, 1998, as cited in Roberts & Morotti, 2000). Lack of involvement of school personnel does not deter bullying; instead it provides no consequence for it. Thus, it condones the acts of bullying and contributes to the epidemic.

Teachers are not the only ones who are blamed for the rising incidents of bullying. Bystanders also reinforce the bullying by watching or even joining in (Root, 2006). Bystanders can become desensitized to the bullying and consider it acceptable (Frey et al., 2005, Olweus, n.d., as cited in Starr, 2005; Reitman & Villa, 2004). Once in their early teen years, children may

begin to sympathize with the victims of bullying less and even begin to blame them for not being stronger and standing up for themselves (Rigby & Johnson, 2006-2007).

Bystanders can give attention to the bystander, which by encourage the bullying behavior to continue. They may even assist the bully in their actions. According to O'Connell and others, (1999) when there is peer presence, bullying tends to persist (Lumsden, 2002). "The whole drama is supported by the bystander. The theatre can't take place if there is no audience" (Labi, 2001, as cited in Lumsden, p. 1, 2002). Most bullies love the spotlight. It promotes the self-esteem of the bully and validates the bully's behavior. Researchers have found that 80% of the time, in live observations, bystanders are involved in bullying and generally reinforce aggression (Frey et al., 2005). Although bystanders tend to help promote the bullying, fathers, mothers and teachers really do not play a significant role in impacting bystander behavior (Rigby et al., 1997; Rigby & Johnson, 2006-2007). Unfortunately, children may have the intention to support the victim, but it may not follow through into real-life situations (Rigby et al., 1997). Decreasing the incidences of bullying is not likely to happen unless the psychology of the bully is examined.

Identifying the psyche of a bully may be the key to fighting the problem. One possible cause of bullying may be the home environment. The home environment is one place that bullies' aggressive behaviors can be learned (Brody, 1996, Craig, Peters, & Konarski, 1998, Hoover, 1994, as cited in Roberts and Morotti, 2000). According to Espelage, the actions and behaviors of adults are highly correlated with the degree of bullying behavior in their children. Some particular actions that impact children are adults' methods of discipline, their views on fighting, and even the time spent with their children. Physical discipline has been connected to bullying children having bullying tendencies (Present study and Olweus, 1980, 1993, as cited in Espelage, n.d.).

Another link to the perpetuation of bully behavior seems to be the media. Viewing aggression on the television tends to impact relational aggression (Coyne et al., 2004, as cited in Coyne et al., 2006). Viewing physical aggression on television, may mean that an individual will behave more aggressively in future situations because memories of viewed aggression can become activated in the person's memory (Coyne et al., 2006). According to Coyne, viewing indirect, relational, and social aggression on television can increase indirect aggression in real life (Coyne et al., 2004 as cited in Coyne et al., 2006). It has been found, that girls who tend to respond in indirectly aggressive ways tend to view more programs containing indirect aggression (Coyne & Archer, 2005, as cited in Coyne et al., 2006). In these shows, indirect, relational, and social aggression tend more to be performed by attractive females, whose actions are shown to be rewarded during the movie or show (Coyne et al., 2006). Female bullies may come to believe their bullying behavior is justified because they see similar behaviors on television.

Often the public thinks bullies are boys. This may be incorrect, as girls seem to be just as likely to be bullies. According to Crothers, Field, & Kolbert, (2005) girls who had a more traditional view of their gender role were more likely to use relational aggression than those who did not. As children enter middle school, they tend to develop a more clear understanding of gender norms as related to aggression. As development occurs, students tend to show types of aggression that correspond with their gender (Henington et al., 1998, as cited in Crothers et al., 2005). Some girls use relational aggression because they are afraid to use direct methods of conflict resolution (Crothers et al., 2005). Being direct and engaging and using overt confrontation does not naturally correspond with feminine gender identity. Girls are forced to use less direct and, therefore, more manipulative means when expressing feelings such as anger. They also use less direct means to deal with conflict and when attempting to establish control

(Bem, 1981b, as cited in Crothers et al., 2005). According to Gilligan and Brown, as cited in Vail (2002), at a certain point in their development, girls fear being made fun of or excluded so much that they will do anything to be accepted. This includes participating in bullying activities.

Although a study conducted in 2006 identified the fact that boys initiated more then three times as many incidents as girls, girls are just as likely to be aggressive (Reitman & Villa, 2006). However girls use social intelligence rather than physical aggression when dealing with conflict (Crothers et al., 2005). Directness and overt confrontation are not consistent with a feminine gender identity. Not only are girls more likely to use relational aggression, they are also more likely to be the target of relationally aggressive acts (Phelps, 2001, as cited in Cullerton-Sen & Crick, 2005). Thus, girls are more likely to be negatively affected by relational aggression than boys (Crick, 1995; Crick, Grotpeter, & Bigbee, 2002, Paquetter & Underwood, 1999, as cited in Cullerton-Sen & Crick, 2005).

Relational aggression is not yet in the forefront of educational intervention. The reason is the tendency for adults to accept relational aggression as just the way students are, especially during early adolescence (Dellasega & Nixon, 2003; Underwood et al., 2001, as cited in Young et al., 2006). Although past research has advanced our understanding of aggression, it has been limited by its focus on overt aggression. Thus, bullying behaviors characteristic of early adolescents, including verbal threats and teasing, are less understood (Espelage et al., 2000).

Self-report and peer-reports have provided much of the current knowledge of children's peer victimization (Cullerton-Sen & Crick, 2005). Studies of conduct disorders in the Diagnostic and Statistical Manual of Mental Disorders were predominantly conducted on boys. Therefore, the use of assessments based on norms for boys may lead to underestimations of aggression in girls (Conway, 2005). Many students do not report being bullied to school staff, perhaps because

of a perception that reporting rarely leads to effective intervention and students may be concerned that they will be retaliated against (Hoover, Oliver, & Hazler, 1992, as cited in Frey et al., 2005).

Bullying is a problem that requires intervention (SAMHSA, 2003). Unfortunately, most bully prevention programs have not produced favorable results (Rigby & Johnson, 2006-2007; Smith, Pepler & Rigby, n.d., as cited in Rigby et al. 1997). One problem that has been identified regarding intervention programs is bully prevention programs are not supported by children. If children support these programs they can have a positive affect on other children (Rigby et al., 1997). Getting the support of staff is essential, but difficult. This difficulty rises when there is tension among ethnic groups in the school or students that are very disruptive (Rigby, et al., 1997). Furthermore, many anti-bullying programs look for only the physical types of aggression. In this case, 60% of girls would fail to be identified (Henington, Hughes, Cavell & Thompson, 1999, as cited in Young et al., 2006).

There are numerous effects from bullying on the victim. There are emotional affects including depression, lower self-esteem, anxiety, fear, and even attempting suicide. The issue of depression among victims seems very widespread (Banks, 1997, as cited in San Antonio & Salzfass, 2007; CSPV, n.d; Crick, 1996, as cited in Davies, 2003; Ericson, 2001; Gladstone, Parker & Mahli, 2006, as cited in San Antonio & Salzfass, 2007; Goodman, Khatri, Kupersmidt, Patterson, 2000, Kochenderfer & Ladd, 1996, Neary & Joseph, 1994, Pellegrini, Bartini, & Brooks, 1999, Perry, Kusel, & Perry, 1998, as cited in Cullerton-Sen & Crick, 2005; Lemonick, 2005, as cited in Hillsberg & Spak, 2006; Nansel & Colleagues, 2001, as cited in Lumsden, 2002; Prinstein, et al., 2001, as cited in Yoon, et al., 2004; Reitman & Villa, 2004).

Anxiety tends to be another adverse reaction (Banks, 1997, cited in San Antonio & Salzfass, 2007; Bullying, n.d; CSPV, n.d; Gladstone, Parker, & Malhi, 2006, as cited in San Antonio & Slazfass, 2007; Nansel & Colleagues, 2001, as cited in Lumsden, 2002; Olweus, 1997, as cited in Smith, Schneider, Smith, & Ananiadou, 2004; Shore, 2005). Along with anxiety, students who are bullied tend to have many fears, including the fear of coming to school (Bullying, n.d; Ericson, 2001; Smith, et al., 2004).

Numerous studies point to the fact that bullying decreases a person's self-esteem (Banks, 1997, as cited in San Antonio & Salzfass, 2007; Blyth et al., 1980, Olweus, 1992, as cited in Roberts & Morotti, 2000; Bullying, n.d; CSPV, n.d; Clarke & Kiselica, 1997, as cited in Lumsden, 2002; Ericson, 2001; Geckova, Pudelsky, Tuinstra, 2000 as cited in Janssen, Craig, Boyce, & Pickett, 2004; Kumpulainen et al., 1998, as cited in Goodman, 2000; Nansel & Colleagues, 2001, as cited in Lumsden, 2002; Olweus 1993, as cited in Crothers & Levinson, 2004; Olweus, 1997 as cited in Smith, et al., 2004; Rigby & Slee, 1995 as cited in Rigby et al., 1997). This decrease in self-esteem can affect many parts of a person's life. This loss of self-esteem can also carry on into adulthood (Clarke & Kiselica, 1997).

Victims may also experience psychosomatic issues from bullying including stomach problems and headaches (CSPV, n.d; Craig & Pepler 2003, as cited in McLaughlin (L). Laux, & Pescara-Kovack 2006). Victims may even begin to see the world as an unsafe place to be thereby lowering their trust in others (Shore, 2005). This anxiety and fear may even lead to more permanent solutions. The most concerning effect is that being a victim may lead to suicide (CSPV, n.d; Crick, 1996, as cited in Davies, 2003; Kumpulainen et al., 1998, as cited in Goodman, 2000; Olweus, 1994, as cited in Bullying, n.d.). Children may begin to feel as though they have done something wrong.

Bullying affects victims socially. These social affects may include poor peer relations, isolation, and difficulty with adjustment (Bishop, et al., 2004; Bullying, n.d; Coie & Cilessen, 1993, Parker & Asher, 1987, as cited in Bolger & Patterson, 2001; Ericson, 2001; Geckova, Pudelsky, & Tuinstra, 2000, as cited in Janssen, Craig, Boyce, & Pickett, 2004; Gilmarin, 1987, as cited in Crothers & Levinson, 2004; Lemonick, 2005, as cited in Hillsberg & Spak, 2006; Olweus, 1997, as cited in Smith et al., 2004; Parker, et al, 1995, as cited in DeRosier, 2004; Rigby & Slee, 1995, as cited in Rigby et al., 1997; Shore, 2005). Bullying can affect future relationships, adjustment and emotional and mental stability (CSPV, n.d.; Crick, 1996, as cited in Davies, 2003; Clarke & Kiselica, 1997, as cited in Lumsden, 2002; Coie & Cilessen, 1993, Parker & Asher, 1987, as cited in Bolger & Patterson, 2001; Ericson, 2001; Gladstone, Parker, & Malhi, 2006, as cited in San Antonio & Salzfass, 2007; Limber & Nation, 1998; Lumsden, 2002; Rimpelae, Rantanen, & Rimpelae, 2000, as cited in San Antonio & Slazfass, 2007; Root, 2006; Shore, 2005).

Academic consequences are also a concern. Bullying affects students' school life in many ways including school avoidance, decreased concentration, and decreased grades (Baker & Mednick, 1990; Bernstein & Watson, 1997, as cited in Crothers & Levinson, 2004; Blyth, Thiel, Bush & Simmons, 1980, as cited in Roberts & Coursol, 1996; Bullying, n.d; CSPV, n.d; Craig & Pepler, 2003; Khatri, Kupersmidt, Patterson, 2000, Kochenderfer & Ladd, 1996, Neary & Joseph, 1994, Pellegrini, Bartini, & Brooks, 1999, Perry, Kusel, & Perry, 1998, as cited in Cullerton-Sen & Crick, 2005; Parket, et. al, 1995 as cited in DeRosier, 2004; Thompson & Cohen, 2005; Crick, 1996, as cited in Davies, 2003; Wayne & Rubel, 1982, as cited in Roberts & Coursol, 1996). Some of these effects can even be long-term. The effects of bullying can continue into the victims' adult years (Gleason et al., 2000).

In conclusion, a large amount of research has been done on bullying. Yet more needs to be done. Bullying has many negative effects on all involved including the school environment. The topic of bullying clearly deserves the attention it receives.

CHAPTER 3

THE SOLUTION STRATEGY

Review of the Literature

In solving the problem of bullying there is not one specific solution. Many researchers have offered opinions and ideas on how to solve the problem. Interventions on the part of society, schools, teachers, and peers are the keys to successfully deterring the spread of this social disease.

A comprehensive approach was developed by a group of leading researchers, namely Dan Olweus. Olweus developed the Olweus Bullying Prevention Program (Olweus, 2003). This program focuses on a systemic whole school intervention at three levels (Olweus, 2003; Smith et al., 2004; Starr, 2005). These levels are the school level, class level, and individual level. Educators can have a large influence on the school culture in general.

The school level interventions should be geared towards educating teaching staff, administration, support staff, parents, and the student body (Yoon et al., 2004). The learning environment should include a social climate characterized by adults who are supportive of students, adults who are positive role models, consistent and firm rules, and a plan to deal with bullying behavior (Starr, 2005). Some effective approaches to handling bullying focus on raising bullying awareness, making sure parents and teachers are involved, forming clear policies and strong social norms against bullying, and providing support and protection for all children (Bullying, n.d.). At the school level, bullying surveys can be conducted, supervision can be increased, and constant communication between the school and the parent/community organizations can be improved (Starr, 2005). Educating the public, such as parents and those in community, can be a useful tool in the fight against bullying. Parents need to understand the

concept of normal social pain and social pain as a result of bullying. Not only is it important to educate parents of victims but also to educate parents of bullies. It takes a commitment from the whole community to change this behavior. A combination of community, parents, and school working together can impact the escalating problems of bullying.

School-wide policies should be developed and include input from all involved, including, but not limited to, teachers, students, and parents. Bully prevention/intervention programs work when schools have clear and consistent policies and rules (Milson & Gallo, 2006). A written anti-bully policy ensures that the students, staff, and community are on the same page. Discipline needs to be appropriate. It is important that discipline is tough but is at the same level as the behavior and applied equally to everyone (Sprague & Golly, 2004, as cited in Cole, Cornell, & Sheras, 2006). Students should be included in writing an anti-bullying policy. This allows students to feel ownership for the policy. Clear moral standards need to be modeled. Posters, newsletters, and slogans can be an effective way to promote appropriate school behavior. It is essential that focus not be on the consequences of bullying but on behaviors that provide a positive learning climate.

Many positive differences can be seen by implementing positive behavioral support strategies and by focusing on a positive climate in the school. Some of these differences include less students being referred to the office, a decrease in physical bullying, and more social interaction that is more appropriate (Irvin et al., 2004, as cited in Young et al., 2006). Increasing awareness can create this environment. Students must develop an awareness of bullying (Milsom & Gallo, 2006). The use of assemblies and special speakers can be highly effective in creating this awareness.

The school can also create a school-wide survey. This survey can ask provocative questions pertaining to students' bullying experiences. One of the best means of measuring bullying is self-reports (Leff, Poer & Goldstein, 2004, Solberg & Olweus, 2003, as cited in Cole, et al., 2006). These surveys can help school personnel identify behaviors that are may be going on unnoticed. It can also help to identify behaviors that still need to be addressed in a global forum.

Schools should make special efforts to persuade leaders of influential student crowds to set particularly demanding personal goals. In developing these goals, a standard for high moral character can become contagious (Bishop et al., 2004). Increasing encouragement to students to stop giving power away to the popular students and look towards each other can deter bullying. Generally, bullies are empowered by bystanders (Craig, Pepler, & Atlas, 2000, as cited in Smith et al., 2004).

A key element to bully prevention at the school level is to reach and empower the bystanders (CSPV, 2007; Frey et al., 2005; Labi, 2001, O'Connell and others, 1999, as cited in Lumsden, 2002). Increasing bystanders' socially responsible behavior, and the skills and beliefs that support its execution, may help reduce school bullying (Frey et al., 2005). Promoting positive bystander intervention may be a more effective way to counter bullying (Rigby & Johnson, 2007). School personnel can show children pictures or videos of bystanders witnessing bullying, and then pose the question of what they, as bystanders, would do about it (Rigby & Johnson, 2006-2007). Bystanders can be part of the conversation and given guidance as to how to act in bystander situations (Olweus, n.d., as cited in H.R.S.A, n.d.). It is important to acknowledge that children's behavior is greatly affected by what their peers think of them. With

this information, we can begin to strategize ways that positive peer influence can be felt (Rigby & Johnson, 2006-2007).

Bullies, victims, and bystanders must receive appropriate training. However, teachers must also receive necessary training. Teachers are standing at the front lines. Teachers are often called upon to supervise the locations where bullying is most likely to occur. They are also the ones who are able to provide students with opportunities to ask questions and give clarification on ambiguities that the bullying policies may include. Teachers are vital to success of bully prevention. The class level is generally under the tutelage of the teacher. Teachers need to make working hard the norm. Adults must act as authorities and positive role models. The classroom level suggests that teachers gear curriculum toward positive characteristics. Class rules against bullying should be set and followed. Immediate consequences need to be delivered upon infraction of the rules. Weekly meetings with students to check in should be implemented. Finally, teachers should keep the lines of communication open in regards to parents (Smith et al., 2004).

Developing cross-curricular units reinforces the concept of bully prevention. Topics of bullying can be a "hidden" part of the curriculum (Froschl & Gropper, 1999). For example, teachers can develop a cross-curricular unit around a topic such as tolerance. References to the inappropriate behaviors that shaped some of the world's most tragic events can be tied to bullying and the adverse affects of it. Schools must place primary responsibility of solving problems with adults, not students or parents, in order for a bully program to be successful (Starr, 2005). Hillsberg & Spak (2006) suggest using literature and writing to teach about bullying. This literature must be relevant to students' lives and understandable.

Much of the literature suggests that social skills training may be helpful in making a more positive school climate. "The term prosocial behavior means positive actions benefit others, promoted by empathy, moral values and a sense of personal responsibility rather than a desire for social gain" (Kidron & Fleischman, 2006, p. 90). The primary prevention component of this approach is teaching and encouraging expected prosocial behavior among all students, across all school settings, and by all staff members (Kidron & Fleishman, 2006). Prosocial behavior modeled by other students and adults is very necessary because of the importance of personal relations for all children, along with increased significance of peer relationships for early adolescents. (Kidron & Fleischman, 2006). A school wide approach is key (Cummings and Haggerty, 1997, Grossman, et al., 1997, Olweus, 1994, as cited in Froschl & Gropper, 1999).

One of the best ways that schools can incorporate social skills training is through a program that is school wide and designed to teach and model social skills. Espelage et al., (2000) report that if you incorporate the social context in bullying prevention it is likely to be effective. If schools can teach social skills to develop and maintain social support it may minimize the impact from relational aggression (Prinstein, et al., 2001, as cited in Young et al., 2006). Teaching social skills is suggested (Clarke & Kiselica, 1997, Kaiser & Rasminsky, 2003, Macklem, 2003, Rigby, 2002, Roberts & Coursol, 1996, as cited in Milsom & Gallo, 2006; SAMSHA, 2003). Thompson & Cohen (2005) suggest teaching students cooperative strategies, such as listening to others needs, being creative, and being willing to compromise. By teaching social skills to victimized students, the level of victimization can decrease, and a renewed ability to make new friends appears in victims (Sharp & Smith, 1994, as cited in Rigby et al., 1997). By encouraging respect and acceptance, and giving students tools for communicating their feelings in a positive manner, a good social-emotional curriculum can likely improve the school

atmosphere beyond the bullying issues (San Antonio & Salzfass, 2007). Empathy training has also been studied and may be a key in bullying prevention (Hazler, 1996, Kaiser & Rasminsky, 2003, Macklem, 2003, Sullivan, 2000, as cited in Milsom & Gallo, 2006).

Assertiveness training as a part of social skills training program is critical (Sharp & Smith, 1994 as cited in Rigby et al., 1997; SAMHSA, 2003). Helping students respond to being bullied is necessary (Bullying, n.d.). The "walk, talk, and squak" (walk away, look bully straight in the eye, and tell someone) method may also be helpful (Weir, 2001, p. 1249). As with other methods, this method needs to be taught. Research has found that assertiveness training led to a decrease in being the target of bullies (Hazler, 1996, Kaiser & Rasminsky, 2003, Rigby, 2002, Roberts & Coursol, 1996, as cited in Milsom & Gallo, 2006). Leadership training was also suggested (Davies, 2003; Thompson & Cohen, 2005). A program called Safe School Ambassador was created to harness the positive impact that student-leaders can have in schools (Community Matters, 2005). Students from different and diverse groups are invited to the program. Students are selected and have the choice to participate or not. They are trained and then they begin by working with their close friends and their interventions are immediate. These students work closely with faculty and advisors and keep a log of the specifics of interventions.

Cooperative learning has also been found to have a positive impact on social skills, reduction of bullying, and the school climate as a whole. Through cooperative groups, students learn many skills including effective communication, leadership training, decision making, trust building, and perspective building (Johnson & Johnson, 1999). Olweus, (1992) suggests cooperative learning activities (Hanish & Guerra, 2000; Reitman & Villa, 2004; Rigby, Cox & Black, 1997) as well as teaching about bullying through cooperative learning avenues (Hazler, 1996, Olweus, 1991, as cited in Milsom & Gallo, 2006). Some benefits of cooperative learning

and working cooperatively with other students are higher self esteem, better psychological health, and better social competencies. Competing and working independently do not necessarily provide these opportunities or benefits (Johnson & Johnson, 1999). According to Johnson & Johnson (1999), cooperative learning promotes the growth of caring and committed relationships. Providing an arena where interpersonal skills and small group skills are developed allows student to work effectively with diverse schoolmates. Cooperative learning helps students improve and develop friendships with peers. It also helps to give students the chance to solve problems together (Johnson & Johnson 1999).

An important focus is on the third level, the individual. The individual level relies heavily on the availability of adults, within the school setting, to help process the incident (Olweus, 2003). Generally, the school psychologist or social worker can spearhead these efforts. The individual level includes serious talks with bullies and victims. These talks should also extend to the parents of these children. Role-playing of non-aggressive behaviors with bullies presents a different perspective for them to think about. Furthermore, role-playing assertive behaviors with victims provides an alternate coping mechanism (Harris & Bradley, 2003, as cited in Young et al., 2006).

School counselors are critical links in stopping and changing aggressive behaviors. Counselors can facilitate group therapy for both bullies and victims. Group therapy, or support groups, has often been the treatment of choice in successful interventions (Clarke & Kiselica, 1997, Lane, 2005, Macklem, 2003, Roberts & Coursol, 1996, as cited in Milsom & Gallo, 2006). Counselors can also facilitate mediation. Schools that use mediators, such as the counselor, enjoyed remarkable reductions of 60% to 80% in the frequency of conflict requiring teacher

interventions (Root, 2006). Bystanders should also be involved in the mediation process. Mediation often brings the behaviors and the results of the behaviors to the forefront.

Through mediation, bullies are often faced with the victim and must hear the results of their actions. School personnel need to not scoff the bully but rather provide support for the bully. Bullies need help identifying appropriate ways of releasing aggression. Counselors or school personnel need to lay the groundwork for the bully to begin to learn about himself and to create opportunities to change (Roberts & Morotti, 2000).

As for the victims, schools need to convey the message that the victim did not do anything wrong; it is the bully who is wrong (Cole, Cornell, & Sheras, 2006; Shore, 2005). Attending to the needs of the victim is as important as interviewing the bully. Employees of the school need to support the bullied child in a way that helps him or her to feel in control again and also to feel supported (Health Resources and Service Administration, n.d.). It is important to follow up with the student who was the victim and provide support if necessary (Roberts & Morotti, 2000).

A systemic comprehensive approach to preventing bullying is the most successful approach. Creating a school environment that fosters inclusion, tolerance, respect, and other positive values may impact relationally aggressive behavior (Young et al., 2006). Specific programs have been designed to raise awareness and prevention of bullying. Many games and projects have been developed. These interactive games focus on the growth of the individual in relation to others and self.

Bully Busters is a psycho-educational drama presented by Beale & Scott (2001), and then used by the counseling and drama staff in a middle school (Milsom & Gallo, 2006). A play was written by the drama teacher to help kids to learn how to deal with bullies. The students role-

played realistic and common bullying situations. Discussion is key to this experience. During the discussion, students process what they have seen and experienced, and look for alternative ways to handle bullying situations. One key to this program is the inclusion of key people in the school such as the principal, teachers, and parents. The intervention produced a reduction of bullying incidents in the middle school by 20% (Milsom & Gallo, 2006). Other curriculums have been written to help teachers implement anti-bullying campaigns in their schools. The S.S. GRIN (Social Skills Group Intervention) is an effective group counseling program. The strategies learned have been helpful to improve children's peer relationships and social behavior. Participants learn to set goals, look at consequences of their actions, improve conflict resolution skills, and work on their prosocial behavior. Participating in S.S. GRIN promoted greater peer liking. Training is available (DeRosier, 2004; SELmedia, n.d.).

Two other programs that have been used are The Empower Program and The Owning Up Program. The Empower Program deals with youth to end the culture of violence. This program teaches leadership skills to young people. It also strives to excite young people about self-created initiatives. Creating a program that is student-driven allows young people to focus their attention on an initiative that will benefit others (Young et al., 2006). The Owning Up Program, created by Rosealind Wiseman, focuses on the bystander and helps students to create strategies to deal with bullying (Young et al., 2006). This program uses a variety of methods to get its point across. Some of these methods include using writing, interactive games, question and answer sessions, and role play (Wiseman, n.d.).

Increasing awareness through comprehensive approaches can be a starting off point for decreasing the incidents of bullying. Making people aware of the problem is the first step to

bully prevention. A commitment must be made by not only the students and teachers but also by

the parents and community to rid the culture of this widespread epidemic.

<div align="center">Project Objective and Processing Statements</div>

As a result of training student-leaders to facilitate anti-bullying and cooperative

learning activities with their peers during the period of September 17, 2007, through

December 14, 2007, a reduction in bullying behaviors in the school was predicted.

The following tasks will be completed prior to implementing the interventions.

This list helped the teacher-researcher prepare for her project.
- Develop anti-bullying activities
- Plan cooperative/leadership activities
- Create a template for the student newsletter
- Plan times and places to meet
- Plan times that leaders will go into classes to work with peers

<div align="center">Project Action Plan</div>

This plan outlines on a weekly basis the activities that were used in the research project.

Pre-week: Beginning August 28, 2007
- Copy teacher/student/counselor surveys
- Copy parent informed consent forms

Pre-documentation

Week 1: Beginning September 4, 2007
- Deliver teacher and counselor surveys
- Collect teacher and counselor surveys

Week 2: Beginning September 10, 2007
- Tabulate and categorize results of the teacher and counselor surveys
- Fine tune lessons

Week 3: Beginning September 17, 2007
- Distribute and collect parental consent/student assent forms
- Administer student surveys
- Collect student surveys
- Tabulate and categorize results of student surveys
- Students and researcher create guidelines for the group

Week 4: Beginning September 24, 2007
- Define bullying-types of bullying, roles in bullying
- Name school initiative
- Leadership training

Week 5: Beginning October 1, 2007
- Conflict resolution
- I-messages
- Creating bullying awareness in the school
- Role play

Week 6: Beginning October 8, 2007
- Discuss leading student forum
- Develop leadership skills
- Students work with classes

Week 7: Beginning October 15, 2007
- Student-run forum with peers
- Discuss peer reporting
- Students work with classes
- Discuss friendship

Week 8: Beginning October 22, 2007
- Discuss ways to stop bullying
- Address the role of the bystander
- Students work with classes
- Continue leadership training

Week 9: Beginning October 29, 2007
- Begin student newsletter
- Continue leadership training

Week 10: Beginning November 5, 2007
- Continue student newsletter
- Continue leadership training
- Students work with classes

Week 11: Beginning November 12, 2007
- Finish newsletter
- Make copies for conferences
- Link newsletter to district website

Week 12: Beginning November 26, 2007
- Continue leadership training
- Students work with classes

Week 13: Beginning December 3, 2007
- Students work with classes
- Journal/reflect on last 11 weeks

<u>Post Documentation</u>

Week 14: Beginning December 10, 2007
- Distribute and collect teacher/counselor surveys
- Administer student survey
- Tabulate and categorize results from all surveys

Methods of Assessment

A student survey was used to find students' perspectives on bullying in their school. The student survey had a total of 17 questions. Thirteen questions required the students to check all points that applied to them. Three questions were based on a 4-point Likert Scale. The last question was an open-ended question. Twenty-eight students were given the survey and had 15 minutes to complete it. The post survey was given December 20, 2007. The teacher-researcher compared the data to pre-documentation data to denote any change.

A teacher survey was given to teachers to find out their perspectives on bullying in the school. There were a total of five questions on the survey. Two were open ended, and three were based on the Likert Scale. The teachers were asked to rate their answers for two questions on a 4-point Likert Scale and one question on a 5-point Likert Scale. Forty teachers were given the survey, and 24 returned them to the teacher-researcher's mailbox for pre-documentation and 18 for post-documentation. The post survey was given between December 17, 2007 and December 21, 2007. The teacher-researcher used the data to compare pre-documentation data to denote any change.

A counselor survey was given to the counselors to find their perspectives on bullying in their school. There were a total of eight questions on the survey. Six were based on a 4-point

Likert Scale, and two questions were open ended. Two counselors were given the survey, and

they returned it to the teacher-researcher's mailbox. The post survey was given between

December 17, 2007 and December 21, 2007. The teacher-researcher used the data to compare to

pre-documentation data to denote any change.

CHAPTER 4

PROJECT RESULTS

This action research project focused on bullying prevention in middle school students. Physical aggression, relational aggression, and verbal aggression are all forms of bullying. Specific bullying behaviors include teasing, hitting, gossiping, excluding, texting, three-way calling, etc. Through conducting surveys from students, counselors, and teachers, the teacher-researcher was able to provide evidence of the problem as well as document successful bullying prevention strategies. Twenty-eight eighth-graders, two counselors, and approximately 24 teachers participated in this study. The three ways that evidence was documented were through teacher surveys, counselor surveys, and student surveys. The pre surveys were given and returned during the week of September 11 through September 18, 2007, for the teachers and counselors, and on September 25, 2007, for the students. The teacher and counselor post surveys were given and returned during the week of December 18 through December 21, 2007. The student post surveys were given and completed on December 20, 2007.

Historical Description of Intervention

During the pre-documentation week, I copied teacher, student, and counselor surveys to prepare for dissemination. I was both excited and nervous to begin this project. I was anxious about the process. As I was copying, I became concerned about the number of questions in the student survey ($n=17$). I wanted to get as much information as I could, but I worried that students would feel overwhelmed and rushed. I wished that I could have shortened the survey to about five to seven questions.

During week one (September 4, 2007 - September 7, 2007), I distributed the surveys to the teachers' and counselors' mailboxes. I emailed the teachers ahead of time, thanking them for

their participation in my study. Many teachers seemed very curious and willing to help. It was surprising, that even teachers who do not normally participate in things, made an effort to complete the survey. Although I received many positive comments, I still did not get as many surveys returned to me as I had hoped. One interesting thing that I learned as I shared this information with my professor was that my rate of return (60%) was actually fairly normal for a survey.

During week two (September 10, 2007 - September 14, 2007), I had my first meeting with the eighth grade leaders. I was so excited to begin the project. I introduced my project and gave student-leaders consent forms for their parents and permission slips for our full-day training. I introduced our job as leaders and was concerned that the student-leaders did not seem veryexcited to work on bully prevention. There were excited to do team-building activities and go into classrooms to work with students. I asked for a quick turn around for the consent forms and permission slips. I was disappointed that it took the leaders awhile to return them.

During week three (September 17, 2007 - September 21, 2007), student-leaders had a lunch meeting. I passed out the surveys and gave a short explanation. There were 28 student-leaders in an area that was a bit too small for them. The student-leaders tried to focus on the survey, but some were distracted. After the survey was completed, I began to talk about leadership. I gave student-leaders index cards and asked them to define leadership and leadership qualities. Following completion of the task, we engaged in a discussion about the answers. The time felt rushed, considering we only had 42 minutes. Students had a good grasp of leadership qualities including responsibility, flexibility, and good communication skills, etc.

Later that week, we had our full-day leadership training. See Appendix D. Student-leaders engaged in several teambuilding activities including "Truth is Stronger Than Fiction,"

"Electric Fence," and "Trust Lean." See Appendix E. Student-leaders were taught about some of their leadership roles, such as how to lead activities, how to conduct debriefing, and how to trouble-shoot during activities. Leaders also received an introduction to bullying. See Appendix F. Overall it was a fun, somewhat stressful, and completely packed day. There was already so much to do and adding the bullying information really packed our agenda. I enjoyed getting to know the leaders better and look forward to a great year with them.

Student-leaders did not take the bullying information as seriously as I would have liked. It was evident that the leaders were tired of discussing bullying in general. It was also interesting that student-leaders seemed fairly uncomfortable when it came to discussing bullying. If I had to do it again, I would have organized the introduction of bullying differently. I only used handouts. I think the addition of a Power Point would have enhanced the presentation. I would also have allowed more time for it. One idea may be to wait until a different meeting to introduce it.

During week four (September 24, 2007 - September 28, 2007), we continued to meet. It is amazing what happens when students are labeled as leaders. Not only did my expectations of these student-leaders go up, but also the expectations of other teachers in the building increased. I had already had a few teachers point out behaviors unbecoming of student-leaders. I reminded the student-leaders that being held to a higher standard is not a bad thing; it is something to be proud of. They are role models.

We changed the name of the group from the "8th Grade Leadership Group" to "iHOP", Individuals Helping Out Peers. We named the bully initiative TAB: Teens Against Bullying. The student-leaders seem to like both names. Student-leaders try to use the new name whenever possible. During morning announcements, student-leaders made sure to emphasize the new name change.

Student-leaders went into 6th grade advisories this week to do "Getting to Know You"

and Trust Activities. I received many positive comments about the job the leaders did. It is my

belief that if the younger students can begin to view 8th graders as leaders, they will begin to

view them as role models as well.

As I was tabulating the survey results, I realized that the student-leaders may or may not

have read all the questions correctly. They may have rushed through and missed the specifics of

the directions. I also should have taken the option "I have never experienced it" out of many of

the questions. That choice may have confused the student-leaders. It was frustrating because I

was not sure how this would affect my results.

During weeks five and six (October 1, 2007 - October 12, 2007), we had a meeting and

discussed the role of the bystander. Again, it was very easy for the student-leaders to laugh when

discussing this situation. Student-leaders do not really know what to do when witnessing

bullying. I reminded them that bullying is not a joke and that as leaders their role is to do

something, whether it be distracting the bully or the victim, getting help, or telling people to stop.

It was interesting that the student-leaders did not seem comfortable with this.

Following this conversation, I again prepared the student-leaders to go into the

classrooms. I was happy that the student-leaders seem excited by this. They truly preferred to do

the active teambuilding things, rather than just listening to me talk about bullying.

During week seven (October 15, 2007 - October 19, 2007), student-leaders went into the

6th and 7th grade classrooms during social studies to discuss bullying. My school was very

supportive of the initiative and thought the topic was important enough to give class time for. I

appreciated that, because it makes my job much easier. There was a lot of planning for this and I

almost felt as though I was more nervous than the student-leaders. The leaders were given

freedom to talk about bullying in any fashion they chose and to allow the class to go in the direction it needed to. Student-leaders were asked to talk about the role of the bystander. Lastly, the student-leaders discussed the difference between tattling and reporting. I was able to sit in on some classes and talk to the teachers involved. Overall, our 7th graders tended to be a more difficult group and it was no different during the presentations. In some cases the 7th grade students joked and did not take the topic seriously. Some comments the 7th grade students made were that they were tired of hearing about bullying and that it just was not a big deal. The 6th grade classes went more smoothly. According to the student-leaders and teachers, the 6th graders were interested in the topic and receptive to the information being shared. The 6th graders were excited to have 8th graders speaking with them. Some of the 6th graders said that they did not think bullying was a big problem for their grade. The leaders did a tremendous job with this activity. They truly stepped up.

During week eight (October 22, 2007- October 26, 2007), we met as usual. We were continuing to meet at least once a week, sometimes at lunch and sometimes after school. The leadership activities went well and we had a good turnout of student-leaders, which was exciting. I explained to the student-leaders how to use our Safety Incident Report. See Appendix G. Student-leaders were going to go back into the classrooms to present the Safety Incident Report. This would only take about five minutes. Any student could fill one out. They were placed strategically in all classrooms and in assessable areas. Student-leaders were going to share this information with the 6th and 7th grade classes. The 8th grade advisory teachers shared the information with their advisories.

During week nine (October 29, 2007 - November 3, 2007), we talked with student-leaders about how the reporting presentations went. They said the presentation went well as it

was very straight-forward. I introduced the newsletters and posters this week and they did not seem overly enthused. See Table H. Most wanted to only work on the posters, which was disappointing. The poster project and newsletter were supposed to start and be completed earlier than now projected. That was ok, as I did not want to overwhelm the 8th graders.

During week 10 (November 5, 2007 - November 9, 2007), I met with the poster and newsletter groups separately. It was very difficult to keep their attention. I was disappointed in the quality of their posters and their lack of creativity. Some student-leaders tried, but many did not. One instruction for the poster was not to use the word bullying, especially since we found that most students do not want to talk about bullying. They were asked to use other word such as respect. After student-leaders were finished with posters, the word bullying was still on some of them. There was not a lot of creativity with the newsletter articles either. Some students tried their best and used their resources to help them write. Others just tried to throw something together. I guess if I were an eighth grader, I might be tired of this too. It was just more work for them.

During week 11 (November 12, 2007 - November 16, 2007), we met as a group at lunch to discuss turning in the newsletter pieces. Student-leaders decided they would send the newsletter articles to one of the student-leaders and she would edit them. We talked about trying to get the newsletter out in late January. Some student-leaders were excited to finish the newsletter while others really had no interest and do not want to put forth any effort.

Things had slowed down recently. There were fewer requests for student-leaders to go into classes to run activities because of the push to get classroom work completed. The student-leaders continued to ask when they would be called into classes again. I knew it would pick up because most of the student-leaders had done a great job in the classes and that this was just a

busy time for teachers with conferences, Thanksgiving break, and winter break right around the

corner. The bully initiative within this group really lost steam. It was also very close to winter

break and this could have affected their attitudes. The student-leaders were very unfocused at the

meeting. It was difficult to have these meetings at lunch when student-leaders were already

distracted by eating, and then distracted by their friends. I had to remember that they were 8th

graders and that I need to keep my expectations at an appropriate level. Student-leaders came in

later that week to take the post survey. We had a good turn out of student-leaders. In one sense, I

was excited to see the results. Another part of me was nervous to see the results.

We planned to have a speaker come into the school during the day to do a presentation on

bullying sometime during the second semester. We were also working on having a speaker come

in to discuss cyber bullying in the evening with parents. We believed that these presentations

would build on the experiences we had already given the students. We took the week of

November 19 through November 23 off due to Thanksgiving and conferences.

During weeks 12 and 13 (November 26, 2007 – December 7, 2007), we continued to

meet and students continued to go into classrooms to do a wide variety of activities, including

discussions on bullying. The majority of the time the teachers were very pleased with the job that

students did. The student-leaders tended to have pretty good control of the class and kept the

students' attention. One interesting thought is to survey the students to see what they felt about

the student-leaders coming into their classes and to get their opinions on activities and topics

they would like to discuss regarding bullying.

During week 14 (December 10 - December 14), I distributed the teacher/counselor post

surveys. This time, the completion rate was not as good. I had 24 (60%) teachers return the pre-

survey and only 18 (45%) teachers return the post survey. One reason may have been because it

was the week of winter break and teachers and counselors were very busy. I sent out another e-mail thanking the teachers for their help. One survey that was returned asked if I could plan another anti-bullying activity for their class. That was exciting to me. I also received a request to discuss cyber bullying.

When tabulating the results from the student survey, I was frustrated to see that a number of student-leaders did not do anything to stop someone from getting bullied because they did not want to get involved. I had hoped that the interventions may have impacted this number in a more positive way. I did notice that for the question that asked what specific things the student-leaders considered bullying or teasing, the student-leaders' definitions seemed to have widened, although there were still some student-leaders who did not answer this question as I had hope they would.

Part 3: Interventions

Full-Day Leadership-Training: The students meet during a full day of school to work on leadership skills, facilitate team-building initiatives and learn about bullying. See Appendix D.

Team-Building activities: Student-leaders were trained to go into classes and do team-building activities with other student-leaders. They were taught how to facilitate activities and debrief them. The teacher researcher was there for support and supervision. The student-leaders learned how to take other student-leaders through a variety of activities, including, but not limited to icebreakers, trust activities, and problem solving activities. Teachers were also able to request topics such as bullying, discrimination, and any many others. See Appendix E for examples of an icebreaker, a problem solving activity, and a trust building activity.

Bullying Materials: Students were given materials on bullying. Some of these materials included the definition of bullying, roles in bullying, how to respond to a bully, etc. See Appendix F.

Safety Incident Report: This report was placed in many accessible places throughout the school. The person who was being bullied, a friend, or even a bystander could fill out the Safety Incident Report. This report asked the person to describe what happened and was anonymous (unless the person chose to sign their name). The bottom part of the Safety Incident Report had a disclosure stating that every adult in the school is required to inform the principal or associate principal as well as parents, if the person plans to hurt themselves, someone else, or has the knowledge that someone is in danger. See Appendix G.

Poster and Newsletter Project: The newsletter and poster projects were worked on by the leaders, but not finished by the time the intervention was complete. A copy of the assignment sheet can be found in Appendix H.

iHOP (Individuals Helping Out Peers): This was the new name the students chose for themselves. They named the bullying initiative TAB (Teens Against Bullying).

Bully forum: After student-leaders were taught the information about bullying, they went into classes to share the information they learned. They focused on the bystander in particular and answered any questions the students had. They were mostly there to find information and just discuss. They then brought back general information to the group.

Reflection

Truthfully, I was disappointed in this project. It did not turn out has I expected. One thing I would change would be the student survey. I did not like the student survey. It had too many questions, and I felt as though the students rushed through it and did not always read the directions carefully. I also provided an answer option on some of the questions that said, "I have never experienced it," which may have affected the student-leaders answers if they did not read it slowly and carefully.

The information about bullying felt disorganized and did not quite fit in. There was so much more information that I wanted to share with the student-leaders, but I didn't want to lose them by overwhelming them. Looking back, this project would have been better if done during the 2nd semester. Student-leaders would have had a much more firm foundation and understanding of leadership. Bullying prevention needs to be part of a systemic (school-wide) approach. I felt that more information about bullying came to me after the intervention was completed. These resources would have been useful in helping to organize the information I was presenting to the students. The leadership training should have occurred on its own, at the very minimum throughout first quarter. After the student-leaders had a good foundation of leadership and running activities in the classroom, then the students could be trained in bullying prevention. Another thought I had was that perhaps this leadership training/bully prevention could be an exploratory class that runs throughout the year. This would ensure attendance as well as accountability.

I really enjoyed working with my leaders. This is only the 2nd year of the group itself and the first year attempting a bully initiative. I learned from them as much as I hope they learned from me. We had a tremendous group this year. I believed in them and have had high expectations for them. It was very easy to forget that they were just 8th graders and that not only were other students learning from them, but also that they were also learning from what they are doing and from each other. I am certain they will be great leaders one day. I do believe that they will benefit from this experience, as will the people around them. These student-leaders, though squirrelly sometimes, will make a difference. I loved observing them in classes and seeing them working hard and even being challenged. I am so proud of all they have accomplished and look forward to working with them for the rest of the year. It will be amazing to see them come back

when they are in high school or beyond and get an update on how they are doing and also what they are doing to make a difference in the world.

I was proud of this idea and while it did not go exactly as I had planned, it was a great starting point for many influential things. Regardless of statistics, I believed that students did benefit from having these leaders work with them on teambuilding and on bullying. I am confident that the second semester will continue to bring good results.

Lastly, I believe that this program may need longer than 14 weeks to show results. We may not see great results until next semester, next year, or maybe not for a few years. I have come to develop a more realistic perspective on bullying. It is an epidemic that is bigger than my school. Realistically, it is going to take the efforts of a community to stop it. However, a group of 28 eighth grade student-leaders was certainly a great place to start.

<div align="center">Presentation and Analysis of results</div>

The identified problem area was bullying in the middle school. The purpose of the research was to reduce bullying in school through the use of student leaders. The participants in the research were teachers, students, and counselors. The three ways that evidence was documented were through teacher surveys, counselor surveys, and student surveys. The pre surveys were given and returned during the week of September 11-18, 2007, for the teachers and counselors, and on September 25, 2007, for the students. The teachers and counselors post-surveys were given and returned during the week of December 18 through December 21, 2007. The student post-surveys were given and completed on December 20, 2007.

Teacher Survey

The purpose of the teacher survey was to obtain information regarding teachers' perspectives on the types and frequency of bullying in their school as well as interventions used. Approximately 40 surveys were distributed. Eighteen surveys were returned which was a 45% return rate. During the week of December 18, 2007 through December 21, 2007, the teacher-researcher placed the teacher survey in each teacher's mailbox. The teachers were asked to complete the survey and return it to the teacher. The teacher survey consisted of 5 questions.

Question one looked at teachers' perceptions of the extent of bullying in the past 30 days. Most teachers (n=14; 78%) report that bullying has been a small to average problem in the past 30 days. The remaining four teachers are split between not considering it a problem (n=2; 11%) and considering it to be a large problem (n=2; 11%). See Figure 28.
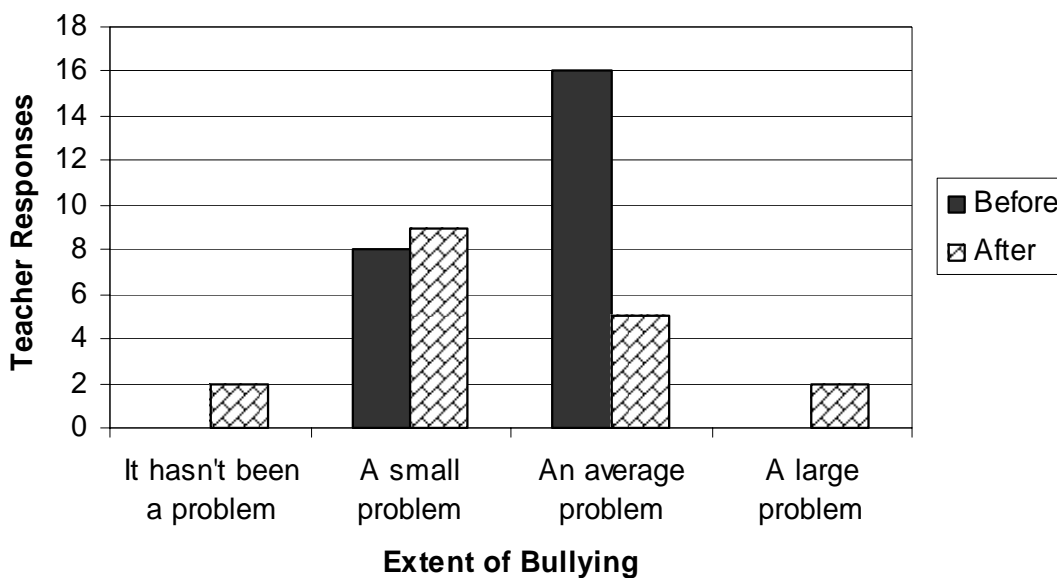
Figure 28: Extent of Bullying (n=42)

Overall, more teachers considered bullying either not a problem or a small problem in the past month (n=11; 61%) compared to last spring (n=8; 33%). In fact, two teachers (n=2; 11%) feel it is not a problem at all anymore, compared with zero teachers (n=0; 0%) last spring.

Question two looked at the frequency of physical bullying in the past 30 days. Seventeen of the 18 respondents (n=17; 94%) reported the frequency of physical bullying to be nonexistent or to happen once or twice in the past month. See Figure 29.
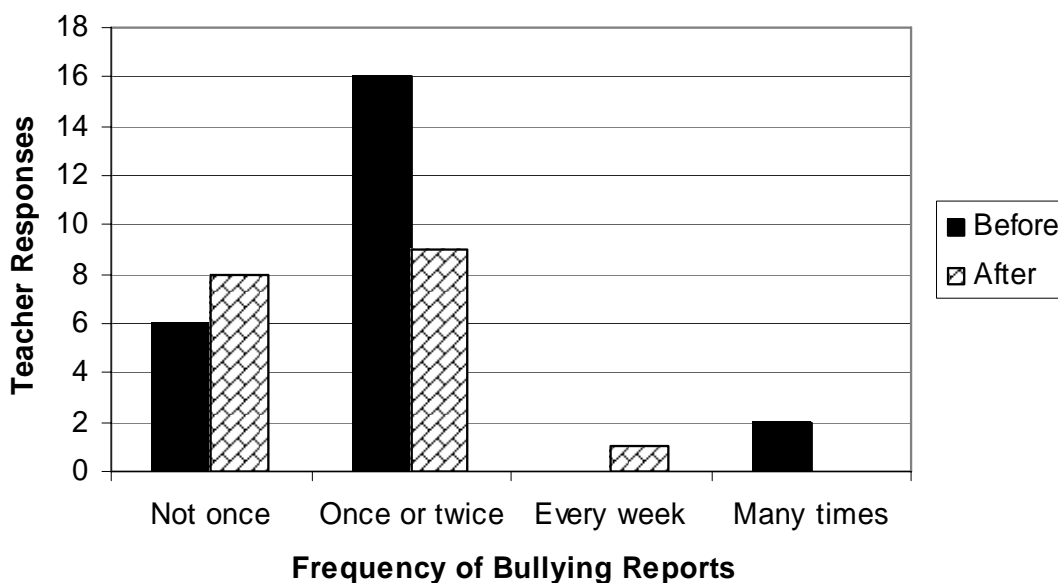
Figure 29: Reports of Physical Bullying to Teacher (n=42)

Reports of physical bullying did not vary much between last spring and the past month. Last spring, 22 teachers (n=22; 92%) reported physical bullying, and in the past month 18 teachers (n=18; 94%) were aware of it.

Question two also looked at the teachers' perceptions of the frequency of verbal bullying. The majority of the teachers (n=15; 83%) reported being aware of verbal bullying occurring at least once in the past 30 days. The most common response was "once or twice", which half the teachers marked (n=9; 50%). See Figure 30.
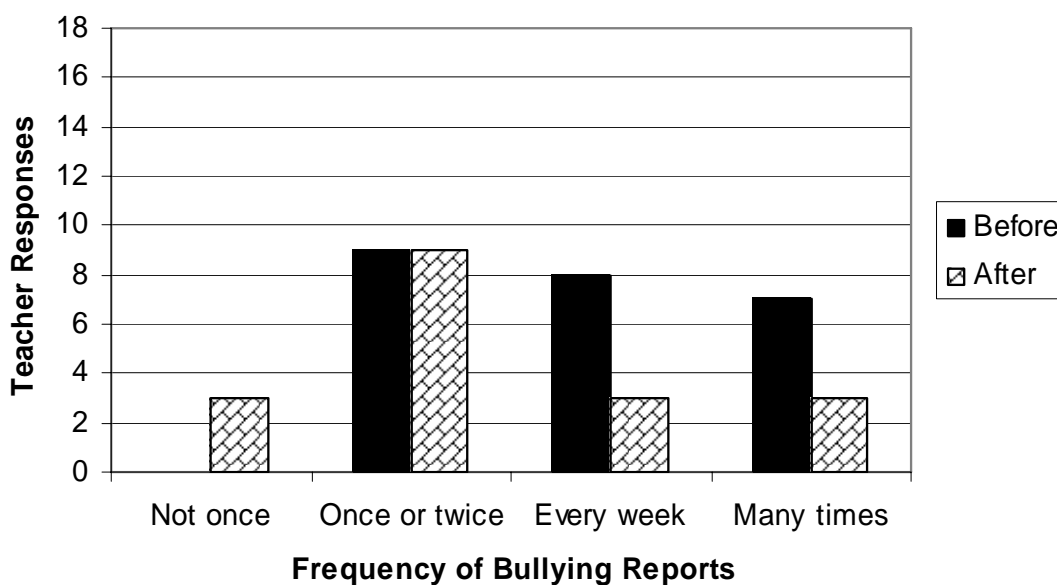
Figure 30: Reports of Verbal Bullying to Teacher (n=42)

The frequency of verbal bullying reports to teachers dropped substantially since the initial survey. Last spring, nine teachers (n=9; 38%) claimed they were aware of verbal bullying no more than once or twice. This figure rose to two-thirds (n=12; 67%) when asked about the past 30 days.

When looking at the teachers' perceptions of the frequency of social bullying, the most common response from teachers to witnessing social bullying in the past month was "once or twice" (n=8; 44%). The remainder of the responses was evenly spread among "not once", "every week", and "many times". See Figure 31.
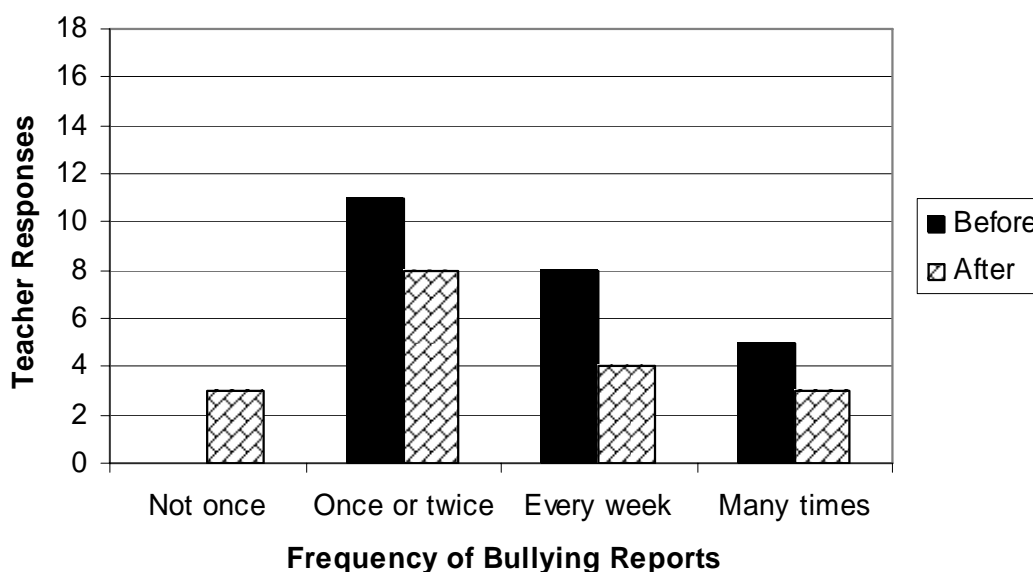
Figure 31: Reports of Social Bullying to Teacher (n=42)

Last spring, 13 teachers (n=13; 54%) reported being aware of social bullying every week or more at school. This figure dropped 15% (n=7; 39%) when teachers were given the second survey. Also, not one teacher (n=0; 0%) said social bullying was nonexistent last spring, while three teachers (n=3; 17%) said they did not see it happen once in the past month.

Teachers' reports of electronic bullying in the past month were rare. Most of the teachers (n=16; 89%) only witnessed it once or twice, if at all. See Figure 32.
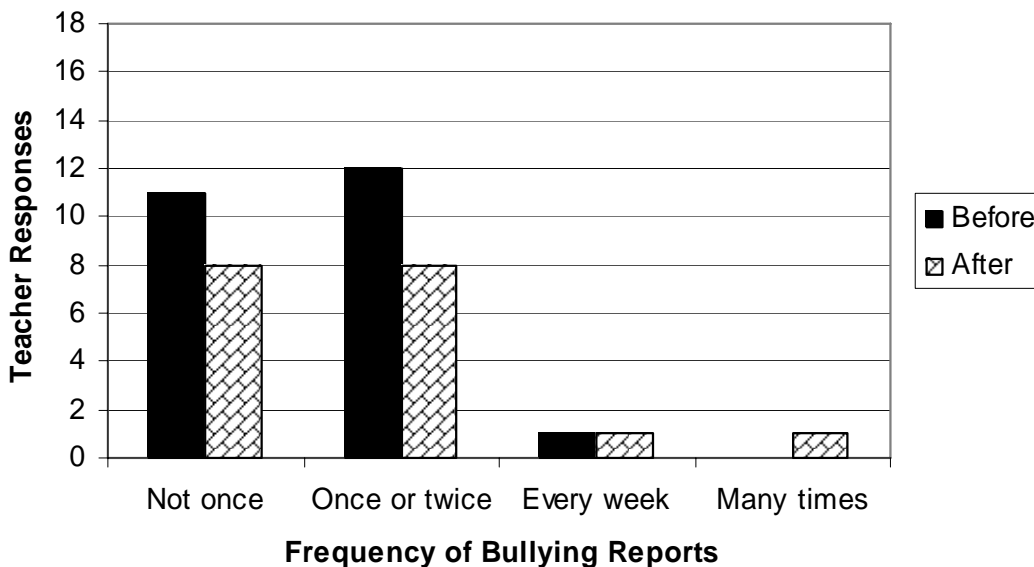
Figure 32: Reports of Electronic Bullying to Teacher (n=42)

The frequency of electronic bullying did not change a great deal between last spring and last month, according to the teachers. Last spring, 23 teachers (n=23; 96%) said it happened no more than once or twice. Last month, the figure was 89% (n=16; 89%).

Disciplining the Bully

When teachers were asked how they handled the bully in the past 30 days the responses varied greatly. The responses for disciplining the bully were spread fairly evenly across the board, from "never" to "always", with no one response getting more than 24% (n=4) of the votes. One teacher did not respond to the question. See Figure 33.
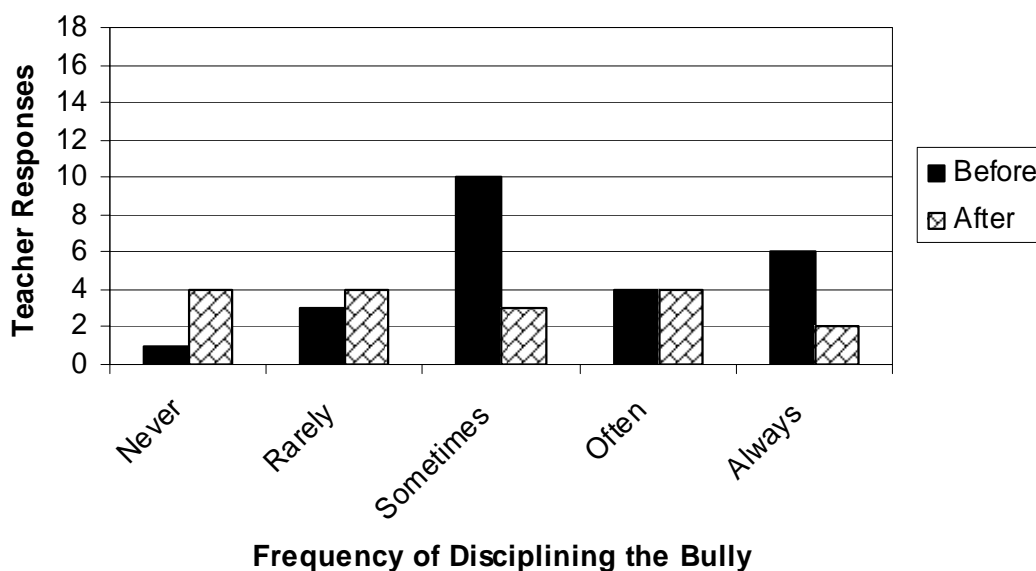
Figure 33: Teachers' Responses for Disciplining the Bully (n=41)

The frequency of disciplining the bully lessened overall over the course of the past year. Last spring, 83% (n=20) of the teachers at least sometimes disciplined the bully, while that figure dropped to 53% (n=9) in the past 30 days.

Disciplining the Victim

Over half of the teachers (n=9; 56%) reported never disciplining the victim. Four teachers (n=4; 25%) said they sometimes disciplined the bullying victim. Two teachers did not respond to this question. See Figure 34.

Frequency of Disciplining the Bullying Victim
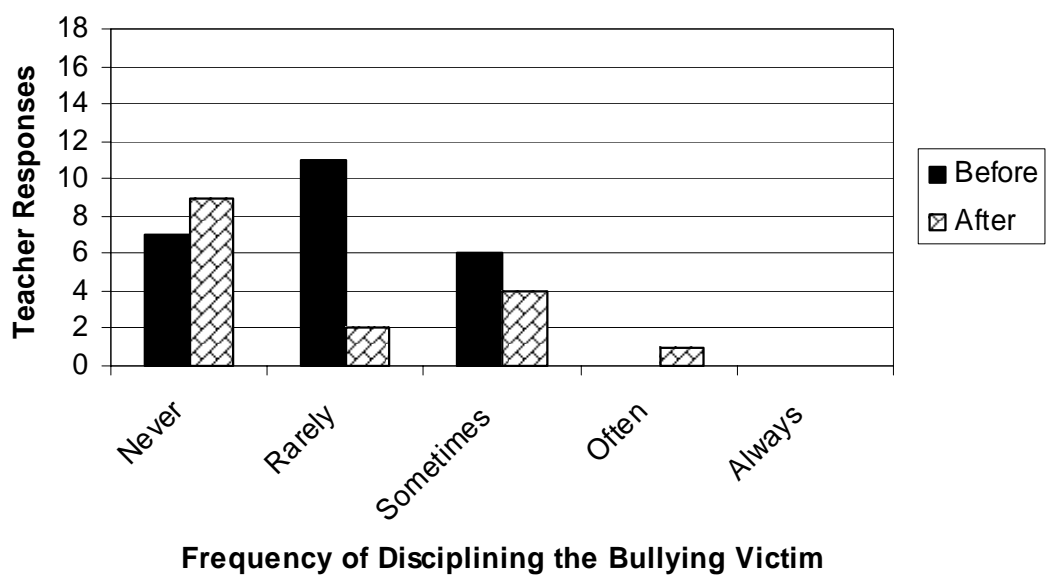
Figure 34: Teachers' Responses for Disciplining the Person being Bullied (n=40)

The frequency of punishing the bullying victim more or less stayed the same, with three-fourths of the teachers (n=18; 75%) reporting doing it never to rarely last spring, and just under that number (n=11; 69%) doing it in the past month.

Ignoring the Bullying

Most of the teachers (n=15; 83%) reported never or rarely ignoring the bullying in the

past 30 days. See Figure 35.
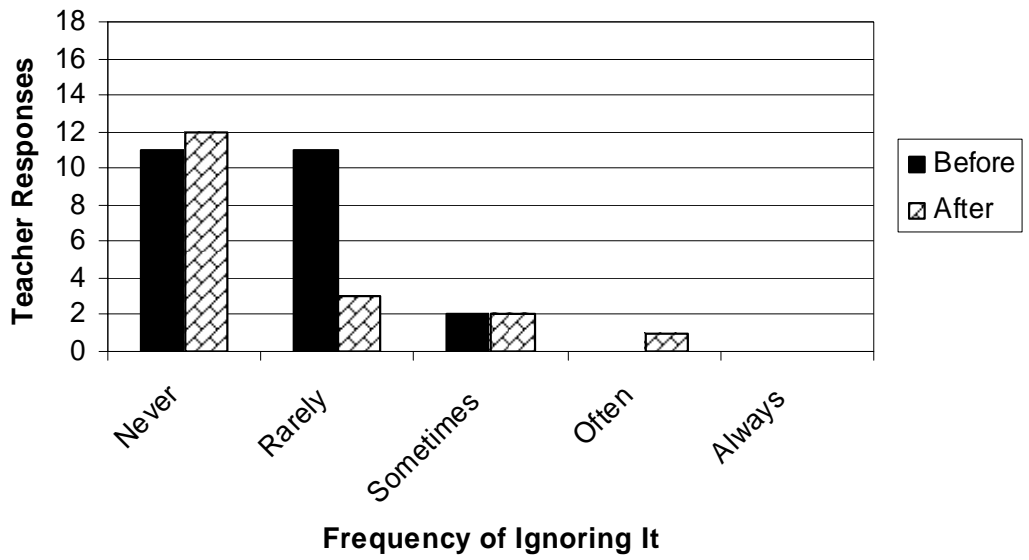
Figure 35: Teachers' Responses for Ignoring Bullying (n=42)

The majority of the teachers never to rarely ignored bullying, both last spring

(n=22; 92%) and last month (n=15; 83%).

Calling the Parents

When it came to handling bullying in the past 30 days, the majority of the teachers (n=11; 61%) said they never called the parents. Five teachers (n=5; 28%) said they did it sometimes. See Figure 36.
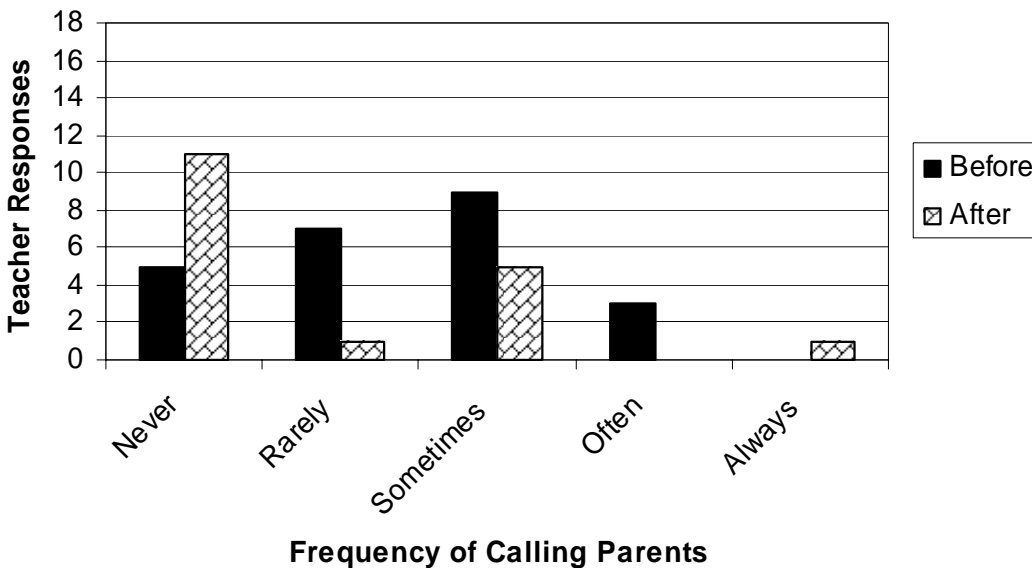
Figure 36: Teachers' Responses for Calling Parents (n=42)

The frequency of teachers calling parents in response to bullying dropped significantly over the past year. Last spring, only five teachers (n=5; 21%) reported never calling parents. This figure jumped to 61% (n=11) when teachers discussed the past month.

Bringing it to the Attention of the Administration

In regards to bringing bullying incidents to the attention of the administration, most

teachers responded that they have not done this in the past 30 days (n=9; 50%). See Figure 37.
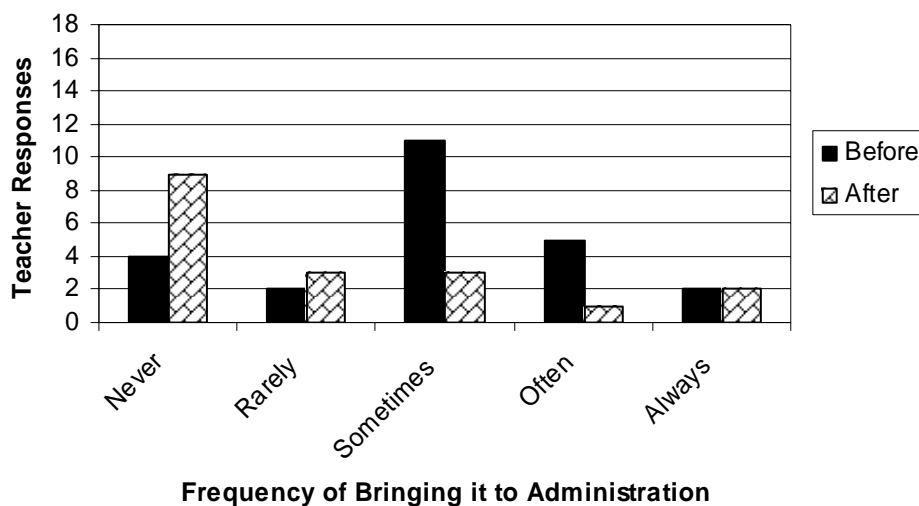
Figure 37: Teachers' Responses for Bringing it to the Administration (n=42)

Teachers brought bullying to the attention of the administration much more frequently

last spring compared to last month. Last spring, only six teachers (n=6; 25%) "never" to "rarely"

notified the administration. Last month, that figure rose to two-thirds (n=12; 67%) of the

teachers.

Addressing the Class

Seven of the teachers (n=7; 41%) did not address their classes about bullying in the past

month. Only one teacher (n=1; 6%) did it "always". One teacher did not answer this question.

See Figure 38.
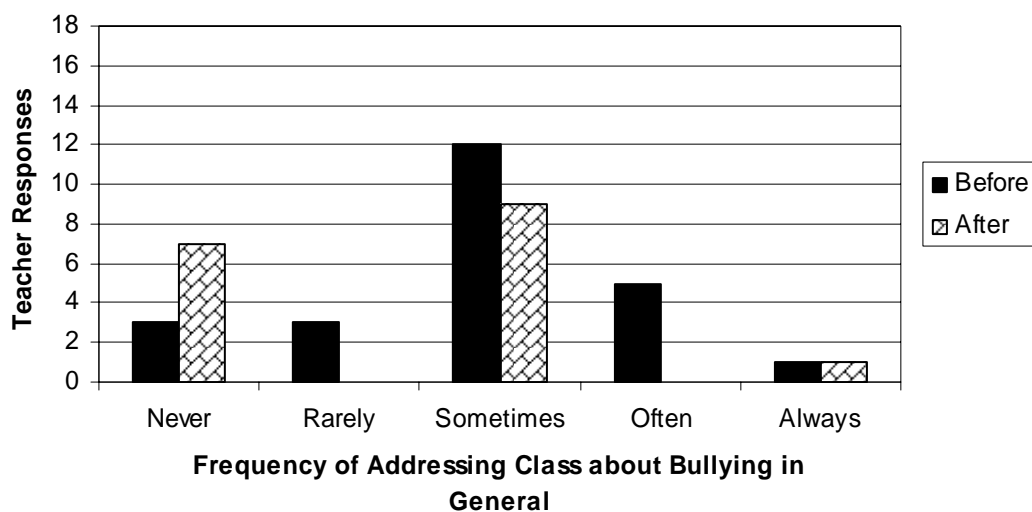
Figure 38: Teachers' Responses for Addressing the Class about Bullying in General (n=41)

When the teachers were asked about the frequency of addressing their class about

bullying in general, the most common response, both last spring and last month, was

"sometimes". Half of the teachers (n=12; 50%) selected this answer last spring, and just over half

of them (n=9; 53%) chose it last month.

Bring to the Attention of the Counselors

The responses for teachers bringing bullying to the attention of the counselors were spread fairly evenly across the board. The largest concentrations were at both ends of the spectrum, where five teachers (n=5; 28%) never and five teachers (n=5; 28%) always notified the counselors. See figure 39.
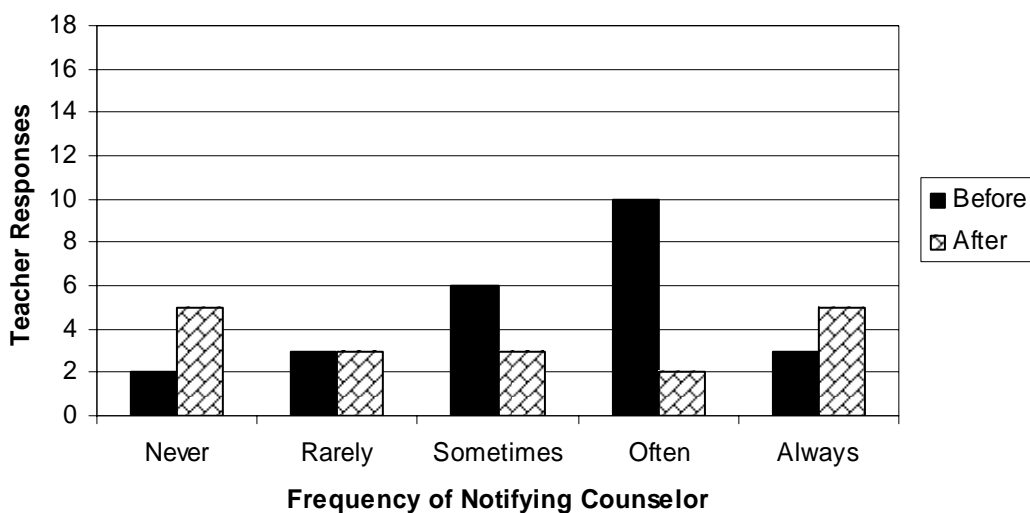
Figure 39: Teachers' Responses for Bringing Bullying to the Attention of a Counselor (n=42)

The frequency of teachers notifying counselors of bullying often to always dropped between last spring and last month. Last spring, 13 teachers (n=13; 54%) often to always notified counselors. This figure dropped to 28% (n=7) in the past month.

Students Work it out Themselves

The responses varied across the board regarding the frequency of helping students work it out themselves. Six teachers (n=6; 33%) revealed they never did, while only two (n=2; 11%) said they often or always did. See Figure 40.
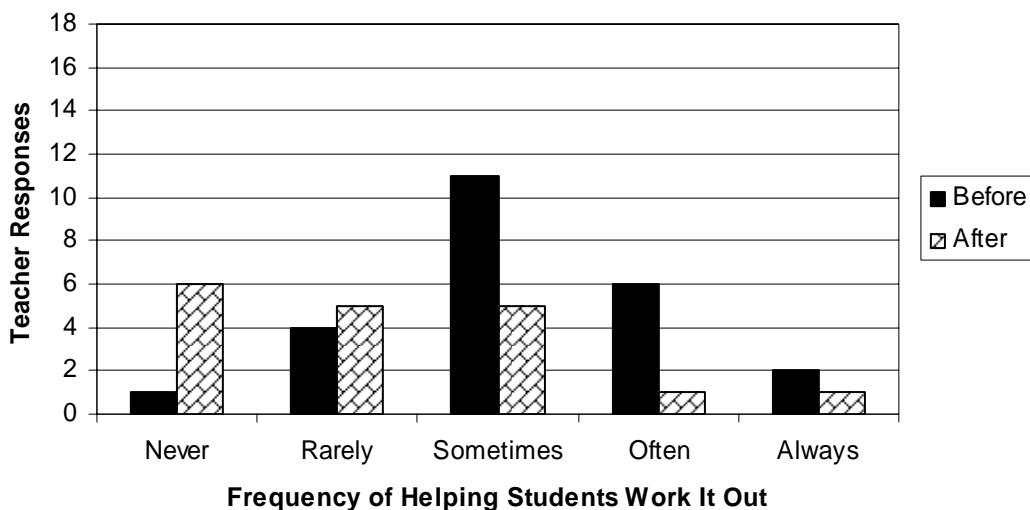
Figure 40: Teachers' Responses for Helping Students Work It Out Themselves (n=42)

The percentage of teachers who sometimes to always helped students work out bullying issues themselves dropped over the past year. Last spring, 19 teachers (n=19; 79%) helped the students sometimes to always, but the figure dropped to 39% (n=9) when teachers were asked about the past month.

Question four asked if teachers had tried specific methods to reduce bullying. Half of the teachers (n=9; 50%) have tried specific methods to reduce bullying in the past 30 days. See Figure 41.
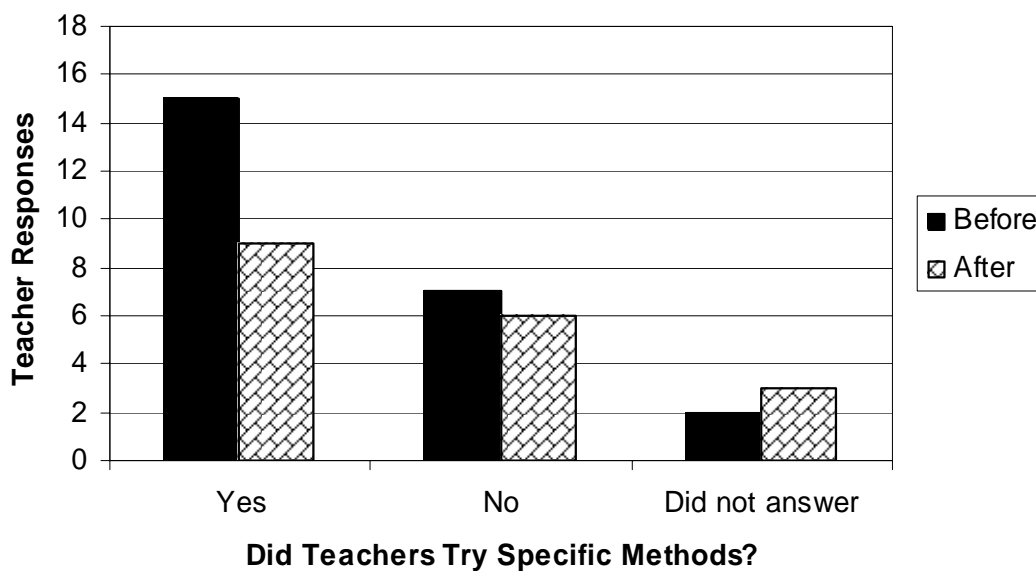
Figure 41: Teachers Who Tried Specific Methods to Reduce Bullying (n=42)

The percentages of teachers who tried specific methods to curb bullying last spring and last month were comparable. Sixty-three percent of the teachers (n=15; 63%) responded yes last spring, and 50% (n=9) did so last month. See Tables 20, 21, and 22.

One specific method that was used was the "Safety Incident Report." Working with individuals was another common option teachers used to reduce bullying. See Table 20.

Table 20

Teacher Responses for Methods Tried at Reducing Bullying Last Month

Teacher Responses

-Talking to individuals who were bullying after they had office consequences to let them know I knew and this was not who I saw them to be-make better choices.
-iHOP-Student Safety Report
-Class Discussion; Review class rules
-Asking student for their perception of the situation and if it's appropriate. Then think of alternative situation (solutions). Talk frequently to colleagues and social worker about bullying in my class.
-Student safety report. Discuss how words affect one another in the classroom
-Positive poster on the wall
-Separating by seating chart
-Setting guidelines about who students may work with/sit by. Group sessions with counselor
-Advisory activities on conflict resolution.

Overall, teachers responded that discussions worked best. Whether it involved teacher to student communication or even involving the social worker or parents, communication seemed to be a key. See Table 21.

Table 21

Teacher Responses to What Worked Best Last Month

Teacher Responses

-None directly in front of me - reports from office or counselor.
-Talking to students
-A teaching approach. Getting parental support. Involving administration. Firm consequences.
-Immediate intervention and counseling with social worker. Clear communication with both parties involved
-Discussion with student
-Constant reminders/discussions

There were only a few comments that teachers had. More education for the entire school was a suggestion. Discussion with students was another suggestion that teachers offered.

Table 22

Teacher Responses to "Any Other Comments"

Teacher Responses
-I believe that students no longer view bullying as bullying. There seems to be quite a bit of two way verbal abuse which qualifies as "fun" to many friends in the middle school.
-I believe that the school should hold more school-wide bullying programs.

Counselor Survey

The purpose of the counselor survey was to obtain information regarding counselors' perspectives on the types and frequency of bullying in their school as well as interventions used. Two counselor surveys were distributed, and two counselor surveys were returned (100% return rate). During the week of December 18, 2007, the teacher-researcher placed the counselor survey in each counselor's mailbox. The counselors were asked to complete the survey and return it to the teacher-researcher's mailbox by December 21, 2007. The survey had a total of eight questions on it. Please see Appendix B for counselor survey.

Question one was scored on a 4-point Likert Scale. It asked to what extent counselors perceived bullying as a problem in their school in the past 30 days. Both counselors believed that bullying was an average problem in the past 30 days. Questions two, three, and four was also based on a 4-point Likert Scale and asked how often the counselor had someone in their office who was the victim, who was the bully, and who was the bystander. The counselors were asked to choose from one (not once in the past 30 days), two (once or twice in the past 30 days), three (every week in the past 30 days), and four (many times a week in the past 30 days). One

counselor (n=1; 50%) reported a bystander in their office once or twice only, while the other

(n=1; 50%) reported weekly visitors to their office.

Bullying was an average problem in the school in the past month, according to both

counselors. Each had a witness or victim of bullying in their office at least every week. However,

only once or twice was an actual bully in the office. See Table 23.

Table 23

Counselors' Views of Bullying Frequency in the Past Month

Question	Counselor 1	Counselor 2
To what degree has bullying been a problem in your school in the past 30 days?	Average	Average
In the past 30 days, how often did you have someone in your office that was a bystander to bullying?	Every week	Every week
In the past 30 days, how often did you have someone in your office that was victim of bullying?	Many times	Every week
In the past 30 days, how often did you have someone in your office that was a bully?	Once or twice	Once or twice

One counselor believed bullying to be a large problem in the school last spring, while

both thought it only to be an average problem in the past 30 days. The frequencies of bullying-

related visitors to the counselors in the pre and post surveys were quite similar, with victims of

bullying showing up at least weekly in both instances.

The counselors were asked what were most common types of bullying brought to their attention. The most common types of bullying brought to the attention of the counselors in the past 30 days were verbal and social bullying. Physical and electronic bullying was less frequent, according to the counselors. See Table 24.

Table 24

Frequency of Different Types of Bullying Brought to Counselors' Attentions in the Past Month

Question	Counselor 1	Counselor 2
How often was physical bullying brought to your attention in the past 30 days?	Once or twice	Once or twice
How often was verbal bullying brought to your attention in the past 30 days?	Every week	Every week
How often was social bullying brought to your attention in the past 30 days?	Every week	Every week
How often was electronic bullying brought to your attention in the past 30 days?	Once or twice	Once or twice

When asked about the frequencies of certain types of bullying being brought to their attention, the counselors noted that the frequency either stayed the same or decreased in the past 30 days. For example, both counselors admitted that reports of electronic bullying went from weekly last spring to only once or twice in the past 30 days. Also, social bullying went from many times a week last spring to only once a week in the past month.

Both counselors at least sometimes punished the bully, and both either rarely or never disciplined the victim. Neither ever ignored it. Both at least sometimes notified parents and addressed the class about bullying in general. The counselors often to always notified the administration. See Table 25.

Table 25

How the Counselors Responded to Bullying in the Past 30 Days

Question	Counselor 1	Counselor 2
In the past 30 days, how often did you respond to bullying by disciplining the bully?	Sometimes	Often
In the past 30 days, how often did you respond to bullying by disciplining the person being bullied?	Never	Rarely
In the past 30 days, how often did you respond to bullying by ignoring it?	Never	Never
In the past 30 days, how often did you respond to bullying by calling parents?	Sometimes	Sometimes
In the past 30 days, how often did you respond to bullying by bringing it to the administration?	Often	Always
In the past 30 days, how often did you respond to bullying by addressing the class about bullying in general?	Sometimes	Sometimes

The ways the counselors responded to bullying incidents stayed consistent between last spring and last month, except for one category. Disciplining the bully went from rarely/ never last spring to sometimes/often last month.

In the past 30 days, both counselors tried specific methods to reduce bullying in the school, such as raising awareness among teachers, having students distribute a safety incident report for reporting bullying, and using a mediation process. Methods that the counselors believed worked best were teaching students to stand up to bullying, encouraging bystanders to get involved, and getting the parents involved. The counselors did not add any extra comments to the surveys. See Tables 26, 27, and 28.

Table 26

Whether Counselors Tried Specific Methods To Reduce Bullying

Question	**Counselor 1**	**Counselor 2**
In the past 30 days, did you try any specific methods to reduce bullying in your school?	Yes	Yes

Table 27

Counselor Responses for Methods Tried at Reducing Bullying Last Month

Counselor Responses
-Raise awareness among teachers/students. Distributed a safety incident report to report bullying.
-Individual bully handout, follow up with students, use safety incident report together, mediation/process incident

Table 28

Counselor Responses for What Worked Best Last Month

Counselor Responses
-Teaching students how to stand up to bullies.
-Encourage bystanders to step in to help their friends.
-Calling parents and getting them involved.
-Individual bully handout, follow up with students, use safety incident report together, mediation/process incident. Discipline and follow up with the victim.

Student Survey

   The purpose of the student survey was to obtain information regarding students'

perspectives on types and frequency of bullying in their school as well as students reactions to it.

On December 20, 2007, the teacher-researcher administered the student survey to 28 eighth-

grade students during their lunch period. The teacher-researcher distributed the surveys, and the

surveys were completely anonymous. There were a total of 17 questions. Six questions required

the students to check all points that applied to them. One question was a yes or no question. Five

questions dealt with the teachers' and schools' responses to bullying, and students were asked to

check the answers they believed to be true. One question asked the students to check what

behaviors the students believed were bullying. Three questions were based on a Likert Scale,

which asked the students to rank their perspectives on a scale of 1-4. A one represented that the

bullying occurred not once last spring, two indicated that it occurred once or twice last spring,

three indicated that the bullying occurred every week last spring, and if they circled four it

indicated that the bullying occurred many times last spring. Please refer to Appendix C.

The most common responses for what students consider to be bullying was gossip and name calling, each of which were selected by all students (n=28; 100%). Also popular choices were teasing (n=26; 93%), physical aggression (n=25; 89%), and homosexual taunts/comments (n=24; 86%). See Table 29.

Table 29

What Students Consider Bullying (n=515)

Type of Bullying	Responses Pre	Responses Post	Difference
Three-way calls	5	16	11
Gossip	22	28	6
Texting, email, IM's	16	22	6
Homosexual taunts/comments	19	24	5
Name Calling	24	28	4
Rumors spread about me	19	23	4
Damaging/stealing others' property	17	21	4
Physical Aggression	22	25	3
Threatened	20	23	3
Picked on for race/religion	20	23	3
Teased	24	26	2
Exclusion	23	24	1
Never experienced	1	0	-1
Total	*232*	*283*	*51*

By far, the biggest change in what students considered bullying was three-way calls. In the first survey, only five students (n=5; 18%) considered it to be a form of bullying, while 16 students (n=16; 57%) saw it as bullying in the final survey. Other types of bullying which saw big increases in student selection were gossip and texting/email/IM's, which both saw an increase of six students (n=6; 21%) selecting them. There were no types of bullying that saw a decrease in selection totals. All-in-all, students made more selections in the post survey than the pre survey. There was a 21% increase (n=51) in total selections.

Being Bullied Physically

When students responded to questions about bullying by frequency and types, most of the students (n=26; 93%) reported not having been physically bullied in the past 30 days. See Figure 42.
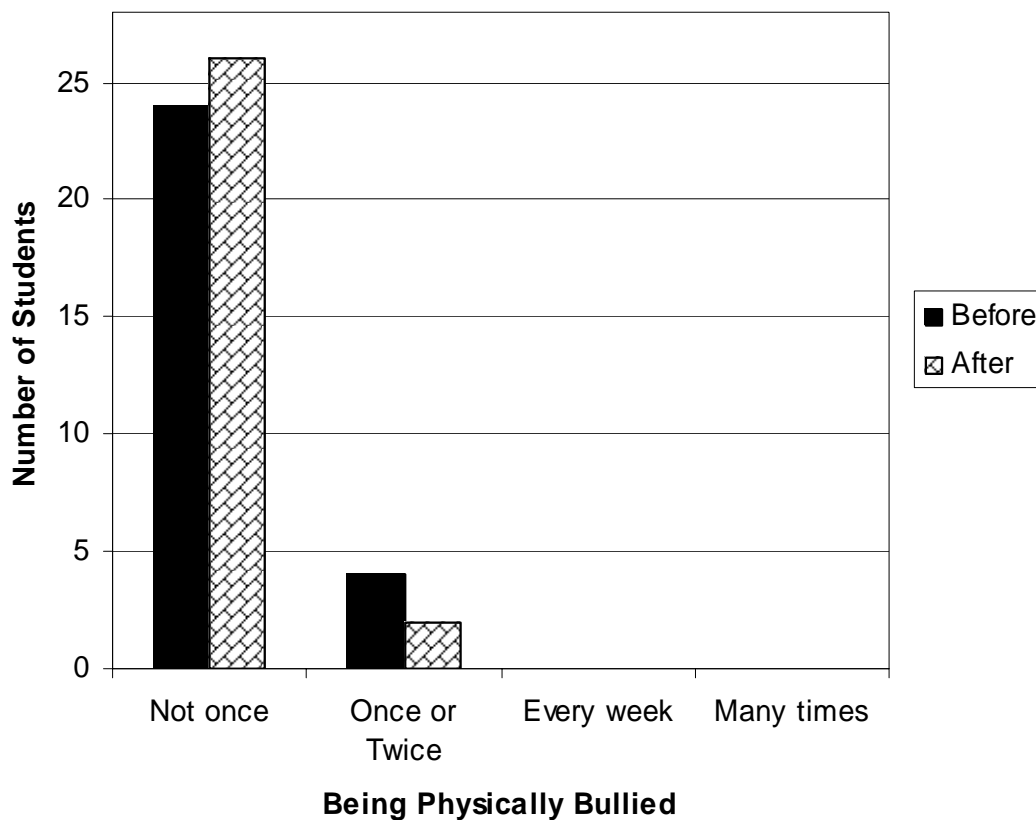
Figure 42: How Often Respondent was Physically Bullied (n=56)

Not one student (n=0; 0%) reported being physically bullied more than once or twice both last spring and last month. In fact, over 85% reported not being bullied at all either last spring (n=24; 86%) or last month (n=26; 93%).

Being Bullied Verbally

The next category of bullying looked at was verbal bullying. Only five students (n=5; 18%) reported not having been verbally bullied at all in the past 30 days, while the majority (n=21; 75%) said they were bullied once or twice. See Figure 43.
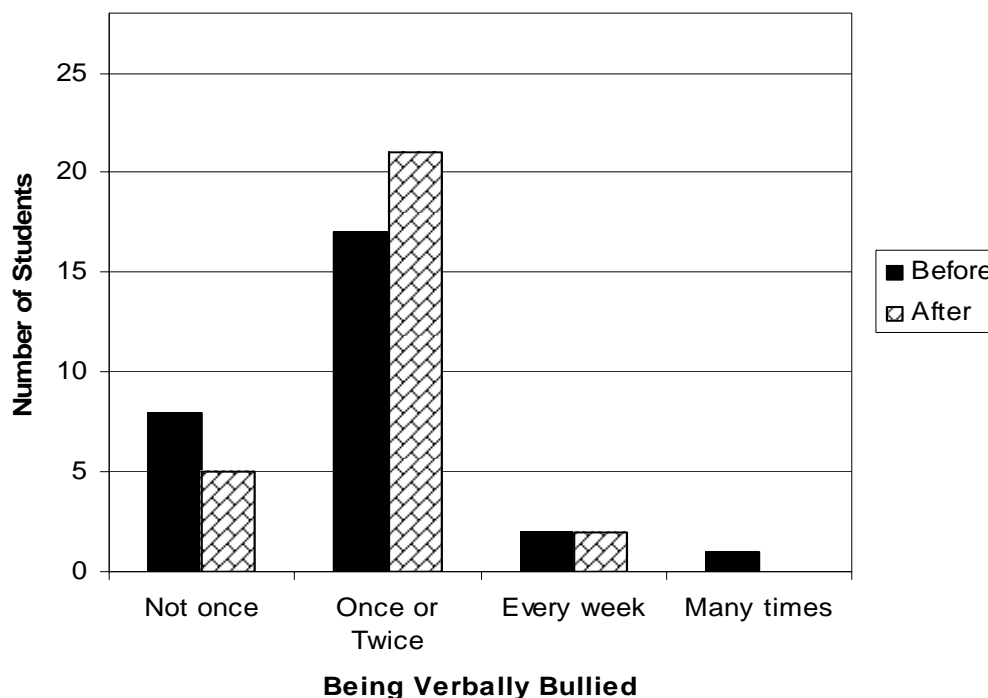
Figure 43: How Often Respondent was Verbally Bullied (n=56)

Both last spring (n=17; 61%) and last month (n=21; 75%), the majority of the students reported being verbally bullied only once or twice. The percentage of students not bullied at all dropped by 8% from the last spring (n=8; 26%) to the past month (n=5; 18%).

Being Bullied Socially

The next category of bullying looked at was social bullying. The majority of the students (n=23; 82%) reported not having been bullied socially more than once or twice in the past 30 days. See Figure 44.
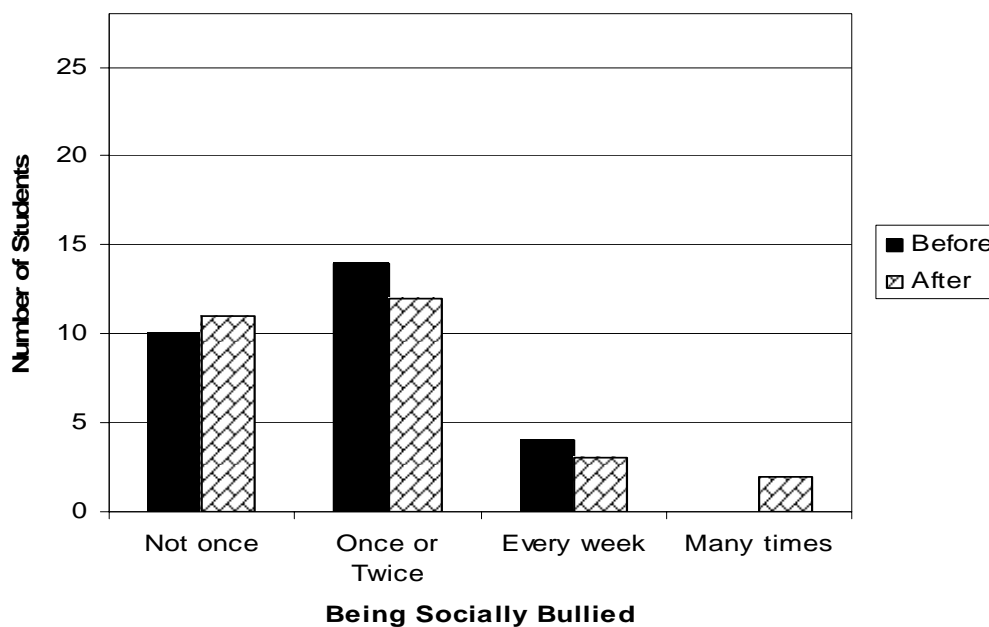
Figure 44: How Often Respondent was Socially Bullied (n=56)

The frequency of social bullying reported by the students was fairly consistent between last spring and last month, with 86% (n=24) reporting being bullied socially no more than once or twice last spring, and 82% (n=23) reporting it last month. The only noticeable difference in comparing the two surveys is how many students reported being bullied "many times". This number was zero (n=0; 0%) last spring, and rose to two students (n=2; 7%) in the past month.

Being Bullied Electronically

Electronic bullying was looked at next. Twenty-four students (n=24; 86%) claimed they were not electronically bullied in the past month. See Figure 45.
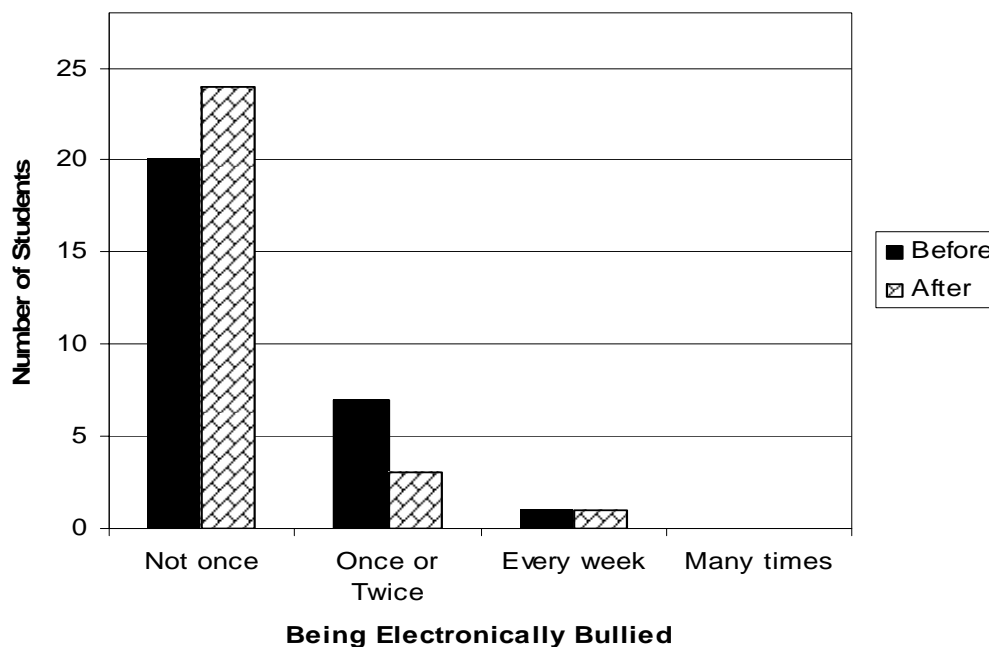
Figure 45: How Often Respondent was Electronically Bullied (n=56)

The percentages of students who were electronically bullied were comparable between last spring and last month. For both time periods, over two-thirds of the students claim they were not once bullied in this manner.

Bullying Physically

The next question focused on the frequency of the respondent bullying someone physically. Every surveyed student (n=28; 100%) claimed they had not bullied anyone else physically in the past 30 days. See Figure 46.
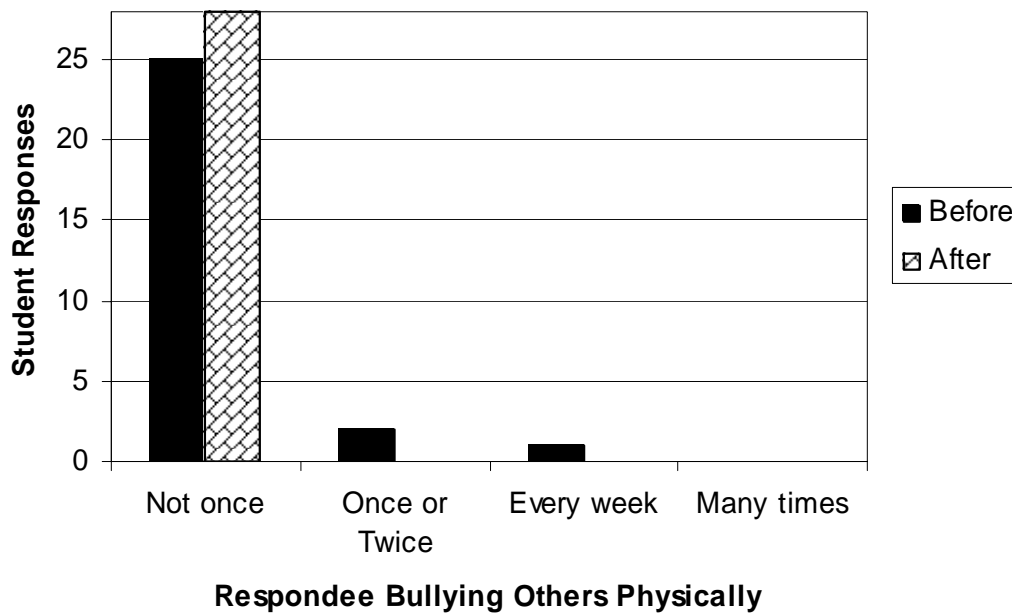
Figure 46: How Often Respondent Bullied Others Physically (n=56)

The percentage of students who bullied others physically dropped from 11% (n=3) last spring to 0% (n=0) last month.

Bullying Verbally

The next type of bullying looked at was verbal. Sixteen students (n=16; 57%) had not bullied anyone verbally in the past 30 days, and twelve students (n=12; 43%) bullied verbally once or twice in the past 30 days. See Figure 47.
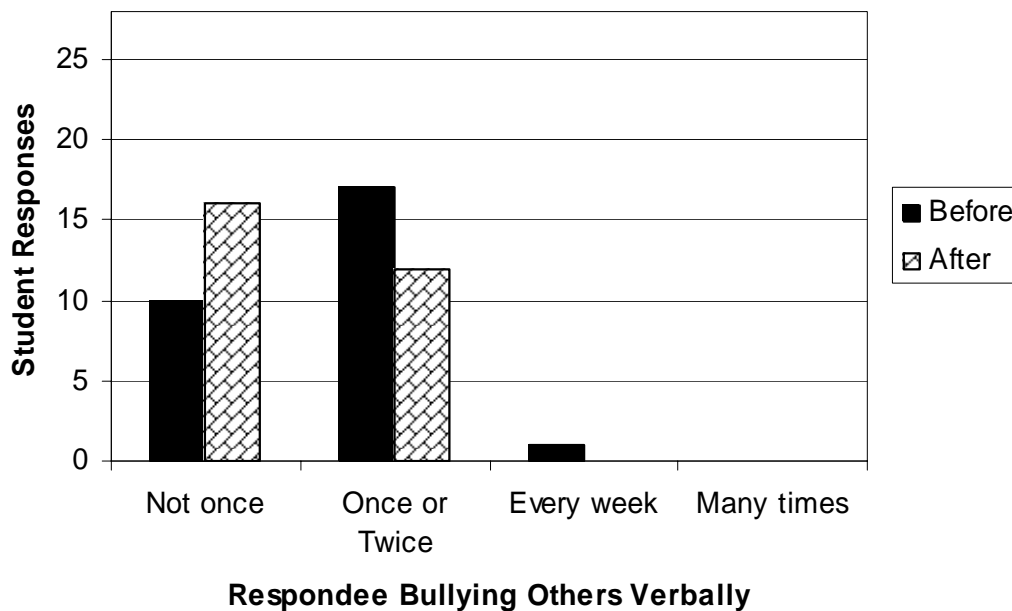
Figure 47: How Often Respondent Bullied Others Verbally (n=56)

Less students bullied others verbally last month (n=12; 43%) than last spring (n=18; 64%). The percentage of students who did it every week or more dropped from 4% (n=1) to 0% (n=0).

Bullying Socially

The next type of bullying looked at was social bullying. Eighteen students (n=18; 64%) reported that they had not bullied others socially in the past 30 days, while eight (n=8; 29%) said they did it once or twice. See Figure 48.
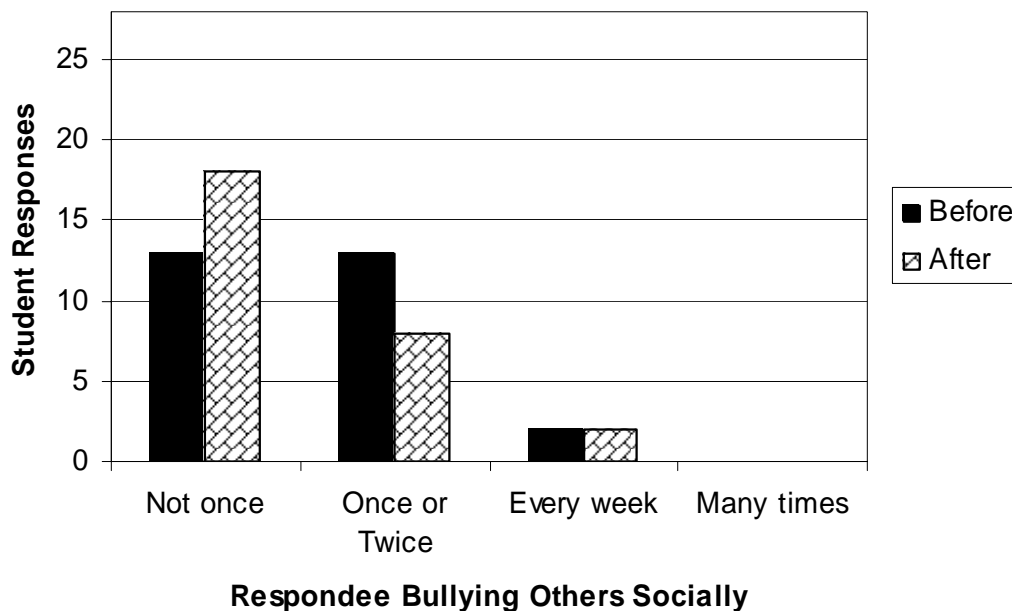
Figure 48: How Often Respondent Bullied Others Socially (n=56)

Less students bullied others socially last month (n=10; 36%) than last spring (n=15; 54%). The percentage of students who did it every week or more remained the same at 7% (n=2).

Bullying Electronically

Electronic bullying was than looked at. All but two students (n=26; 93%) reported that

they had not bullied others electronically in the past 30 days. See Figure 49.
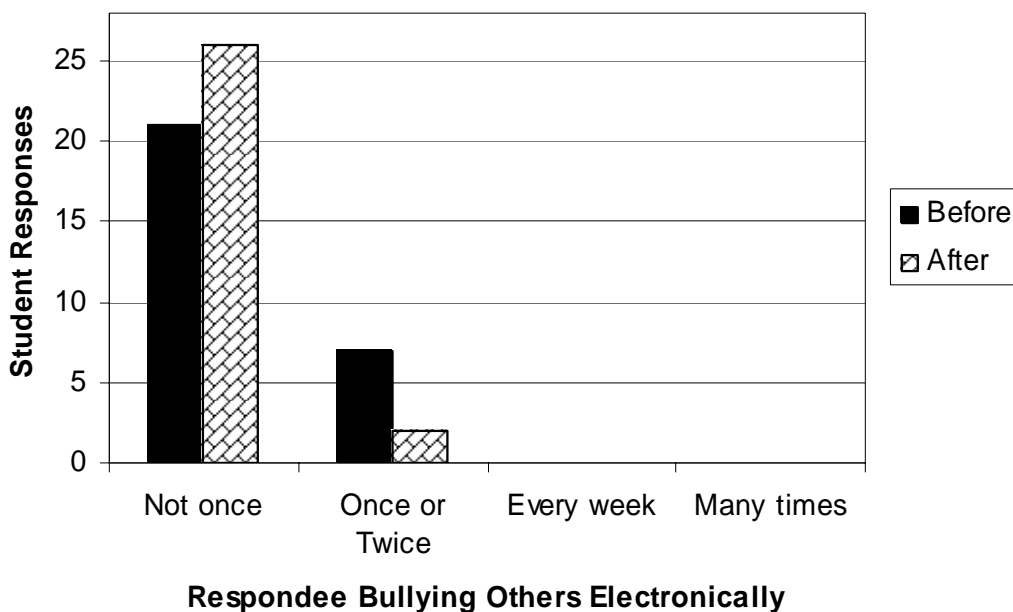
Figure 49: How Often Respondent Bullied Others Electronically (n=56)

The percentage of students who had never bullied others electronically rose from an

already high 75% (n=21) to 93% (n=26). Not one student (n=0; 0%) admitted bullying others in

this manner every week or more either in the past month or last spring.

Observed Physical Bullying

The majority of the students (n=27; 96%) rarely witnessed physical bullying in the past

30 days. See Figure 50.
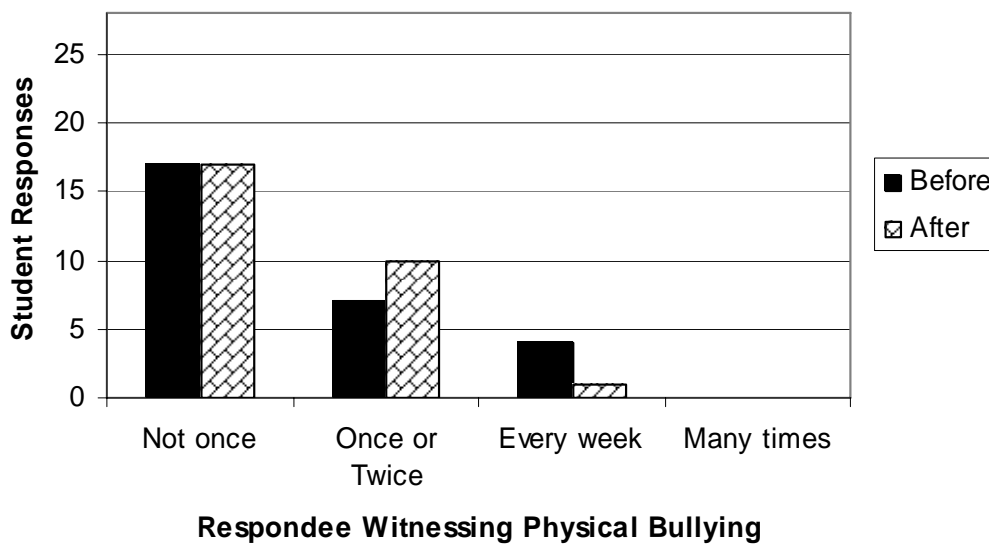
Figure 50: How Often Respondee Witnessed Physical Bullying (n=56)

The majority of students rarely witnessed physical bullying, both last spring (n=24; 86%)

and last month (n=27; 96%).

Observed Verbal Bullying

Fourteen students (n=14; 50%) reported seeing verbal bullying once or twice in the past

month, while ten (n=10; 36%) saw it every week. See Figure 51.
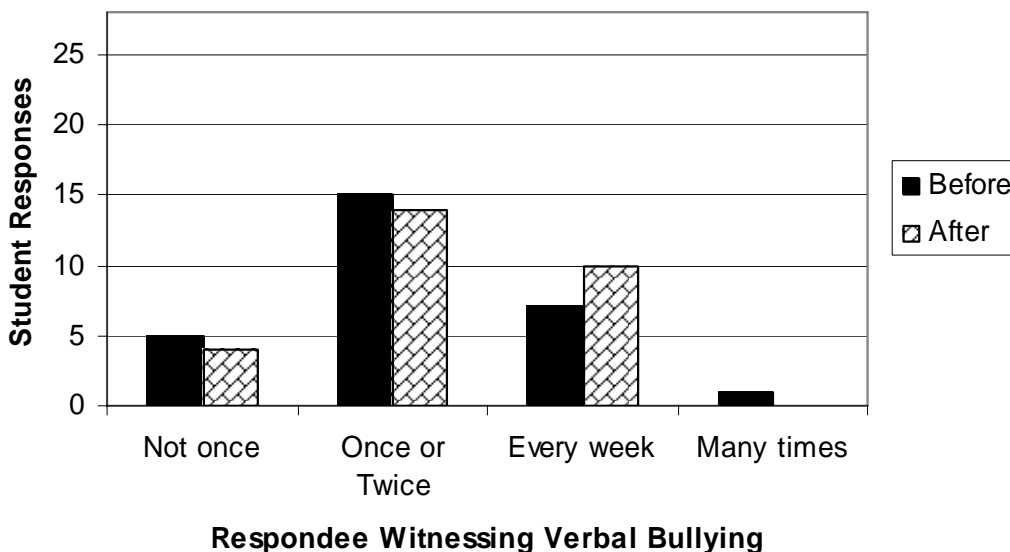
Figure 51: How Often Respondee Witnessed Verbal Bullying (n=56)

The frequency of the students witnessing verbal bullying was consistent between last

spring and last month. The percentage of students not witnessing any incidents was almost the

same between last spring (n=5; 18%) and the past thirty days (n=4; 14%), while the percentages

witnessing it once or twice also were comparable (n=15; 54%, last spring vs. n=14; 50%, last

month).

Observed Social Bullying

Twelve students (n=12; 43%) reported witnessing social bullying once or twice in the past 30 days, and eleven (n=11; 39%) said they were aware of it every week. See Figure 52.
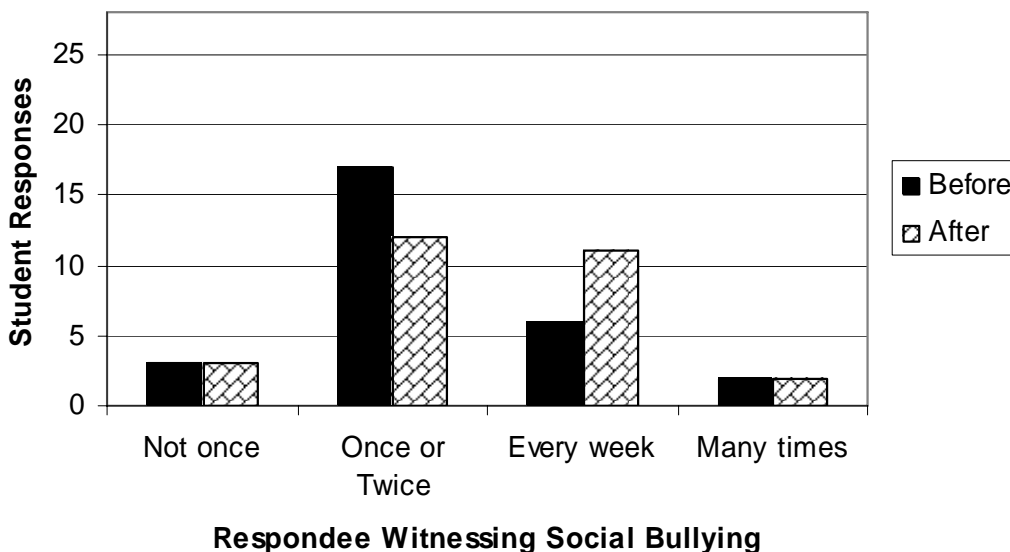
Figure 52: How Often Respondent Witnessed Social Bullying (n=56)

The percentages of students never witnessing social bullying remained the same between last spring (n=3; 11%) and last month (n=3; 11%), but the amount of students who saw it every week almost doubled, from six students (n=6; 21%) to eleven (n=11; 39%).

Observed Electronic Bullying

Thirteen students each (n=13; 46%) claimed they had either never witnessed or only once or twice witnessed electronic bullying in the past month. See Figure 53.
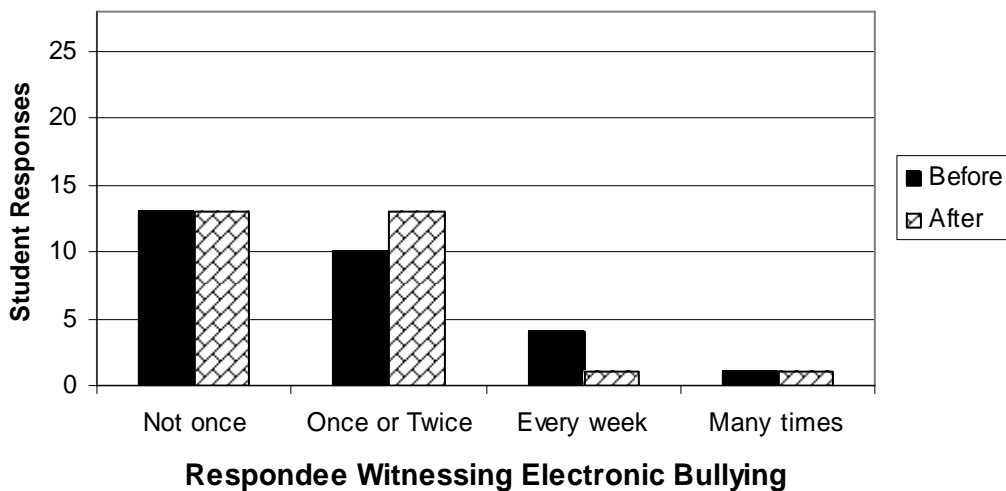
Figure 53: How Often Respondee Witnessed Electronic Bullying (n=56)

The percentages of students never witnessing electronic bullying remained the same between last spring (n=12; 43%) and last month (n=12; 43%), but the amount of students who saw it every week almost dropped, from four students (n=4; 14%) to one (n=1; 4%).

When asked about the last time students witnessed a bullying incident, the most common responses were that they helped the victim and they stood up to the bully (n=11 each; 39%). Also popular were telling another student about it (n=9; 32%) and helping later (n=9; 32%). See Table 30.

Table 30

Student Reactions the Last Time They Witnessed Bullying (n=147)

Reaction to Bullying	Responses Pre	Responses Post	Difference
Helped victim	8	11	3
Other	2	5	3
Told adult at school	1	2	1
Told outside adult	0	1	1
Told my parents	6	6	0
Never seen bullying	2	2	0
Stood and watched	2	2	0
Joined in	0	0	0
Joked about it	2	1	-1
Got back at bully later	2	1	-1
Told teacher	1	0	-1
Told another student	11	9	-2
Got someone to stop it	5	3	-2
Stood up to bully	14	11	-3
Ignored it	9	6	-3
Helped later	13	9	-4
Total	*78*	*69*	*-9*

The biggest increases in responses for students' reactions to the last bullying incident between the first survey and the second were for helping the victim (n=3; 11%) and "other" (n=3; 11%). On the other side of the spectrum, fewer students helped later (n=4; 14%), ignored it (n=3; 11%), or stood up to the bully (n=3; 11%).

When asked what students would do different next time to stop bullying, over half of them (n=15; 54%) said they would get someone to stop it. Many students also believed they would tell an adult at school (n=12; 43%), help the victim (n=12; 43%), and stand up to the bully (n=12; 43%). Ten students (n=10; 36%) said they would tell a teacher next time. See Table 31.

Table 31

What Students Would Do Different Next Time They Witnessed a Bullying (n=172)

Future Actions	Responses Pre	Responses Post	Difference
Get someone to stop it	11	15	4
Tell teacher	6	10	4
Other	0	3	3
Tell an adult at school	11	12	1
Tell another student	2	3	1
Help victim later	8	8	0
Stand and watch	0	0	0
Ignore it	0	0	0
Joke about it	0	0	0
Join in	0	0	0
Tell my parents	5	4	-1
Never seen bullying	2	1	-1
Tell outside adult	8	6	-2
Help victim	15	12	-3
Stand up to bully	15	12	-3
Get back at bully later	3	0	-3
Total	*86*	*86*	*0*

More students vowed to get someone to stop the bullying (n=4; 14%) or tell a teacher (n=4; 14%) the next time they witnessed it in the second survey, compared to the first. Fewer students planned on helping the victim (n=3; 11%), standing up to the bully (n=3; 11%), or retaliating later (n=3; 11%).

The majority of the students (n=15; 54%) did not want to get involved the last time they witnessed a bullying. Others didn't act because it they didn't believe it was so bad (n=9; 32%) or it wasn't their business (n=7; 25%). See Table 32.

Table 32

Reasons the Students Did Not Act Last Time They Witnessed Bullying (n=94)

Reason	Responses Pre	Responses Post	Difference
Didn't know what to do	3	4	1
Didn't want to get involved	15	15	0
Bullying wasn't so bad	9	9	0
Whoever I told would do nothing	2	2	0
It isn't right to tattle	1	1	0
The victim deserved it	3	2	-1
It's not my business	9	7	-2
Other	9	3	-6
Total	*51*	*43*	*-8*

Student responses were comparable between the first survey and the final survey as to why they did not act the last time they witnessed a bullying. No reason (other than "other" changed by more than two responses (n=2; 7%).

When asked about the last time the respondent was a victim of bullying, the most popular

response from the students was that they joked about it (n=13; 46%). Other common responses

were telling another student (n=10; 36%), standing up to the bully (n=9; 32%), and telling their

parents (n=8; 29%). See Table 33.

Table 33

What Students Did the Last Time They Were Bullied (n=121)

Previous Actions	Responses Pre	Responses Post	Difference
I joked of it	5	13	8
I fought back	3	7	4
Other	0	2	2
I told an adult at school	1	2	1
I told another student	10	10	0
I told my parents	8	8	0
I got back at them later	2	2	0
I told an outside adult	1	1	0
I told my teacher	0	0	0
I called the police	0	0	0
I ignored it	7	6	-1
I got someone to stop it	2	1	-1
I stood up to the bully	11	9	-2
I have not been bullied	6	4	-2
Total	*56*	*65*	*9*

When asked what the students did the last time they were bullied, the biggest increase in

responses between the two surveys was joking about it, which rose by eight responses (n=8;

29%). Also increasing was fighting back, which rose by four students (n=4; 14%). Standing up

to the bully decreased by two (n=2; 7%).

The last time the students were bullied, twelve of them (n=12; 43%) reported doing something about it. As for the others, seven (n=7; 25%) believed it wouldn't have made a difference and six (n=6; 21%) didn't think the bullying was too bad. See Table 34.

Table 34

Why Students did Nothing Last Time They were Bullied (n=83)

Reason For Doing Nothing	Responses Pre	Responses Post	Difference
It wouldn't have made a difference	4	7	3
I was afraid	3	5	2
Other	1	2	1
I didn't know what to do	5	5	0
I deserved it	0	0	0
The bullying wasn't so bad	7	6	-1
I didn't want to get in trouble	3	2	-1
If I told someone, they'd do nothing	2	1	-1
It's not right to tell on people	2	1	-1
No Response - ("I did something")	15	12	-3
Total	*42*	*41*	*-1*

More students in the second survey compared to the first (n=3; 11%) believed doing something wouldn't have made a difference the last time they were bullied, so they did nothing. Also increasing was the percentage of students who did nothing because they were afraid (n=2; 7%).

All of the students surveyed (100%; n=28) reported feeling safe at school. See Figure 54.
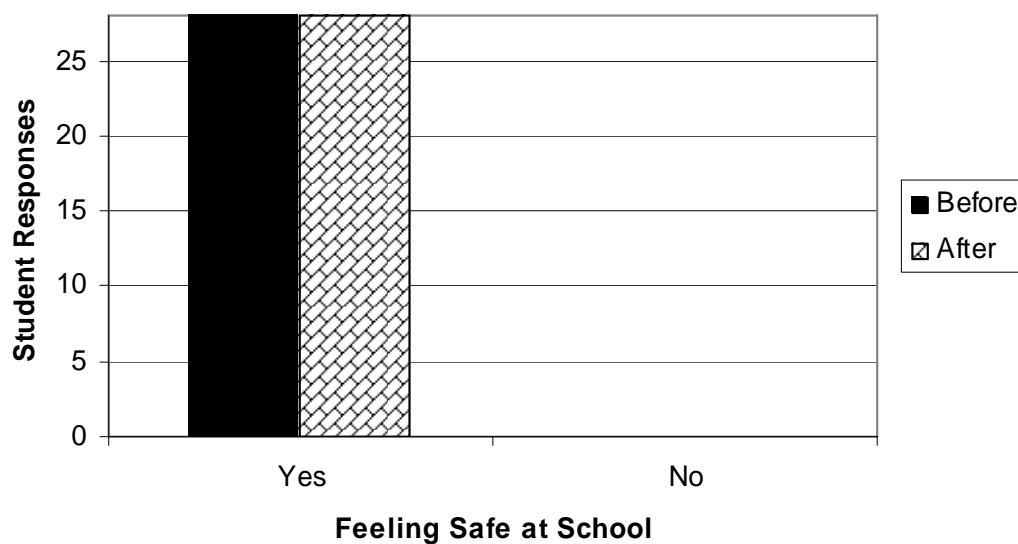
Figure 54: Do Students Feel Safe At School? (n=56)

In both surveys, all of the students surveyed (n=28; 100%) feel safe at school.

When the students were asked how adults at school deal with bullying, 19 said they stop the bully and talk out a solution (68%, n=19). Ten students believed adults usually stop and punish the bully. See Figure 55.
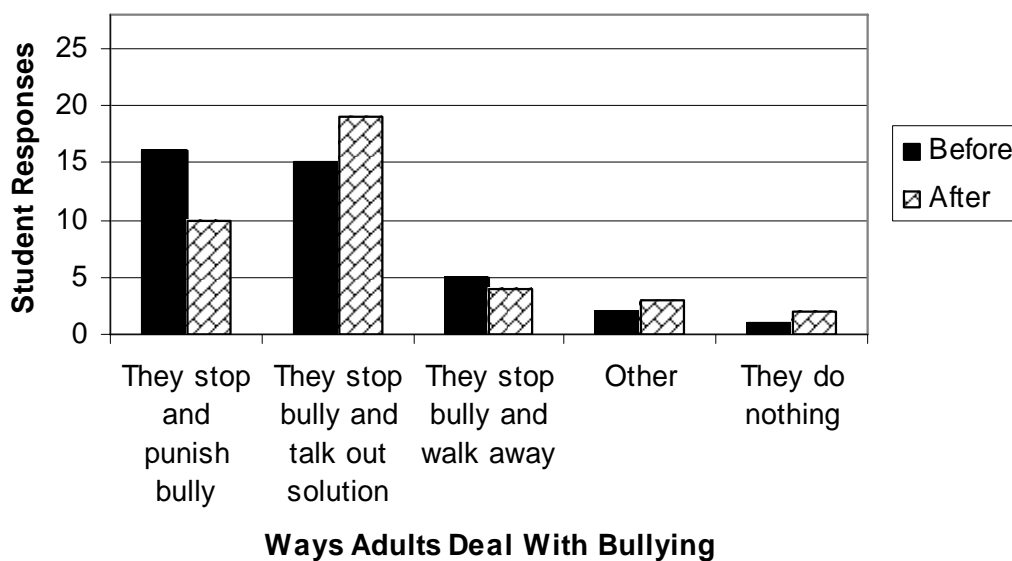
Figure 55: How Do Adults At School Deal With Bullying? (n=77)

The students' perceptions of the ways adults at school deal with bullying changed between the first survey and the second. The percentage of adults who stop and punish the bully dropped from 57% (n=16) to 36% (n=10), while the percentage of adults who stop the bully and talk out a solution rose from 54% (n=15) to 68% (n=19).

Most of the students (n=23; 82%) thought the best way for adults at school to handle bullying situations is to stop the bully and talk out a solution. Nine students (n=9; 32%) thought the bullies should be punished. See Figure 56.
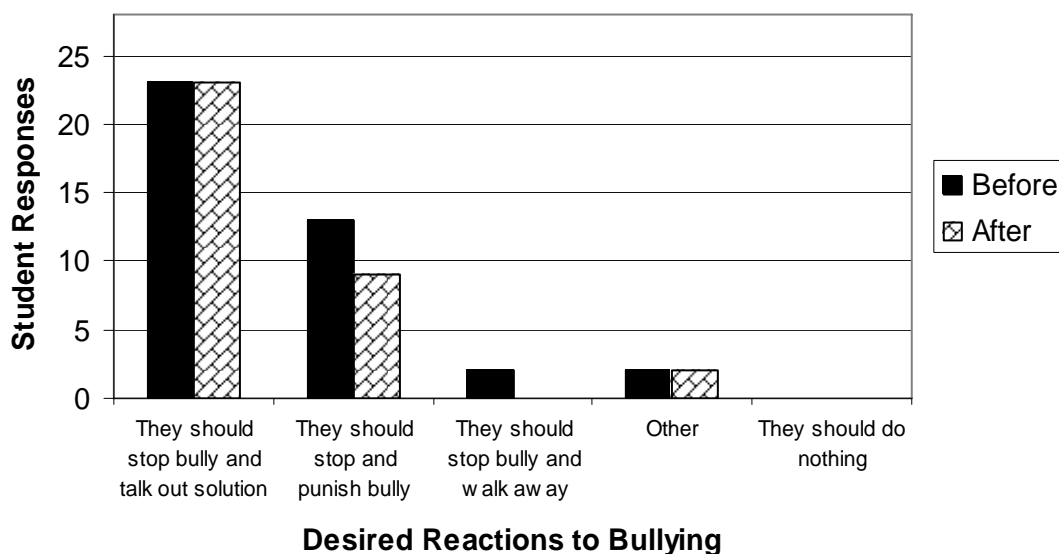
Figure 56: How Students Think Adults Should React to Bullying (n=74)

How students believe adults should handle bullying did not change much between the two surveys. In both surveys, 23 students (n=23; 82%) thought adults should stop the bully and talk out a solution. The amount of students who thought the adults should punish the bully dropped from thirteen (n=13; 46%) to nine (n=9; 32%).

Fourteen students (n=14; 50%) are somewhat aware of their school's bullying policy, while twelve (n=12; 43%) know what it is. See Figure 57.
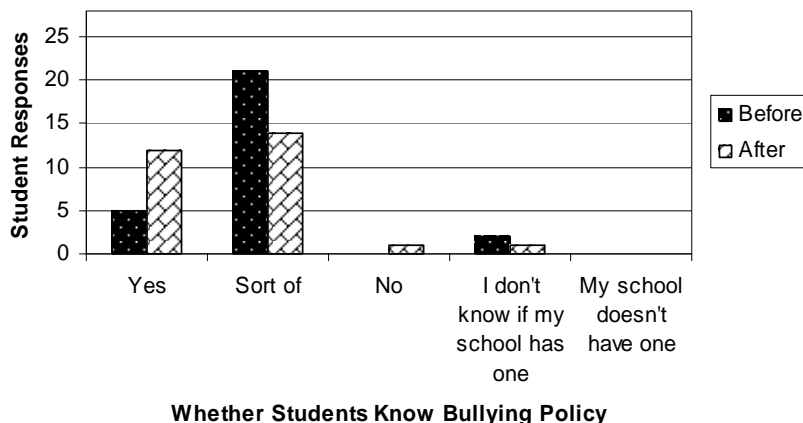
Figure 57: Do Students Know About Their School's Policy on Bullying? (n=56)

The percentage of students who knew their school's bullying policy more than doubled between the two surveys, from five (n=5; 18%) to twelve (n=12; 43%).

All but one student surveyed (n=27; 96%) believed the teachers' efforts at making the school a safe place were either very good or good. See Figure 58.
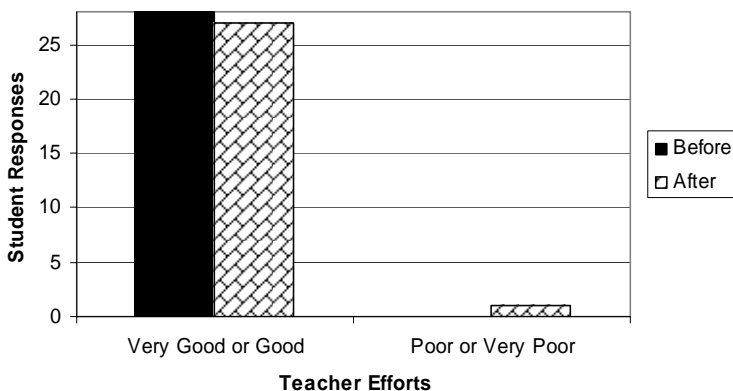
Figure 58: Students' Rating of Teachers' Efforts to Make School a Safe Place (n=56)

All of the students (n=28; 100%) rated the teachers' efforts at making the school a safe place at "very good" or "good" in the first survey, while all but one (n=27; 96%) did so in the second.

All but one student surveyed (96%; n=27) believed the administration's efforts at making the school a safe place were either very good or good. See Figure 59.
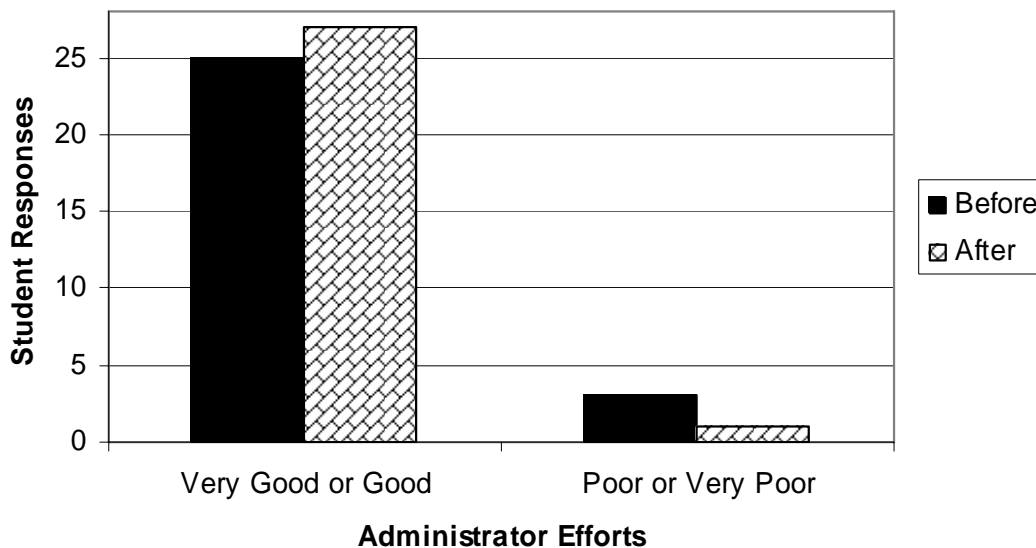
Figure 59: Students' Rating of Principal's and Assistant Principal's Efforts to Make School a Safe Place (n=56)

The percentage of students who viewed the administration's efforts at making the school a safe place to be "very good" or "good" rose from 89% (n=25) in the first survey to 96% (n=27) in the second.

The lunchroom was the most common location identified where bullying takes place (n=18; 64%). Students also said bullying occurs frequently in the hallways (n=16; 57%), on the Internet (n=16; 57%), and at recess (n=15; 54%). The locker room was another popular choice (n=10; 36%). See Table 35.

Table 35

Where Students Say Bullying Most Frequently Occurs (n=174)

Location	Responses Pre	Responses Post	Difference
Lunchroom	11	18	7
Locker room	3	10	7
Hallway	11	16	5
On the way to/from school	6	9	3
Classroom	2	4	2
Restroom	2	3	1
On the Internet	16	16	0
Outside during recess	16	15	-1
On the phone	9	7	-2
Total	*76*	*98*	*22*

When asked where bullying most occurs, 25% (n=7) more students chose the lunchroom and the locker room in the second survey, compared with the first. Another popular answer in the second survey was the hallway, which rose by 18% (n=5). Some answers with decreases were on the phone, which dropped by 7% (n=2), and outside at recess, which dropped by 4% (n=1).

Students were asked if there was anything else that they believed the school should be doing to stop bullying in the school. There were 27 responses. The most common answer was to talk to the bully and problem solve (n=7; 25%). Six students believed the school was doing a great job (n=6; 22%). See Table 36.

Table 36

Student Responses to How They Wished School Would Handle Bullying

Student Responses	# of Students
Have an adult talk to the bully and problem-solve	7
The school is doing a great job	6
Education (i.e. have a class)	4
Teacher awareness	4
Don't think school can be completely free of bullying	2
Harsher punishment	2
Have a "No Gossip Day" to show how good it feels	1
Monitor those identified as bullies	1
(No Response)	1

Comparing the data, there were nine students (n=9; 32%) who didn't respond in the pre survey versus one (n=1; 4%) who did not respond for post-documentation. The next highest answer was they are already doing a good job (n=5; 18%) in the pre and (n=6; 21%) in the post. The rest of the responses from the pre survey were more varied than the post survey.

Summary Paragraph

Overall, the data shows that there have been some positive improvements over the past 14 weeks. Please note that the survey response size decreased from 24 teachers responding to 18 teachers responding. According to teachers, the extent of bullying decreased. Sixty-one percent of the teachers (n=11) considered bullying to either not be a problem or only be a small problem in the past 30 days. See Figure 28. Teachers also saw decreases in verbal and social bullying. See Figures 30 and 31. Both counselors admitted that reports of electronic bullying went from weekly last spring to only once or twice in the past 30 days. Also, social bullying went from

many times a week last spring to only once a week in the past month. See Table 24. Students'

perceptions of bullying seemed to have widened based on Table 29 and Table 35. In Table 29

there were 51 more responses to what actions are bullying in the post-survey than in the pre-

survey. This was a 22% increase in responses. In Table 35, students noticed more bullying

behaviors in specific areas in the school. There were 22 more responses in the post-survey than

in the pre-survey. This was a 29% increase in where students noticed bullying occurring. These

increases are proof that students' perceptions of bullying have broadened. More students also

were aware of their school's bullying policy than had indicated in the pre survey. In fact, the

percentage of students who knew their school's bullying policy more than doubled between the

two surveys, from 5 (18%) to 12 (43%). See Figure 57. The percentages of students never

witnessing social bullying remained the same between last spring (n=3; 11%) and last month

(n=3; 11%), but the amount of students who saw it every week almost doubled, from six students

(n=6; 21%) to eleven (n=11; 39%). See Figure 52. A smaller amount of students admitted

bullying others socially last month (n=10; 36%) than last spring (n=15; 54%). The percentage of

students who did it every week or more remained the same at 7% (n=2). See Figure 48. Lastly,

when students were asked why they did not get involved the last time the witnessed bullying, the

most frequent answer remained the same: "I didn't want to get involved." (n=15; 54%). See

Table 32.

Reflective Paragraph

Overall, there were mixed results in the outcome of this study. There have been some

positive changes that have come about because of this intervention. Teachers and counselors

have noted slight decreases in the bullying they have encountered. Students have also noticed

some decreases in the amount that they bully personally and the bullying that they observe,

especially socially. One disappointing piece of data was that when students were asked why they

did not get involved the last time they witnessed bullying the answer remained the same: "I

didn't want to get involved." Nearly 50% of the students chose this answer in the pre survey and

the post survey. Perhaps the one positive that stands out the most is that the students' perceptions

of what bullying behaviors are, along with how often and where they take place, have widened.

Students are noticing bullying in more places and, if they can notice it, then they will be more

likely to stop it. This is key, as much of the research shows that the bystander plays a critical role

in bullying prevention. This action research may show that education is the key. In the future, the

teacher-researcher would like to survey the entire school or at least an entire grade before

interventions are in place and then again at the end of the year after the interventions have taken

place to look for changes in students perceptions, opinions, and behavior.

<div align="center">Conclusions</div>

Teacher Survey Results

       Upon reviewing the data collected, the teacher-researcher made some discoveries.

Throughout the last 30 days, teachers reported a 28% decrease in the extent of bullying (Figure

28). The pre-documentation survey indicated that 33% (n=8) of teachers saw bullying as either

not problem or a small problem. During the last 30 days, 61% (n=9) considered bullying either

not problem or a small problem.

       Social bullying also decreased. Last spring, 54% (n=13) of teachers reported being aware

of social bullying every week or more at school. This figure dropped 15% (n=7; 39%). See

Figure 31. An interesting note is that teachers informed the administration more often of bullying

in the last 30 days than last spring by 2/3 (n=12; 67%). See Figure 40. This may be because the

number of teachers helping students work it out themselves decreased from 79% (n=19) to 39%

(n=9), as shown on Figure 47. The decrease in bullying may have been a result of student-leaders going into classes to discuss bullying and reporting.

When studying the teacher survey results, one important point to note is that teachers who did not teach at the site last year did not take the survey. Another point to note is that 8th grade teachers did not request the student-leaders as we had anticipated.

Counselor Survey Results

At the time of the pre survey, one counselor saw bullying as a large problem and one as an average problem. However, at the time of the post survey, both counselors agreed that bullying was an average problem, as shown in Table 23. During the 30-day time period prior to the post-survey, the amount of times the bystander came into the counselors' offices increased. One counselor responded "once or twice" during last spring and one responded "every week" last spring. Both counselors' numbers rose to every week in the past month. The victim and bully visits to the offices remained fairly low. See Table 23.

According to the counselors, social and electronic bullying decreased slightly. Both counselors agreed they had seen social bullying every week in the 30-day post survey time period, as opposed to "many times" last spring See Table 24. Electronic bullying went from "every week" last spring to "once or twice" in the past 30 days, according to the counselors See Table 24. The counselors' need to discipline the bully increased in the post survey from "never" and "rarely" to "sometimes" and "often". The rest of the actions remained fairly similar from pre to post data. See Table 25.

Students' Definitions of Bullying

      The student survey provided the teacher-researcher with a great deal of information. The teacher-researcher will point out the most important information. The students' definitions of bullying were limited in the initial survey. In the post survey, the teacher-researcher hoped all students viewed all items as bullying. See Table 29. While students did not view all items as bullying, their item selection did increase by 22% (n=51). The amount of items marked on the pre survey was 232, while the number identified for the post survey was 283. Three-way calling was the item that had the largest increase in selection number between the pre and post surveys. Overall, students broadened their perceptions of bullying. The number of students marking "I have never experienced it" decreased from 1 to 0.

      When asked where bullying occurs most (Table 25), 25% (n=7) more students chose the lunchroom and locker room in the post survey as compared to the pre-survey. The students who believed bullying occurred in the hallway rose by 18% (n=5) students. Bullying on the phone dropped by 7% (n=2). The number of responses for the Internet remained high (n=16) and outside at recess also remained high (n=15). As was found in Table 29, students' definitions of bullying widened, which may be why students noticed more bullying in the lunchroom and locker room. Also, this may be due to educating the students on bullying behaviors. They may not have realized that bullying behaviors were going on.

Extent of Bullying as Perceived by Students

      According to Figures 46 through 49, overall, students who bullied others physically, socially, verbally, and electronically decreased. The percentage of students who bullied physically dropped 11% (n=3) last spring to 0% (n=0) last month. There was also a 21%

decrease in verbal bullying and an 18% decrease in students who socially bullied. Last spring, the percentage of students who did not participate in electronic bullying was 75% (n=21). At the time of the post survey that number increased to 93% (n=26). According to Figure 52, the amount of students who witnessed social bullying doubled from six students (n=6, 21%) to 11 students (n=11; 39%). Perhaps this again was due to their broadened definitions of bullying.

Student Behaviors and Opinions When Witnessing Bullying

There were some changes in the response to what students did the last time they witnessed bullying. The biggest increase in the number of responses (n=3; 11%) was for helping the victim. Responses decreased for helping the victim later (n=4; 14%), ignoring it (n=3; 11%), and standing up to the bully (n=3; 11%). See Table 30. The next time students witnessed a bullying, fewer planned to help the victim (n=3; 11%). Fewer students would stand up to the bully (n=3; 11%) and the number of students who would retaliate later went from 3 to 0. However, 14% (n=4) more students vowed to get someone to stop bullying or tell a teacher. Refer to Table 31.

When asked why students didn't intervene the last time they witnessed bullying, the most popular response was "Did not want to get involved." This response remained the same (n=15; 54%). The response of, "The bullying wasn't so bad," also remained high (n=9; 32%). The number of students who responded, "It's not my business" dropped by 7% (n=2). See Table 32.

Student Behaviors and Opinions the Last time they Were Bullied

When students were asked what they did the last time they were bullied, the amount of students who reported joking about it increased by 29% (n=8), the number of students who said they fought back increased by 14% (n=4), while the number of students who stood up to the bully deceased by 7% (n=2). See Table33. When asked why they didn't do anything the last time

they were bullied, 11% more students (n=3) believed that doing something wouldn't make a difference in the post survey compared to the pre survey. See Table 34.

School Actions

According to Figure 54, all students reported being safe at school. This is a very important statistic in general. Even if the school was not completely free from bullying, the fact that students continued to feel safe is definitely positive.

According to the students, the percentage of teachers who stop and punish the bully decreased from 57% (n=16) to 36% (n=10). This is a 21% decrease. Also according to the students, the percent of teachers who stop the bully and talk out the situation rose from 54% (n=15) to 68% (n=19). This is interesting because according to the teacher survey, this number decreased. Perhaps students are referring to adults as a whole when answering this question rather than just teachers. See Figure 55.

Bully Policy

The percentage of students who knew their school's bullying policy doubled from the pre survey (n=5; 18%) to the post survey (n=12; 18%). In school, bullying was discussed. Teachers educated the students, and, in turn, the students educated their peers. See Figure 57.

Recommendations

I will definitely continue this intervention with some modifications. The period of intervention for this project was not long enough to make significant changes in the school setting. However, I do believe that the intervention had a positive impact on some students and the school environment.

When I work with the leaders next year, I will develop their leadership and teambuilding skills, as well as pro-social skills before I introduce the concept of bullying. The full day training we hold at the beginning of the year would not include a bully component. When the students are ready to add the school-wide component, it should be more far-reaching. I would alter the bully section to be much more instructional at first and then facilitate a discussion.

We did not have an opportunity to get the newsletter out during the period of intervention, and I believe that is a great goal that we will continue to work toward next semester. I also plan on developing a "no-gossip day," as requested by one of the student-leaders. Based upon the student-leaders' comments, I realized that most of the work we do in the school should not include the actual word bully or bullying.

Lastly, I would continue to stress the importance of the bystander and continue to train the bystanders to handle situations. I will continue to have students go into the classrooms to talk about respect, prevention, and handling of bully situations. Student-leaders will also continue to work with other students on teambuilding skills, assertiveness skills, and self-advocacy. Based on my results, I would also add a cyber-bullying component, as I did not realize how common cyber-bullying was until I gave the student survey and did more research.

If another student were to do this project, I would recommend that the researcher plan out the strategy for the year, and maybe even for two or three years. It would be extremely beneficial

to get the word to the entire school and get the school to buy into the program. Also, it would be critical to publicize the benefit of the student-leaders in the classrooms. They would need to make sure to discuss all areas of bullying, including cyber-bullying, and allow the students to take ownership of the problem. Lastly, it is important to remember that bullying is a word that is frequently heard. It is heard so often, in fact, that according to my student-leaders, many students zone out once they hear it. Focusing on respect, kindness, responsibility, compassion, and tolerance may be alternative ways to make a positive impact on the situation.

REFERENCES

Bishop, J. H., Bishop, M., Gelbwasser, L., Green, S., Peterson, E., Rubinsztaj, A., et al. (2004). Why we harass nerds and freaks: A formal theory of student culture and norms [Electronic version]. *Journal of School Health, 74*(7), 235-251.

Bolger, K. E., & Patterson, C. J. (2001). Developmental pathways from child maltreatment to peer rejection. *Child Development, 72*(2), 549-568.

Bullying (n.d.). National youth violence prevention resource center. Retrieved March 23, 2007, from http://www.safeyouth.org/scripts/teens/bullying.asp

Butler, S., & Rohnke, K. (1995). *Quicksilver: Adventure games, initiative problems, trust activities, and a guide to effective leadership.* U.S.A.: Kendall/Hunt Publishing Co.

Canadian Initiative for the Prevention of Bullying (2005). *Bullied Checklist.* Retrieved March 24, 2007, from www.bullying.org/bullyingdev/client_files/text_documents/BAW2005_ Teachers_Guide.pdf

Canadian Initiative for the Prevention of Bullying (2005). *Bullying Checklist.* Retrieved March 24, 2007, from www.bullying.org/bullyingdev/client_files/text_documents/BAW2005_ Teachers_Guide.pdf

Canadian Initiative for the Prevention of Bullying (2005). *Bystander Checklist.* Retrieved March 24, 2007, from www.bullying.org/bullyingdev/client_files/text_documents/BAW2005_ Teachers_Guide.pdf

Center For the Study and Prevention of Violence (n.d*.) Blueprints model programs: Olweus bullying prevention program (BPP)*. Retrieved July 13, 2007, from http://www.colorado.edu/cspv/blueprints/model/programs/details/BPPdetails.html

City of Site (2006). *City Profile and Overview.* Retrieved January 8, 2007, from http://www.city.com/visitors/profile.html

Cole, J. C. M., Cornell, D. G., & Sheras, P. (2006). Identification of school bullies by survey methods [Electronic version]. *Professional School Counseling, 9*(4), 305.

Community Matters (2005). *Safe School Ambassadors.* Retrieved March 28, 2007, from http://www.safeschoolambassadors.org/index.php

Coyne, S. M., Archer, J. & Eslea, M. (2006). "We're not friends anymore! Unless. . ." The frequency and harmfulness of indirect, relational and social aggression [Electronic version]. *Aggressive Behavior, 32,* 294-307.

Conway, A. M. (2005). Girls, aggression, and emotion regulation [Electronic version]. *American Journal of Orthopsychiatry*, *75*(2), 334-339.

Crothers, L. M., Field, J. E., & Kolbert, J. B. (2005). Navigating power, control, and being nice: Aggression in adolescent girls' friendships [Electronic version]. *Journal of Counseling and Development*, *83*, 349-354.

Crothers, L. M., & Levinson, E. M. (2004). Assessment of bullying: A review of the methods and instruments [Electronic version]. *Journal of Counseling and Development*, *82*, 496-503.

Cullerton-Sen, C., & Crick, N. R. (2005). Understanding the effects of physical and relational victimization: The utility of multiple perspectives in predicting social-emotional adjustment. *School Psychology Review, 34*(2), 147-160.

Davies, L. (2003). *Aggressive girls*. Retrieved March 24, 2007, from http://www.kellybear.com/TeacherArticles/TeacherTips39.html.

DeRosier, M. E. (2004) Building relationships and combating bullying: Effectiveness of a school-based social skills group intervention. *Journal of Clinical Child and Adolescent Psychology 33*(1), 196-201.

Ericson, N. (2001). *Addressing the problem of juvenile bullying*. Office of Juvenile Justice and Delinquency Prevention Fact Sheet #27. Retrieved March 23, 2007, from http://www.ncjrs.gov/pdffiles1/ojjdp/fs200127.pdf.

Espelage, D. L. (n.d.). *Bullying in early adolescence: The role of the peer group*. Retrieved March 19, 2007, from http://www.ericdigests.org/2003-4/bullying.html.

Espelage, D. L., Bosworth, K., & Simon, T. R. (2000). Examining the social context of bullying behaviors in early adolescence [Electronic version]. *Journal of Counseling and Development, 78*(3), 326-333.

Frey, K. S., Hirchstein, M. K., Snell, J. L., Edstrom, L. V. S., Mackenzie, E. P., & Broderick, C. J. (2005). Reducing playground bullying and supporting beliefs: An experimental trial of the Steps to Respect program. *Developmental Psychology, 41*(3), 479-491.

Fried, S., & Lang, L. (2005). *30 activities for getting better at getting along*. St. Louis: Imagine That Enterprises, L.C.

Froschl, M., & Gropper, N. (1999). Fostering friendships, curbing bullying. *Educational Leadership*, *56*(8), 72-75.

Gleason, J. H., Alexander, A. M., & Somers, C. L. (2000). Later adolescents' reactions to three types of childhood teasing: Relations with self-esteem and body image. *Social Behavior and Personality, 28*(5), 471-480.

Goodman, R. F. (2000). *Bullies: More than sticks, stones and name calling*. Retrieved March 19, 2007, from http://www.aboutourkids.org/aboutour.articles/bullies.

Hanish, L. D., & Guerra, N. G. (2000). Children who get victimized at school: What is known? What can be done? [Electronic version]. *Professional School Counseling, 4*(2), 113-119.

Health Resources and Services Administration (n.d.), *Resource Kit*: *Stop bullying now! Take a stand, lend a hand – How to intervene to stop bullying: Tips for on-the-pot intervention at school.* Retrieved July 2, 2007, from www.stopbullyingnow.hrsa.gov

Hillsberg, C., & Spak, H. (2006). Young adult literature as the centerpiece of an anti-bullying program in middle school. *Middle School Journal, 38*(2), 23-28.

Illinois State Police (n.d.). *The Executive summary of the crime in Illinois 2005: Annual uniform crime report.* Retrieved January 9, 2007, from http://www.isp.state.il.us/crime/cii2005.cfm

It's My Life (n.d.). *Topics on Bullies*. Retrieved March 23, 2007, from http://pbskids.org/itsmylife/friends/bullies/index.html

Janssen, I., Craig, W. M., Boyce, W. F., & Pickett, W. (2004). Associations between overweight and obesity with bullying behaviors in school-aged children. *Pediatrics, 113*(5), 1187-1194.

Johnson, D. W., & Johnson, R. T. (1999). Making cooperative learning work. *Theory Into Practice, 38*(2), 67-73.

Jolliffe, D., & Farrington, D. P. (2006). Examining the relationship between low empathy and bullying. *Aggressive Behavior, 32*(6), 540-550.

Kidron, Y., & Fleischman, S. (2006). Promoting adolescents' prosocial behavior. *Educational Leadership, 63*(7), 90-91.

Kruger, J., Gordon, C. L., & Kuban, J. (2006). Intentions in teasing: When 'Just Kidding' just isn't good enough [Electronic version]. *Journal of Personality and Social Psychology, 90*(3), 412-425.

Limber, S. P., & Nation, M. M. (1998). Bullying among children and youth. *Juvenile Justice Bulletin.* Retrieved March 23, 2007, from http://ojjdp.ncjrs.org//jjbulletin/9804/bullying2.html

Lumsden, L. (2002). *Preventing Bullying*. Eugene, OR: ERIC Clearinghouse on Educational Management. (ERIC Document Reproduction Service No. ED463563)

McLaughlin, L., Laux, J. M., & Pescara-Kovach, L. (2006). Using multimedia to reduce bullying and victimization in third-grade urban schools [Electronic version]. *Professional School Counseling*, *10*(2), 153-160.

Milsom, A., & Gallo, L. L. (2006). Bullying in middle schools: Prevention and intervention [Electronic version]. *Middle School Journal, 37*(3), 12-19.

Money Magazine (n.d.). *Best Places to Live 2005.* Retrieved January 9, 2007, from http://money.cnn.com/magazines/moneymag/bplive/2005/snapshots/47533.html

Olweus Bullying Prevention Program (2003). *Program Content*. Retrieved October 30, 2007, from http://www.clemson.edu/olweus/content.html

Ontario Ministry of Education (2006). *Sample survey for students in grades 4 to 6 about bullying.* Retrieved March 21, 2007, from http://www.edu.gov.on.ca/eng/teachers/climate.html

PACER Center, National Center for Bullying Prevention (2006). *Stop It! If you are a target.* Retrieved September 20, 2007, from http://www.pacerkidsagainstbullying.org

Reitman, D., & Villa, M. (2004). *Verbal aggression: Coping strategies for children.* Retrieved March 24, 2007 from National Association of School Psychologists Web site: http://www.naspcenter.org/resourcekit/verbaggression_rk.html

Remillard, A. M., & Lamb, S. (2005). Adolescent girls' coping with relational aggression. *Sex Roles: A Journal of Research*, *53*(3-4), 221-229.

Rigby, K., & Johnson, B. (2006-2007). Playground heroes [Electronic version]. *Greater Good Magazine*, *3*(2), 14-17.

Rigby, K., Cox, I., & Black, G. (1997). Cooperativeness and bully/victim problems among Australian schoolchildren [Electronic version]. *Journal of Social Psychology, 137*(3), 357-368.

Roberts, W. B., Jr., & Coursol, D. H. (1996). Strategies for intervention with childhood adolescent victims of bullying, teasing, and intimidation in school settings [Electronic version]. *Elementary School Guidance & Counseling, 30*(3), 204-212.

Roberts, W. B., Jr., & Morotti, A. A. (2000). The bully as victim: Understanding bully behaviors to increase the effectiveness of interventions in the bully-victim dyad [Electronic version]. *Professional School Counseling*, *4*(2), 148-155.

Rohnke, K. (1984). *Silver bullets: A guide to initiative problems, adventure games, and trust activities.* U.S.A.: Kendall/Hunt Publishing Co.

Root, T. (2006). Student/teacher partnerships can be the key to combat bullying. *Education Journal, 92,* 7.

SAMHSA's National Mental Health Information Center. (2003). *The school bully can take a toll on your child's mental health*. Retrieved March 23, 2007, from http://mentalhealth.samhsa.gov/publications/allpubs/Ca-0043/default.asp

San Antonio, D. M., & Salzfass, E. A. (2007). How we treat one another in school [Electronic version]. *Educational Leadership, 64*(8), 32-38.

SELmedia Inc. (n.d.). Retrieved March 23, 2007, from http://www.selmediainc.com

Shore, K. (2005). The ABC's of bullying prevention. Retrieved March 19, 2007, from http://www.education-world.com/a_curr/shore/shore065.shtml

Site School District (n.d.). *Illinois school report card 2005: Site Middle School*. Retrieved January 8, 2007, from http://www.district.org/reportcards/rprtcrd05/rprtcrd05.html

Smith, J. D, Schneider, B. H., Smith, P. K., & Ananiadou, K. (2004). The effectiveness of whole-school antibullying programs: A synthesis of evaluation research. *School Psychology Review*, *33*(4), 547-560.

Starr, L. (2005). Bullying intervention strategies the work. Retrieved March 23, 2007, from http://www.educationworld.com/a_issues/issues/issues103.shtml

Thompson, M., & Cohen, L. (2005). When the bullied must adjust [Electronic version]. *Education Digest: Essential Readings Condensed for Quick Review*, *70*(6), 16-19.

U.S. Census Bureau (n.d.). [*Site City] Fact Sheet*. Retrieved January 8, 2007, from http://factfinder.census.gov

Vail, K. (2002). How girls hurt [Electronic version]. *American School Board Journal*, *189*(8), 14-18.

Vaillant, Derek (n.d.). [Site City]. Retrieved January 8, 2007, from http://www.encyclopedia.chicagohistory.org/

Weir, E. (2001) The health impact of bullying [Electronic version]. *Canadian Medical Association Journal*, 165(9), 1249.

Wiseman, R. (n.d.) *RosalindWiseman.com.* Retrieved March 23, 2007, from http://www.rosalindwiseman.com

Yoon, J. S., Barton, E., & Taiariol, J. (2004). Relational aggression in middle school: Educational implications of developmental research. *The Journal of Early Adolescence*, *24*(3), 303-318.

Young, E. L., Boye, A. E., & Nelson, D. A. (2006). Relational aggression: Understanding, identifying, and responding in schools. *Psychology in the Schools, 43*(3)*, 297-312.*

Appendices

Appendix A

Teacher Survey
Pre-Documentation Survey

SURVEY OF TEACHERS

DIRECTIONS:
I am interested in learning how you feel about our school. Please read each question and circle the answer that best describes how you feel. The survey is anonymous, so no one will know how you answer. Please DO NOT put your name anywhere on the following survey.

Please write anything in this survey that you feel will be helpful for me to better address bullying at our school. The answers to the questions below will help us stop bullying.

To help you have a clearer understanding about Bullying I have included a definition.

Bullying: Is intentional aggression that takes on many different forms. It can be someone talking behind a student's back, picking on or teasing a student, not allowing a student in their group, text messaging or instant messaging about a student, verbally insulting a student, or threatening one. It can also be someone physically pushing or hitting a student.

TYPES and EXAMPLES of BULLYING

Physical Bullying: hitting, pushing, damaging or stealing others property etc.

Verbal Bullying: name-calling, teasing, threatening

Social Bullying: excluding others, gossiping or spreading rumors etc.

Electronic Bullying: using email, instant messaging and/or text messages to harm others

Teacher Survey

<u>Directions</u>: Please circle the response that best describes how you feel.

1. To what extent was bullying a problem in your school <u>last spring</u> (April-June)?

1	2	3	4
It hasn't been a problem	A small problem	An average problem	A large problem

TYPES and EXAMPLES of BULLYING

<u>Physical Bullying</u>: hitting, pushing, damaging or stealing others property etc.

<u>Verbal Bullying</u>: name-calling, teasing, threatening

<u>Social Bullying</u>: excluding others, gossiping or spreading rumors etc.

<u>Electronic Bullying</u>: using email, instant messaging and/or text messages to harm others

2. Based on your personal experience/perspective, indicate how often the various kinds of bullying were brought to your attention <u>last spring</u> (April-June) by circling ONE response for each of the following statements.

   a. Physically

1	2	3	4
Not once	Once or twice	Every week	Many times

   b. Verbally

1	2	3	4
Not once	Once or twice	Every week	Many times

   c. Socially

1	2	3	4
Not once	Once or twice	Every week	Many times

   d. Electronically

1	2	3	4
Not once	Once or twice	Every week	Many times

3. <u>Last spring,</u> how often did you typically respond to bullying by . . . .

	1	2	3	4	5
a. Disciplining the bully?	Never	Rarely	Sometimes	Often	Always
b. Disciplining the person being bullied?	Never	Rarely	Sometimes	Often	Always
c. Ignoring it?	Never	Rarely	Sometimes	Often	Always
d. Calling parents?	Never	Rarely	Sometimes	Often	Always
e. Bringing it to administration?	Never	Rarely	Sometimes	Often	Always
f. Addressing the class about bullying in general?	Never	Rarely	Sometimes	Often	Always
g. Bringing it to the attention of a counselor	Never	Rarely	Sometimes	Often	Always
h. Helping the students to work it out themselves	Never	Rarely	Sometimes	Often	Always

4. Last spring, did you try any specific methods to reduce bullying in your class/school?   Yes   No

       If so, what have you tried?

       _____
       _____
       _____
       _____
       _____

       If you have tried an intervention, what has worked best?

       _____
       _____
       _____
       _____
       _____

5. Do you have any other comments that would be helpful to my research?

Post-Documentation Survey

SURVEY OF TEACHERS

DIRECTIONS:
I am interested in learning how you feel about our school. Please read each question and circle the answer that best describes how you feel. The survey is anonymous, so no one will know how you answer. Please DO NOT put your name anywhere on the following survey.

Please write anything in this survey that you feel will be helpful for me to better address bullying at our school. The answers to the questions below will help us stop bullying.

To help you have a clearer understanding about Bullying I have included a definition.

Bullying: Is intentional aggression that takes on many different forms. It can be someone talking behind a student's back, picking on or teasing a student, not allowing a student in their group, text messaging or instant messaging about a student, verbally insulting a student, or threatening one. It can also be someone physically pushing or hitting a student.

TYPES and EXAMPLES of BULLYING

Physical Bullying: hitting, pushing, damaging or stealing others property etc.

Verbal Bullying: name-calling, teasing, threatening

Social Bullying: excluding others, gossiping or spreading rumors etc.

Electronic Bullying: using email, instant messaging and/or text messages to harm others

Teacher Survey

<u>Directions</u>: Please circle the answer that best describes how you feel

1. To what extent has bullying been a problem in your school <u>in the past 30 days</u>?

1	2	3	4
It hasn't been a problem	A small problem	An average problem	A large problem

<u>TYPES and EXAMPLES of BULLYING</u>

<u>Physical Bullying</u>: hitting, pushing, damaging or stealing others property etc.

<u>Verbal Bullying</u>: name-calling, teasing, threatening

<u>Social Bullying</u>: excluding others, gossiping or spreading rumors etc.

<u>Electronic Bullying</u>: using email, instant messaging and/or text messages to harm others

2. Based on your personal experience/perspective, indicate how often the various kinds of bullying were brought to your attention <u>in the past 30 days</u> by circling ONE response for each of the following statements.

   a. Physically

1	2	3	4
Not once	Once or twice	Every week	Many times

   b. Verbally

1	2	3	4
Not once	Once or twice	Every week	Many times

   c. Socially

1	2	3	4
Not once	Once or twice	Every week	Many times

   d. Electronically

1	2	3	4
Not once	Once or twice	Every week	Many times

3. <u>In the past 30 days,</u> how often did you typically respond to bullying by . . .

	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
a. Disciplining the bully?	Never	Rarely	Sometimes	Often	Always
b. Disciplining the person being bullied?	Never	Rarely	Sometimes	Often	Always
c. Ignoring it?	Never	Rarely	Sometimes	Often	Always
d. Calling parents?	Never	Rarely	Sometimes	Often	Always
e. Bringing it to administration?	Never	Rarely	Sometimes	Often	Always
f. Addressing the class about bullying in general?	Never	Rarely	Sometimes	Often	Always
g. Bringing it to the attention of a counselor	Never	Rarely	Sometimes	Often	Always
h. Helping the students to work it out themselves	Never	Rarely	Sometimes	Often	Always

4. <u>In the past 30 days,</u> have you tried any specific methods to reduce bullying in your class/school?

                                                   Yes   No

If so, what have you tried?

_____
_____
_____
_____
_____

If you have tried an intervention, what has worked best?

_____
_____
_____
_____
_____

5. Do you have any other comments that would be helpful to my research?

Appendix B

Counselor Survey
Pre-Documentation Survey

SURVEY OF COUNSELORS

DIRECTIONS:
I am interested in learning how you feel about our school. Please read each question and circle the answer that best describes how you feel. The survey is anonymous, so no one will know how you answer. Please DO NOT put your name anywhere on the following survey.

Please write anything in this survey that you feel will be helpful for me to better address bullying at our school. The answers to the questions below will help us stop bullying.

To help you have a clearer understanding about Bullying I have included a definition.

Bullying: Is intentional aggression that takes on many different forms. It can be someone talking behind a student's back, picking on or teasing a student, not allowing a student in their group, text messaging or instant messaging about a student, verbally insulting a student, or threatening one. It can also be someone physically pushing or hitting a student.

TYPES and EXAMPLES of BULLYING

Physical Bullying: hitting, pushing, damaging or stealing others property etc.

Verbal Bullying: name-calling, teasing, threatening

Social Bullying: excluding others, gossiping or spreading rumors etc.

Electronic Bullying: using email, instant messaging and/or text messages to harm others

Counselor Survey

<u>Directions</u>: Please circle the answer that best describes how you feel.

1. To what extent was bullying a problem in your school <u>last spring</u> (April-June)?

1	2	3	4
It hasn't been a problem	A small problem	An average problem	A large problem

2. <u>Last spring</u> (April-June), how often did you have someone in your office who was a bystander to bullying?

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

3. <u>Last spring</u>, how often did you have someone in your office who was a victim of bullying?

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

4. <u>Last spring</u>, how often did you have someone in your office who was a bully?

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

TYPES and EXAMPLES of BULLYING

Physical Bullying: hitting, pushing, damaging or stealing others property etc.

Verbal Bullying: name-calling, teasing, threatening

Social Bullying: excluding others, gossiping or spreading rumors etc.

Electronic Bullying: using email, instant messaging and/or text messages to harm others

5. Based on your personal experience/perspective, indicate how often the various kinds of bullying were brought to your attention last spring by circling ONE response for each of the following statements.

    e. Physically

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

    f. Verbally

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

    g. Socially

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

    h. Electronically

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

6. <u>Last spring,</u> how often did you typically respond to bullying by . . . .

	1	2	3	4	5
a. Disciplining the bully?	Never	Rarely	Sometimes	Often	Always
b. Disciplining the person being bullied?	Never	Rarely	Sometimes	Often	Always
c. Ignoring it?	Never	Rarely	Sometimes	Often	Always
d. Calling parents?	Never	Rarely	Sometimes	Often	Always
e. Bringing it to administration?	Never	Rarely	Sometimes	Often	Always
f. Addressing the class about bullying in general?	Never	Rarely	Sometimes	Often	Always

7. <u>Last spring</u>, did you try any specific methods to reduce bullying in your school?   Yes   No

     If so, what have you tried? (Please be specific)

     _____
     _____
     _____
     _____
     _____

     If you have tried an intervention, what has worked best? (Please be specific)

     _____
     _____
     _____
     _____
     _____

8. Do you have any other comments that would be helpful to my research?

Post-Documentation Survey
SURVEY OF COUNSELORS

DIRECTIONS:
I am interested in learning how you feel about your school. Please read each question and circle the answer that best describes how you feel. The survey is anonymous, so no one will know how you answer. Please DO NOT put your name anywhere on the following survey.

Please write anything in this survey that you feel will be helpful for me to better address bullying at our school. The answers to the questions below will help us stop bullying.

To help you have a clearer understanding about Bullying I have included a definition.

Bullying: Is intentional aggression that takes on many different forms. It can be someone talking behind a student's back, picking on or teasing a student, not allowing a student in their group, text messaging or instant messaging about a student, verbally insulting a student, or threatening one. It can also be someone physically pushing or hitting a student.

TYPES and EXAMPLES of BULLYING

Physical Bullying: hitting, pushing, damaging or stealing others property etc.

Verbal Bullying: name-calling, teasing, threatening

Social Bullying: excluding others, gossiping or spreading rumors etc.

Electronic Bullying: using email, instant messaging and/or text messages to harm others

Counselor Survey

<u>Directions</u>: Please circle the answer that best describes how you feel.

1. To what degree has bullying been a problem in your school <u>in the past 30 days</u>?

1	2	3	4
It hasn't been a problem	A small problem	An average problem	A large problem

2. <u>In the past 30 days</u>, how often did you have someone in your office that was a bystander to bullying?

1	2	3	4
Not once	Once or twice	Every week	Many times

3. <u>In the past 30 days</u>, how often did you have someone in your office that was a victim of bullying?

1	2	3	4
Not once	Once or twice	Every week	Many times

4. <u>In the past 30 days</u>, how often did you have someone in your office that was a bully?

1	2	3	4
Not once	Once or twice	Every week	Many times

TYPES and EXAMPLES of BULLYING

<u>Physical Bullying</u>: hitting, pushing, damaging or stealing others property etc.

<u>Verbal Bullying</u>: name-calling, teasing, threatening

<u>Social Bullying:</u> excluding others, gossiping or spreading rumors etc.

<u>Electronic Bullying</u>: using email, instant messaging and/or text messages to harm others

5. Based on your personal experience/perspective, indicate how often the various kinds of bullying were brought to your attention <u>in the past 30 days</u> by circling ONE response for each of the following statements.

    e. Physically

1	2	3	4
Not once	Once or twice	Every week	Many times

    f. Verbally

1	2	3	4
Not once	Once or twice	Every week	Many times

    g. Socially

1	2	3	4
Not once	Once or twice	Every week	Many times

    h. Electronically

1	2	3	4
Not once	Once or twice	Every week	Many times

6. <u>In the past 30 days,</u> how often did you typically respond to bullying by . . .

		1	2	3	4	5
a.	Disciplining the bully?	Never	Rarely	Sometimes	Often	Always
b.	Disciplining the person being bullied?	Never	Rarely	Sometimes	Often	Always
c.	Ignoring it?	Never	Rarely	Sometimes	Often	Always
d.	Calling parents?	Never	Rarely	Sometimes	Often	Always
e.	Bringing it to administration?	Never	Rarely	Sometimes	Often	Always
f.	Addressing the class about bullying in general.	Never	Rarely	Sometimes	Often	Always

7. <u>In the past 30 days</u>, did you try any specific methods to reduce bullying in your school?   Yes   No

If so, what have you tried? (Please be specific)

_____
_____
_____
_____
_____

If you have tried an intervention, what has worked best? (Please be specific)

_____
_____
_____
_____
_____

8. Do you have any other comments that would be helpful to my research?

Appendix C

Student Survey
Pre-Documentation Survey

SURVEY OF STUDENTS

DIRECTIONS:
I am interested in learning how you feel about our school. Please read each question and circle or check the answer that best describes how you feel. The survey is anonymous, so no one will know how you answer. Please DO NOT put your name anywhere on the following survey.

You are allowed to write anything in this survey that you feel will be helpful for me to better address bullying at our school. The answers to the questions below will help us stop bullying.

To help you have a clearer understanding about Bullying I have included a definition.

Bullying: Is intentional aggression that takes on many different forms. It can be someone talking behind your back, picking on you or teasing you, not allowing you in their group, text messaging or instant messaging about you, verbally insulting you or threatening you. It can also be someone physically pushing you or hitting you.

TYPES and EXAMPLES of BULLYING

Physical Bullying: hitting, pushing, damaging or stealing others property etc.

Verbal Bullying: name-calling, teasing, threatening

Social Bullying: excluding others, gossiping or spreading rumors etc.

Electronic Bullying: using email, instant messaging and/or text messages to harm others

Student Survey

<u>Directions</u>: Please read each question carefully.

1. Teasing and bullying behaviors include the following: (Please check the behaviors you consider to be bullying)?

ρ	I have never experienced it
ρ	Name Calling
ρ	Excluded or left out by others
ρ	Teased
ρ	Gossip
ρ	Threatened
ρ	Text messages, Emails or Instant Messaging
ρ	Physical Aggression (hitting, slapping, pushing, etc…)
ρ	Picked on for my race or religion
ρ	Comments or verbal taunts related to homosexuality
ρ	Rumors spread about me
ρ	Three way calls
ρ	Damaging or stealing others property
ρ	Other (explain)_____

TYPES and EXAMPLES of BULLYING

Physical Bullying: hitting, pushing, damaging or stealing others property etc.

Verbal Bullying: name-calling, teasing, threatening

Social Bullying: excluding others, gossiping or spreading rumors etc.

Electronic Bullying: using email, instant messaging and/or text messages to harm others

During last spring (April-June) -

2. How often have you been bullied by other students . . . (Circle one answer to each question).

    a. Physically

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

    b. Verbally

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

    c. Socially

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

    d. Electronically

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

3. Have you, on your own or as part of a group, bullied other students . . .
   (Circle one answer for each question)

   a. Physically

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

   b. Verbally

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

   c. Socially

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

   d. Electronically

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

4. How often have you seen or heard another student being bullied . . .
   (Circle one answer for each question)

   a. Physically

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

   b. Verbally

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

   c. Socially

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

   d. Electronically

1	2	3	4
Not once last spring	Once or twice last spring	Every week last spring	Many times a week last spring

5. Think of the last time you saw or heard another student being bullied.
    What did you do? (Check all that are true for you)

ρ   I have not seen or heard another student being bullied
ρ   I stood and watched
ρ   I ignored it
ρ   I made a joke about it
ρ   I told my parents about it
ρ   I joined in the bullying
ρ   I told my teacher about it
ρ   I got someone to help stop it
ρ   I told an adult at school about it
ρ   I told an adult outside of school about it
ρ   I told another student about it
ρ   I stood up to the person who was doing it
ρ   I got back at the bully later
ρ   At the time, I helped the person being bullied
ρ   Later on, I helped the person being bullied
ρ   Other (Please
                     explain)_____

6. If you would like to do anything different the next time, what would it be?
    (Check all that apply)

ρ	I have not seen or heard another student being bullied
ρ	Stand and watch
ρ	Ignore it
ρ	Make a joke about it
ρ	Tell my parents about it
ρ	Join in the bullying
ρ	Tell my teacher about it
ρ	Get someone to help stop it
ρ	Tell an adult at school about it
ρ	Tell an adult outside of school about it
ρ	Tell another student about it
ρ	Stand up to the person who was doing it
ρ	Get back at the bully later
ρ	At the time, help the person being bullied
ρ	Later on, help the person being bullied
ρ	Other (Please explain)_____

7. If you did not do anything the last time you saw someone being bullied, what was the reason? (Check all that apply)

ρ	I didn't want to get involved
ρ	The bullying wasn't so bad
ρ	I didn't know what to do or who to talk to
ρ	I thought if I told someone, they wouldn't do anything about it
ρ	It isn't right to tell on other people
ρ	The person being bullied deserved it
ρ	It wasn't my business or my problem
ρ	Other (Please explain)_____

8. Think of the last time you were bullied. What did you do? (Check all that apply)

ρ	I have not been bullied. (Go to question 10)
ρ	I ignored it
ρ	I told my parents about it
ρ	I told my teacher about it
ρ	I told an adult at school about it
ρ	I told an adult outside of school about it
ρ	I told another student about it
ρ	I called the police
ρ	I fought back
ρ	I got someone to stop it
ρ	I stood up to the person doing it
ρ	I made a joke of it
ρ	I got back at them later
ρ	Other (Please explain)_____

9. If you did not do anything the last time you were bullied, what was the reason? (check all that apply)

ρ	I was afraid
ρ	I didn't know what to do or who to talk to
ρ	I thought if I told someone, they wouldn't do anything about it
ρ	It isn't right to tell on other people
ρ	It wouldn't have made a difference
ρ	The bullying wasn't so bad
ρ	I deserved it
ρ	I didn't want to get in trouble
ρ	Other (Please explain)_____

10. Do you feel safe at your school?

| ρ | Yes |
| ρ | No |

11. How do adults at your school deal with bullying?

ρ   They do nothing.
ρ   They stop the bully and punish them.
ρ   They stop the bullying and try to talk out a solution.
ρ   They stop the bullying but then walk away.
ρ   Other: _____

12. How do you think adults should react to teasing or bullying?

ρ   They should do nothing.
ρ   They should stop the bully and punish them.
ρ   They should stop the bullying and try to talk out a solution.
ρ   They should stop the bullying but then walk away.
ρ   Other: _____

13. Do you know about your schools policy regarding bullying?

ρ   Yes
ρ   Sort of
ρ   No
ρ   I don't know if my school has one
ρ   My school does not have a policy

14. Overall, how would you rate the efforts of teachers at your school to make it a safe place?

ρ   Very Poor
ρ   Poor
ρ   Good
ρ   Very Good

15. Overall, how would you rate the efforts of your principal and assistant principal at your school to make it a safe place?

ρ   Very Poor
ρ   Poor

ρ　　　　　　Good
ρ　　　　　　Very Good

16. Where does bullying most frequently occur? (Check all that apply)

ρ　　　　　　I have never experienced it
ρ　　　　　　On the way to or from school (on the bus, walking)
ρ　　　　　　In the hallway
ρ　　　　　　In the lunch room
ρ　　　　　　Outside, during recess
ρ　　　　　　In a classroom
ρ　　　　　　In the restroom
ρ　　　　　　In the locker room
ρ　　　　　　On the internet
ρ　　　　　　On the phone (cell, three way calling)
ρ　　　　　　Other_____

17. What actions do you wish the school would take to make it free from bullying?

_____

_____

_____

Note: This survey adapted from Ontario Ministry of Education - Sample Survey

Post-Documentation Survey

SURVEY OF STUDENTS

DIRECTIONS:
I am interested in learning how you feel about our school. Please read each question and circle or check the answer that best describes how you feel. The survey is anonymous, so no one will know how you answer. Please DO NOT put your name anywhere on the following survey.

You are allowed to write anything in this survey that you feel will be helpful for me to better address bullying at our school. The answers to the questions below will help us stop bullying.

To help you have a clearer understanding about Bullying I have included a definition.

Bullying: Is intentional aggression that takes on many different forms. It can be someone talking behind your back, picking on you or teasing you, not allowing you in their group, text messaging or instant messaging about you, verbally insulting you or threatening you. It can also be someone physically pushing you or hitting you.

TYPES and EXAMPLES of BULLYING

<u>Physical Bullying</u>: hitting, pushing, damaging or stealing others property etc.

<u>Verbal Bullying</u>: name-calling, teasing, threatening

<u>Social Bullying</u>: excluding others, gossiping or spreading rumors etc.

<u>Electronic Bullying</u>: using email, instant messaging and/or text messages to harm others

Student Survey

<u>Directions:</u> Please read each question carefully

1. Teasing and bullying behaviors include the following: (Please check the behaviors you consider to be bullying)?

ρ	I have never experienced it
ρ	Name Calling
ρ	Excluded or left out by others
ρ	Teased
ρ	Gossip
ρ	Threatened
ρ	Text messages, Emails or Instant Messaging
ρ	Physical Aggression (hitting, slapping, pushing, etc…)
ρ	Picked on for my race or religion
ρ	Comments or verbal taunts related to homosexuality
ρ	Rumors spread about me
ρ	Three way calls
ρ	Damaging or stealing others property
ρ	Other (explain)_____

TYPES and EXAMPLES of BULLYING

<u>Physical Bullying</u>: hitting, pushing, damaging or stealing others property etc.

<u>Verbal Bullying</u>: name-calling, teasing, threatening

<u>Social Bullying</u>: excluding others, gossiping or spreading rumors etc.

<u>Electronic Bullying</u>: using email, instant messaging and/or text messages to harm others

2. During the past 30 days, how often have you been bullied by other
    students.. (Circle one answer to each question).

    a. Physically

1	2	3	4
Not once	Once or twice	Every week	Many times

    b. Verbally

1	2	3	4
Not once	Once or twice	Every week	Many times

    c. Socially

1	2	3	4
Not once	Once or twice	Every week	Many times

    d. Electronically

1	2	3	4
Not once	Once or twice	Every week	Many times

3. During the past 30 days, have you, on your own or as part of a group, bullied other students . . .
(Circle one answer for each question)

    a. Physically

1	2	3	4
Not once	Once or twice	Every week	Many times

    b. Verbally

1	2	3	4
Not once	Once or twice	Every week	Many times

    c. Socially

1	2	3	4
Not once	Once or twice	Every week	Many times

    d. Electronically

1	2	3	4
Not once	Once or twice	Every week	Many times

4. During the past 30 days, how often have you seen or heard another student being bullied . . .
(Circle one answer for each question)

    a. Physically

1	2	3	4
Not once	Once or twice	Every week	Many times

    b. Verbally

1	2	3	4
Not once	Once or twice	Every week	Many times

    c. Socially

1	2	3	4
Not once	Once or twice	Every week	Many times

    d. Electronically

1	2	3	4
Not once	Once or twice	Every week	Many times

5. Think of the last time you saw or heard another student being bullied.   What did you do?
   (Check all that are true for you)

   - ❑ I have not seen or heard another student being bullied
   - ❑ I stood and watched
   - ❑ I ignored it
   - ❑ I made a joke about it
   - ❑ I told my parents about it
   - ❑ I joined in the bullying
   - ❑ I told my teacher about it
   - ❑ I got someone to help stop it
   - ❑ I told an adult at school about it
   - ❑ I told an adult outside of school about it
   - ❑ I told another student about it
   - ❑ I stood up to the person who was doing it
   - ❑ I got back at the bully later
   - ❑ At the time, I helped the person being bullied
   - ❑ Later on, I helped the person being bullied
   - ❑ Other (Please explain)_____

6. If you would like to do anything different the next time, what would it be?
   (Check all that apply)

   - ❑ I have not seen or heard another student being bullied
   - ❑ Stand and watch
   - ❑ Ignore it
   - ❑ Make a joke about it
   - ❑ Tell my parents about it
   - ❑ Join in the bullying
   - ❑ Tell my teacher about it
   - ❑ Get someone to help stop it
   - ❑ Tell an adult at school about it
   - ❑ Tell an adult outside of school about it
   - ❑ Tell another student about it
   - ❑ Stand up to the person who was doing it
   - ❑ Get back at the bully later
   - ❑ At the time, help the person being bullied
   - ❑ Later on, help the person being bullied
   - ❑ Other (Please explain)_____

7. If you did not do anything the last time you saw someone being bullied,
   what was the reason? (Check all that apply)

   - ❑ I didn't want to get involved
   - ❑ The bullying wasn't so bad
   - ❑ I didn't know what to do or who to talk to
   - ❑ I thought if I told someone, they wouldn't do anything about it
   - ❑ It isn't right to tell on other people
   - ❑ The person being bullied deserved it
   - ❑ It wasn't my business or my problem
   - ❑ Other (Please explain)_____

8. Think of the last time you were bullied. What did you do?
   (Check all that apply)

   - ❑ I have not been bullied. (Go to question 10)
   - ❑ I ignored it
   - ❑ I told my parents about it
   - ❑ I told my teacher about it
   - ❑ I told an adult at school about it
   - ❑ I told an adult outside of school about it
   - ❑ I told another student about it
   - ❑ I called the police
   - ❑ I fought back
   - ❑ I got someone to stop it
   - ❑ I stood up to the person doing it
   - ❑ I made a joke of it
   - ❑ I got back at them later
   - ❑ Other (Please explain)_____

9. If you did not do anything the last time you were bullied, what was the reason? (check all that apply)

- ❑ I was afraid
- ❑ I didn't know what to do or who to talk to
- ❑ I thought if I told someone, they wouldn't do anything about it
- ❑ It isn't right to tell on other people
- ❑ It wouldn't have made a difference
- ❑ The bullying wasn't so bad
- ❑ I deserved it
- ❑ I didn't want to get in trouble
- ❑ Other (Please explain)_____

10. Do you feel safe at your school?

ρ   Yes
ρ   No

11. How do adults at your school deal with bullying?

- ❑ They do nothing.
- ❑ They stop the bully and punish them.
- ❑ They stop the bullying and try to talk out a solution.
- ❑ They stop the bullying but then walk away.
- ❑ Other: _____

12. How do you think adults should react to teasing or bullying?

- ❑ They should do nothing.
- ❑ They should stop the bully and punish them.
- ❑ They should stop the bullying and try to talk out a solution.
- ❑ They should stop the bullying but then walk away.
- ❑ Other: _____

13. Do you know about your schools policy regarding bullying?

- ❑ Yes
- ❑ Sort of
- ❑ No
- ❑ I don't know if my school has one
- ❑ My school does not have a policy

14. Overall, how would you rate the efforts of teachers at your school to make it a safe place?

- ❑ Very Poor
- ❑ Poor
- ❑ Good
- ❑ Very Good

15. Overall, how would you rate the efforts of your principal and assistant principal at your school to make it a safe place?

- ❑ Very Poor
- ❑ Poor
- ❑ Good
- ❑ Very Good

16. Where does bullying most frequently occur? (Check all that apply)

- ❑ I have never experienced it
- ❑ On the way to or from school (on the bus, walking)
- ❑ In the hallway
- ❑ In the lunch room
- ❑ Outside, during recess
- ❑ In a classroom
- ❑ In the restroom
- ❑ In the locker room
- ❑ On the internet
- ❑ On the phone (cell, three way calling)
- ❑ Other_____

17. What actions do you wish the school would take to make it free from bullying?

_____

_____

_____

_____

_____

Note: This Survey adapted from Ontario Ministry of Education – Sample Survey

Appendix D
Full-Day Leadership Training
8th Grade Leadership Group
Training Schedule
Friday, September 28, 2007

8:00-8:15	Arrival and Welcome	Nametags
8:15-8:30	Overview of Training Student Manual Review	Goals for Training Components of Manual
8:30-8:50	Getting Acquainted Activity	The Quiet Game Wink Find Someone Game
8:50-9:15	Structuring Teams Activity	Safety Spotting Tiering Activities Warm Up/Activity/De-briefing Letting Groups be Groups
9:15-10:00	Sample Problem Solving Activity	Raft Crossing Don't Scrape the Snake Up Chuck, Count Off
10:00-10:15	Break	
10:15-11:00	Open Ended Questioning Skills Activity and Summarizing, Para- Phrasing Skills Activity	What is a Leader? Responsibilities as a leader Responsibilities as a planner
11:00-11:30	Sample Communication Activity	Group Run Balloon Trolleys, Electric Fence
11:30-12:15	Anti-Bullying Initiative and Discussion	Define, Explore, and Name Inititative
12:15-12:30	Sample Warm Up Activity	Alien Invaders
12:30-1:15	Lunch/Recess	
1:15-2:00	Sample Trust Building Activity	Safety Spotting Trust Your Partner Trust Lean, Popcorn Machine
2:00-2:30	Sample Team Building Activity	All Aboard, Giant Jigsaw
2:30-2:40	Bringing an end to an activity Putting it all Together	Where do we go from here?

*Many of these activities have been taken from Karl Rohnke's books. Others have been passed along.

Appendix E

Team-Building Activities

‒ group.

Trust Lean

Create a careful, concentrating, respectful tone. Watch out for bravado; focus on trust and care. Sequence appropriately e.g., after icebreakers, name games and initial get to know you activities, but often before or as part of team building activities.

If possible, use Trust Lean as part of a progression of trust-related activities, e.g., from Willow in the Wind to Trust Lean to Running Free to Slice N Dice

Ask participants to find a partner of similar height and weight; same-sex pairs are not essential, but often occur
- One person is the Faller and one the Catcher.
- Faller must have adopt the falling posture:
  standing upright
  feet together
  hands across chest, resting on shoulders
  tight butt cheeks and keep body stiff (to avoid buckling)

- Catcher is taught "spotting"
  one leg in front of the other,
  arms extended,
  "give" with the weight, taking it mostly through the legs.
- Start with small falls, then build.
- Establish clear communication calls (like climbing calls), e.g.,
  Faller: "I am ready to fall. Are you ready to catch me?"
  Catcher: "I am ready to catch you. Fall away."

  Faller: "Falling."
  Catcher: "OK"
  After about 5-10 minutes, swap Catchers and Fallers.
  Can progress to Trust Falls & Dives from chairs, tables, etc. with whole group catching.
- Debrief
  Ask partners to share with each other:
  What made you feel trusting? (e.g., clear communication, positive encouragement, etc.)
  What made you feel less trusting (e.g., laughing/joking, lack of communication, etc.)

Invite people to contribute to a group discussion about what things their partner did to make them feel more or less trusting.

Equipment: large area preferably with soft ground e.g, grass.

Time: ~20-30 mins
Brief description:
In pairs of similar size, one becomes a Faller and one the Catcher. Teach methods for spotting, falling and catching. Start small and build to bigger falls, then swap. Debrief - what made you feel more or less trusting?

The Electric Fence ***

Object:

To transport a group over an "electrified" wire or fence using only themselves and a conductive beam .

Rules:

1. If a participant touches the fence (rope), he is "zapped" and must attempt the crossing again. Any person touching the hapless victim as he/she touches the wire must also return for another crossing.
2. If the conductive beam (a small diameter log) touches the wire, all those in contact with that beam are "zapped" and must attempt another crossing.
3. An "electric force field" extends from the wire to the ground and cannot be penetrated.
4. The trees or other supports which hold up the "wire" are ironwoods (an excellent conductor) and cannot be safely touched.

Cautions:

a. Be careful not to let the more enthusiastic people literally throw other participants 7'-8' in the air over the ropes. Injury *will* soon result.
b. Do not let the last person perform a head-first dive into a shoulder roll. Trust dives, using spotters are OK even though such a dive seldom works and predictably zaps many catchers.
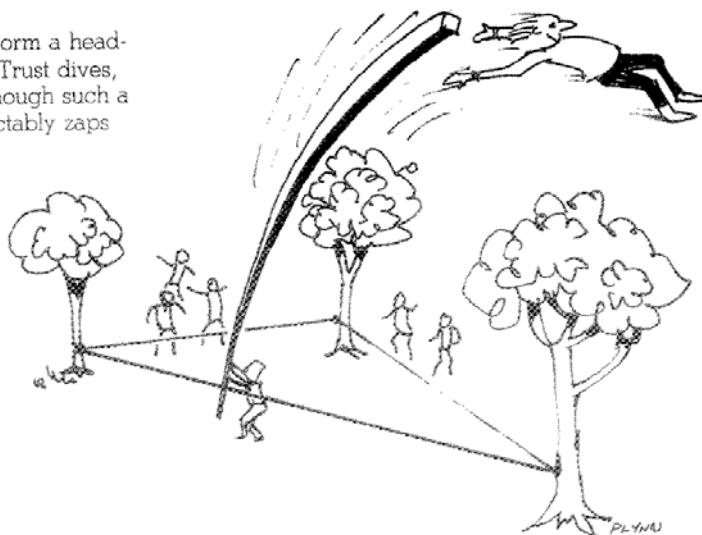c. Encourage spotting.

Construction:

A. The "Electric Wire" can be a length of nylon slash rope or any substantial rope tied off in a triangular configuration to three support trees or poles. The electric fence problem can be accomplished with a single rope, between two trees, but I've found that a triangular set up is more visually challenging and safer. Safer because participants cannot get a running start in order to jump over the rope, and thus are less apt to take a chance.
B. A sturdy 8' pole, log, or 2"x4".

Note: Cut all the limbs or limb stumps from the 8' log to prevent injury. Dig up any and all protruding roots or rocks from the ground near the rope to prevent injury.

Vary the height of the rope as to the skill or age level of the group with whom you are working. 5' should be considered a maximum height.

36

It Ain't Me Babe

With apologies to Bob Dylan...

We're always looking for new and inventive ways for people to get to know each other. If you are too, check this out.

People are usually either open or tight about relating personal information to strangers. This activity may raise some anxieties, but it also can be very funny.

Instead of your typical get-to-know-each-other verbal introduction, try this non-verbal interaction.

Ask people to randomly pick a partner. Give them 5–10 minutes together to introduce themselves. They may not speak to one another during this time. Writing is also not allowed. As a compassionate gesture, allow paper and pen for drawing only (but it probably isn't needed).

Players needs to communicate whatever they feel is important about themselves to their partners. At the end, players report out to the group what they learned about their partners. What adds a little fun to the descriptions is to have each partner verbalize what they learned, and then allow a brief time for rebuttal and/or corrections from the person just described to insure accuracy of the introduction.

There are no points to score. It's all for fun. If you learn something about each other, so much the better. Enjoy the experience. You'll probably never have a chance to not speak to one another again.

Truth Is Stranger Than Fiction

This activity brings out a lot of unusual stories.

That's why it's fun. That's also why it can take a long time for the game to play out if you pursue the stories in greater detail.

Play

Here's how to play (or at least one variation). Players share three stories about themselves. Two stories are true; one is a lie. The group then tries to determine which story is which.

Short Version

If you want the game to move quickly, allow a short period (30 seconds) for questions and then everyone votes for which story they think is true. After the vote, the storyteller reveals the truth. As soon as the truth is told (amidst comments of, "You gotta be kidding?" and, "You did that?"), a new person can share two stories.

Long Version

Once the stories are related, time is allowed for questioning of the storyteller. The intent is to verify the story by asking pertinent questions as to whether or not the tellers have enough

information to back up their stories. People normally enjoy the questioning, and beleaguered tellers sometimes feel as though they are involved in the Inquisition. After a specified time (2–5 minutes) or when no more questions remain, the group votes on the stories and the teller tells all.

Once the truth is revealed, there may be a desire to delve into the story in more detail. Allow time for this; it's where the action's at.

The only drawback you may encounter is that novice raconteurs feel they have to come up with outlandish stories in order to be part of the game. Occasionally, people have felt awkward because their stories didn't display as much pizzazz as those of other players. As leader, be ready to start the story sequence with some tales of your own, or announce the game and then give people 5–10 minutes to think of some stories before play begins.

You will find that, inadvertently, most people almost always tell their true stories first, then finish up with some wild prevarication. Just human nature I suppose; i.e., feeling the need to be initially honest.

Karl and I have led all the games in this book at least once. Steve and I did not lead a workshop together in 1993. What do you think?

Who Are You?

What brought the biggest laugh or smile to your face recently?

• •

Imagine that you could ask people you just met anything you wanted to know in order to learn something about them. What would you ask?

Don't lose that question!! That's what this little activity is all about.

Ask the group to brainstorm a list of ten or so questions that people would like to ask each other. The questions should be appropriate for the setting, so monitor your group's choices.

Narrow the list down to two or three questions that people like best, then allow whatever length of time you want for mingling and conversing. Encourage people to try to meet everyone (if the size of the group allows).

Provide pens and paper in order to record the most interesting questions. If people want to ask more than two or three questions, have as many rounds as you have time for.

Consider trying for a balance of factual, personal (but not intrusive), humorous and unusual questions to provide an air of Adventure to the conversation. After all, lest you forget, this is an *Adventure* based experiential text.

So...

* What is the funniest situation you have encountered during the last two months?

* What famous person, living or dead, would you most want to have dinner with?

* Who do you consider to be a personal hero/heroine?

* What is your favorite film of all time?

* Who is one of your favorite fictional characters?

* What's your most recent embarrassing moment?

Appendix F

Bullying Materials

Go! IML JOURNAL PAGE

TITLE: a pep talk for myself
FIVE WORDS THAT DESCRIBE ME BEST are:

_____

_____

WHAT I LIKE MOST ABOUT MYSELF IS:

_____

_____

_____

_____

SOME THINGS THAT PEOPLE THINK ABOUT ME THAT are
NOT TRUE are:

_____

_____

_____

_____

THE THING THAT PEOPLE WOULD BE THE MOST SURPRISED
TO KNOW ABOUT ME IS:

_____

_____

_____

_____

_____

_____

Go! IML JOURNAL PAGE

TITLE: BULLIES

MY DEFINITION OF "BULLYING" IS:

_____

_____

NAMES OF KIDS I KNOW WHO GET BULLIED A LOT:

_____

_____

THE WORST BULLYING SITUATION I'VE SEEN LATELY WAS:

_____

_____

_____

WHEN I THINK OF THE PERSON OR PEOPLE WHO WERE BULLIED
THAT TIME, I TRY TO IMAGINE WHAT THEY WERE FEELING.
THESE ARE THE WORDS AND DESCRIPTIONS THAT COME
TO MIND:

_____

_____

_____

THESE ARE THE THINGS THAT I THINK KIDS, TEACHERS,
PARENTS, AND SCHOOLS CAN DO TO PREVENT BULLYING:

_____

_____

_____

Go!

Bullies: What Is Bullying?

Bully. What does the word make you think of? For some people, it's that girl at school who always makes fun of them. For others, it's the biggest guy in the neighborhood who's always trying to beat them up or take their things. Sometimes "bully" means a whole group of kids, ganging up on someone else. No matter what situation or form it comes in, bullying can make you feel depressed, hurt, and alone. It can keep you from enjoying the activities and places that are part of your life.

Bullying happens everywhere, whether it's your town or Paris, France. It happens all the time, and it's happened since forever. Because it's so common, many adults think bullying is just a normal part of growing up. You've probably heard parents or teachers say things like: "Don't let it get to you" or "You just have to be tougher."

But why should something that can make a person so miserable have to be part of growing up? The answer is, it doesn't! Each and every one of us has the right to feel safe in our lives and good about ourselves. So IML put together this guide to give you all the basics of dealing with bullies.

Let's start by looking at the different kinds of bullying:

Physical bullying means:

- Hitting, kicking, or pushing someone...or even just threatening to do it
- Stealing, hiding or ruining someone's things
- Making someone do things he or she don't want to do

Verbal bullying means:

- Name-calling
- Teasing
- Insulting

Relationship bullying means:

- Refusing to talk to someone
- Spreading lies or rumors about someone
- Making someone feel left out or rejected

What do all these things have in common? They're examples of ways one person can make another person feel hurt, afraid, or uncomfortable. When these are done to someone more than once, and usually over and over again for a long period of time, that's bullying.

The reason why one kid would want to bully another kid is this: when you make someone feel bad, you gain power over him or her. Power makes people feel like they're better than another person, and then that makes them feel really good about themselves. Power also makes you stand out from the crowd. It's a way to get attention from other kids, and even from adults.

Did You Know...
The word "bully" used to mean the total opposite of what it means now? Five-hundred years ago, it meant *friend, family member,* or *sweetheart.* The root of the word comes from the Dutch *boel,* meaning *lover* or *brother.* Big change!

(Go!)

Bullies: How To Handle It

Bullying is a serious problem. It makes people feel lonely, unhappy, and afraid. It makes them feel like there must be something wrong with them. It even makes some kids not want to go to school or play outside. If extreme bullying goes on for a long time, it can lead to violent cases of revenge, like you may have seen in the news. Many people who are bullied a lot as kids grow up with low self-esteem and all sorts of other problems.

In other words, it's very important to deal with bullying and not let it ruin your life!

Okay, so there you are, and someone is bullying you. What do you do "in the moment"?

- Ignore the bully. Pretend you didn't hear him. Don't even look at him. Walk right past him if you can.
- Don't cry, get angry, or show that you're upset. That's the bully's goal. Don't give her the satisfaction. Even if you're feeling really hurt, don't let it show. You can talk about or write down your reactions later.
- Respond to the bully evenly and firmly. Example: "No." "That's what you think."
- If you can, turn a comment into a joke. Example: The bully says, "Stupid outfit!" You say: "Thanks! I'm glad you noticed."
- Turn and walk away, or run if you have to. Remove yourself from the situation. Go to a place where an adult is present.
- Remember that you are not the one with the problem. It's the bully who has the problem.
- If you're being called names or teased, try "The Fog Tank." Imagine that you're inside a huge fish tank filled with white fog. Then, imagine that the insults are swallowed up by the fog before they reach you. Nothing touches you. Practice by thinking of the worst things a bully can say to you, then letting the fog eat them up.

If you're being bullied again and again, there's one "Most Important Thing" you should do: Talk to an adult. This is so important, we'll say it again. **Talk to an adult!**

- Start with your parents. It's not "tattling". It's asking the people who love you to give you help when you really need it.
- If the bullying happens at school, make sure your parents discuss it with a school official, not with the parents of the bully.
- If you feel you can't tell your parents, or your parents don't give you the support you need, talk to another adult you trust: a teacher, principal, school counselor, or someone at your church or synagogue.
- If you feel you can't talk to anyone, try writing a letter about what's happening. Keep a copy for yourself and give it to an adult you trust.
- If you don't want to talk to someone alone, bring a friend, sibling, or parent. It especially helps to bring someone who has seen the bullying.
- Make it clear to the adult that you are really upset by what's going on. This is especially true if the bullying is "verbal bullying." Many adults don't take verbal bullying seriously, but the truth is, this is the kind of bullying that can hurt the most.

If the bullying is physical or violent, you can ask the adult to whom you speak NOT to reveal your name.

Do NOT keep it inside. Do NOT plan revenge against the bully or take matters into your own hands

Now that you've spoken to someone about the problem, there are lots of things you can do to prevent future bullying.

- Don't walk alone. Travel with at least one other person whenever you can.
- Avoid places where bullying happens. Take a different route to and from school. Leave a little earlier or later to avoid the bully.
- Sit near the bus driver on the school bus or walk with a teacher to classes.
- Don't bring expensive things or money to school.
- Label your belongings with permanent marker in case they get stolen.
- Avoid unsupervised areas of the school and situations where you are by yourself. Make sure you're not alone in the locker room or bathroom.
- Act confident. Hold your head up, stand up straight, and make eye contact.

- Brainstorm bully comebacks ahead of time, and practice them in the mirror. That way you'll have them ready when you need them!

Sometimes, a situation with one bully is settled, but then another bully comes along and takes his or her place. There are many things you can do to make sure that doesn't happen.

- Bullies are really good at making people think they deserve to be treated badly. That's absolutely wrong. Keep telling yourself that you're a great person who deserves respect and kindness from others.
- Learn to be proud of your differences. Why would you want to be like that bully anyway? Never be ashamed of an illness or disability. The sooner you feel okay with it, other people will too.
- Spend lots of time with your friends. If you don't have any real friends, work on making new ones by developing interests in social or physical activities.
- Keep a journal about bullying incidents and how they make you feel, as well as bullying that happens to other people. You can also fill a journal with positives: all the things you like about yourself, your plans for the future, etc.

If none of this helps and the bullying you're experiencing is making your life very difficult, talk to your parents about the possibility of changing schools. You and your family might feel like this is giving in, but in the end, it may be worth it to get on with your life and be happy.

Activity #2

POWER

STATEMENT

Power can be positive
or negative

Young children sometimes think power means strength. This is evidenced by comments such as, "My dad (or brother) is stronger than yours!" Somehow this makes the child feel secure. However, power can also mean influence. This is the ability to persuade others in their thoughts and actions. For instance:

- Politicians work to influence voters to elect them.
- A company can develop a campaign that influences consumers to purchase their products.
- A role model can influence others to live by high moral standards.

Everyone would like to feel powerful. There is nothing wrong with wanting power. There are different ways to acquire power. You can get power by terrifying and threatening, or you can get power through self-mastery and by being respected.

GOAL

To understand our
desire for power, the
value of power and
how power can be abused

Once you have power, you have many ways to use it. You can inspire others to be kinder or you can pressure your peers to conform to cruelty. You can use power to be a responsible leader and work to serve others or you can become corrupted by the power and ignore the feelings and concerns of others to achieve your own ends.

EXERCISE #1

Write the word P O W E R in two columns. In one column, think of all the words that begin with P O W E R that are positive and in the other column, think of all the words that begin with P O W E R that are negative. Make your own list. For example:

Positive	Negative
Patient	Perpetrator
Open-minded	Obstinate
Wholesome	Wrong-thinking
Empathetic	Evil
Responsible	Rude

Positive	Negative
P _____	P _____
O _____	O _____
W _____	W _____
E _____	E _____
R _____	R _____

EXERCISE #2

In small groups discuss:

There are five kinds of bullying — physical, verbal, emotional, gender and cyberbullying.

How can you abuse power physically? _____

How can you abuse power verbally? _____

How can you abuse power emotionally? _____

How can you abuse power through gender bullying? _____

How can you abuse power using the internet? _____

✎ EXERCISE #3

In small groups discuss:

When do you feel most powerful? _____

When do you feel most powerless? _____

Think of someone you know who is powerful that you admire and describe his or her qualities.

_____

_____

📝 EXERCISE #4

Write down your thoughts about the following and then discuss this with the class:

How can a bully convert negative power to positive power? _____

_____

How can targets acquire power? _____

_____

How can a witness or witnesses use power to help bullies and/or targets? _____

_____

💬 EXERCISE #5

Think of sayings that have the word power in them, for example — "power corrupts," "knowledge power," "power rangers," etc. Make up a saying about power that expresses your belief.

_____

📝 EXERCISE 6

In small groups discuss:

What is the difference between using power to control or to influence?

Bullies: Who's A Bully?

Wouldn't it be great to peek inside someone's head, reading his or her thoughts? Let's take a look inside a bully's head. It helps us understand why he or she acts the way she does, and also helps us know how to deal with it.

Bullies come in all shapes and sizes. Some are bigger or taller than everyone. Some get in trouble a lot. Some are popular kids who seem to "have it all," with lots of friends and good grades. But look inside their heads and you'll find one thing that they all have in common: Something or someone is making them feel insecure, so they're bullying to make themselves feel better.

Remember, though, that everyone is different and lives with different experiences. If we looked even more inside a person's head, we'd probably find some extra reasons why he or she is acting like a bully:

- She's having problems in other parts of her life, like something going on in her family or struggling with school.
- He may not feel like he's getting enough attention from parents or teachers.
- She's watched her parents or older siblings get their way by being angry or pushing other people around.
- He's being bullied himself, maybe by another kid or a brother or sister...or even his own parents.
- Her parents have spoiled her or haven't taught her about not hurting others.
- He's getting exposed to a lot of violence in movies, TV, and video games.

What about the person who's always nice to you when he's alone, but will join in when his friends start teasing you? Well, as you probably know, peer pressure is a powerful thing. People like to do what their friends are doing. They might think they're just having fun and not even realize they're bullying someone.

Some people act like a bully for a year or two, and then grow out of it. It can also go the opposite way: some people are bullied when they're younger, and then once they're a little bigger and more confident, become a bully themselves. Some kids only act like a bully to one person, like they have their own personal punching bag.

Some bullies set out to hurt someone, with the goal of making him or her cry. Others don't even know that their behavior is doing so much damage. In fact, you may be a bully yourself and not know it! We'll talk more about that later.

So, wow. Lots of different types of bullies out there. The good news is that we can deal with all of them in the same way.

Go!

Bullies: Are You A Bully?

Are you a bully and don't know it? Maybe you know you're a bully, but don't know how to change your ways? Never fear! Help is here!

How do you know if you are or have ever been a bully? Ask yourself these questions:

- Does it make you feel better to hurt other people or take their things?
- Are you bigger and stronger than other people your age? Do you sometimes use your size and strength to get your way?
- Have you been bullied by someone in the past and feel like you have to make up for it by doing the same thing to others?
- Do you avoid thinking about how other people might feel if you say or do hurtful things to them?

If you have bullied other people, think about why. Think about how or what you were feeling at the time. Think about how you felt afterwards.

How can you stop being a bully?

- Apologize to people you've bullied, and follow it up by being friendly to them. They may not trust you right away, but eventually they'll see that you're for real.
- If you're having a hard time feeling good about yourself, explore ways to boost your self-esteem. Pick up a new hobby, do volunteer work, or get involved with a sport.
- If you feel like you're having trouble controlling your feelings, especially anger, talk to a school counselor about it.

There are many reasons to kick the bully habit. Many bullies grow up into adults who bully their families, friends, and co-workers, causing all sorts of problems with relationships and careers. It's hard to think about the future when you're feeling something here and now, but take a moment to see how your behavior may be laying down some pretty negative groundwork.

Back to

Go!

Bullies: Who's A Target?

Do you feel like you have a big target on your forehead, or maybe a sign on your back that says "Bully Me!" You're not alone. People who do research about bullies found that roughly 25% (that's 1 out of 4) kids experience bullying.

What makes someone that "one" out of the four? Here are some possible reasons:

- He's a different size -- smaller or bigger -- than most of other kids their age.
- She falls into some type of "minority": African-American kids at a mostly white school, girls in a shop class that's crowded with boys, etc.
- There's something that makes him stand out, like a disability that makes him walk or talk differently, or even just his name.
- She gets anxious or upset very easily.
- He doesn't have any or many friends and is usually alone.
- She doesn't have a lot of confidence and doesn't seem like she'll stand up for herself.

Some kids get bullied as a result of a single thing that happened, like an embarrassing moment that took place in front of other people.

You may even find yourself a bully target for no particular reason! Maybe the bully ran out of people to pick on, or you were in the wrong place at the wrong time when someone was feeling particularly mean.

Usually, once someone is singled out by a bully, other people will know that person is a target and start bullying her or him, too.

If you're a bully "target," you have something in common with famous people like **Tom Cruise, Mel Gibson, Harrison Ford,** and **Michelle Pfeiffer**. These celebrities have all talked about their own experiences with being bullied. It happens to the best of us!

(Go!)

Bullies: Innocent Bystanders

In a bullying situation, there are usually bystanders, but they aren't exactly "innocent".

Bullying usually happens with other kids around, right? Having an "audience" is very important to a bully. She wants people to see what she's doing, and that she has power over the person she's bullying. It's usually because a bully wants a reputation for being tough or strong, or because she thinks it'll make her more popular.

So what about the people watching the bullying? Why are they letting it happen? Here are some possible reasons:

- The bully is someone other people look up to and want to hang out with.
- They want to "side" with the bully because to do that makes them feel strong. Siding with the bully's victim, on the other hand, would make them feel weak.
- They're entertained by the bullying.
- They don't think speaking up will help.
- They're afraid that if they say something, the bully will turn on them.
- Watching the bullying is a way to bully "vicariously." This means that they feel like they're getting their frustrations out by hurting someone even though they're not doing the hurting, just watching the hurting.

Did you know that if one person watching a bullying situation says "Stop it!", half the time the bullying will stop? This can be hard to do, but it's important to try. When you stand by and do nothing, that's saying that bullying is okay with you. It makes you no better than the bully himself.

Here are some things you can do if you see someone getting bullied:

- Tell the bully to stop. Examples: "Cut it out!", "That's not funny!", "How'd you like it if someone did that to you?" Let the bully know that what he or she is doing is stupid and mean.
- If you feel like you can't speak up, walk away from the situation and tell the nearest adult. Get them to come help. This is not tattling!

If you see someone being bullied over and over again -- whether that person is a friend, sibling, or classmate -- you can make a big difference in helping to stop it:

- If your school has a bullying reporting program, like a hotline or "bully box", use it.
- Make sure the kid who's being bullied tells his parents, or a teacher. Offer to go with him if it will help.
- If she doesn't want to talk to anybody, offer to talk to someone on her behalf.
- Involve as many people as possible, including other friends or classmates, parents, teachers, school counselors, and even the principal.

Do NOT use violence against bullies or try to get revenge on your own. It's possible that by speaking up or helping someone, you've made the bully want to come after you. Be prepared for this, and hold your ground. You already have adult support on your side.

Try to remember the Golden Rule:

Treat others the way you would like to be treated. Stand up for someone when he or she needs it, and when you need it, someone will stand up for you.

Activity #4

TATTLING vs. REPORTING

STATEMENT

According to the National Threat Assessment Center, most planned school attacks were revealed to other classmates. Students who were aware of the plans withheld valuable information from adults who could possibly have intervened

---

GOALS

To learn the difference between tattling and reporting

To understand the importance of reporting bullying situations when they first occur so adults can intervene as soon as possible

---

Many school tragedies have been prevented because conscientious students told an adult whom they trusted about an occurring or potential incident. There are a great number of students, however, who do not report because they are fearful of being called a tattletale or a snitch if they do. Reluctantly, they suffer in silence and pay the price by having a guilty conscience, which can affect them for years.

It is extremely important to keep the discussion of tattling vs. reporting on the front burner. Remember that tattling is when you're trying to get someone IN trouble and reporting is when you're trying to get someone OUT of trouble.

Students also say that tattling is when the problem is quite small and could be handled by the students without adult intervention. Reporting is when the situation is serious and cannot be resolved by the parties involved.

When schools address violence in its earliest stages, they have fewer incidents of serious aggression. The solution is for students to be courageous in small ways and prevent situations from spinning out of control. It is important for students to have a trusted adult in their school to talk with when they have a problem. When needless tattling situations are reduced, adults can be more responsive to severe problems.

Activity #7

S.T.A.R. (Students Taking Action Responsibly) WITNESS

STATEMENT

According to the most current research, at least 70% of all students are WITNESSES to bullying behavior

GOAL

To mobilize the power of witnesses to prevent bullying

Witnesses are a key to the solution of bullying because they have the most information, the most power, and the most opportunities to interrupt cruel behavior. Everyone realizes that most bullying occurs when adults are not present. Bullies are very clever about being hurtful when they have the least chance of being caught. They also threaten their targets with painful consequences if they "tell."

Consequently, students who are witnesses may be the only persons who can offer relief for a student who is being abused by a peer.

There are different kinds of witnesses:

1) **Passive** witnesses block out what is happening. They don't want to get involved and they might even build a wall around their feelings to protect themselves from being affected by the pain they see.

2) **Angry** witnesses get upset with targets for not defending themselves. They may also get angry with the bullies for taking advantage of those who can't defend themselves.

3) **Fearful** witnesses are afraid that they will become the next target.

4) **Relieved** witnesses are grateful that the bully is picking on someone else instead of them. They don't feel confident that they could handle a bully and they feel a sense of relief when someone else becomes the object of the bully's abuse.

5) **Accomplice** witnesses decide that the best way to avoid being a target is to join forces with the bully and become supporters.

6) **Star** witnesses choose to use their power to stop the bullying.

There are at least seven actions that a star witness can take:

- **Challenge the bully**
- **Tell an adult**
- **Get a group to challenge the bully**
- **Include a target in your activities**
- **Don't be an audience for the bully**
- **Distract the bully**
- **Talk to a target privately**
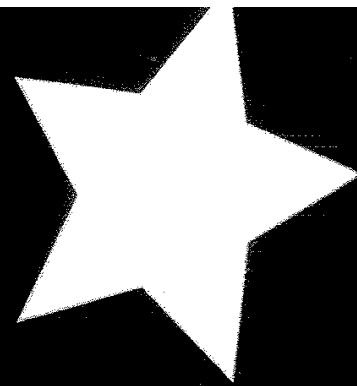
Consider these ideas and others that you might have. Find one that fits your comfort level.

🖉 EXERCISE #1

Use the chart below to write down bullying situations that you observe.

|	Total	Male	Female	Both	Place
Physical					
Verbal					
Emotional					
Gender					
Cyber					

A N.I.C.E. WAY TO STOP THE BULLYING!

Guided Questions for Bullying Awareness

1. What is bullying?
2. Does bullying occur at Edgewood?
3. What types of bullying do you see occurring at Edgewood?
4. Where do you see bullying occur?
5. Is there a difference between how boys and girls bully in our school?
6. How does a bully become a bully?
7. How might it feel to be bullied by your peers?
8. How can a bullied victim deal with the bullying?
9. Who can the victim go to for help?
10. What role do teachers and/or Edgewood have in responding to bullying?
11. What Character Counts pillar does bullying compromise?
12. How can you take action, or respond positively, to the schools anti-bullying policy?
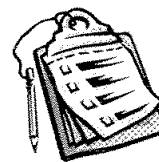
Bullied Checklist

What should you do if you are being bullied and can't stop it yourself?

☑ Talk to someone who can <u>help:</u>
- an older student, your friends, classroom teacher, guidance counsellor, school principal, sports coach, parents, or any adult you trust

  It really does work when you talk to someone and get help.
  You may have to tell more than one person...Don't Give Up!

☑ If you're scared to talk to an adult on your own, ask a friend to go with you

☑ Try not to show that you are upset when being bullied

☑ Don't get mad, get funny...humour shows you're not bothered

☑ Stay calm...Fighting back often makes the bullying worse

☑ Look confident and tell the child who bullies to back off...Bullying is NOT cool!

☑ If it's hard to stand up for yourself, ignore the bullying and walk away...then tell someone who can help

☑ Stay close to students you can count on to stick up for you

☑ Stay away from areas where you know bullying happens

☑ Don't blame yourself...no one deserves to be bullied

☑ <u>YOU</u> help to make your school a better place by seeking help to stop bullying

☑ If these tips work for you, pass them on to others

Bullying is something a lot of kids have to cope with.
The more we talk about it, the faster we will stop it.

© Canadian Initiative for the Prevention of Bullying, 2005

CIPB · ICPI

Bystander Checklist

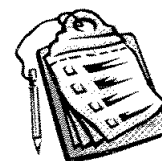What should you do if you <u>see</u> someone being bullied?

☑ Talk to someone who can <u>help</u>:
- an older student, your friends, classroom teacher, guidance counsellor, school principal, sports coach, parents, or any adult you trust

> Remember... *telling* is not the same as *tattling*
> *Telling* is what you do to get someone *out of* trouble
> *Tattling* is what you do to get someone *into* trouble

☑ Tell kids who bully to back off...Bullying is NOT cool!

☑ If it's hard for you to speak out against bullying on your own, ask a friend to do it with you

☑ Help kids who bully, don't hurt them...speaking out helps, hitting and name-calling doesn't

☑ If you walk away and get help, you are part of the solution...if you stay and watch, you are part of the problem

☑ Stand up for kids who are bullied...they can't do it themselves

☑ Invite kids who are bullied to play with you somewhere else

☑ Comfort the person who was hurt and make it known that what happened was not fair or deserved

☑ The best thing you can do for kids who are bullied is to be their friend

☑ <u>YOU</u> help to make your school a better place by doing your part to stop bullying

☑ If these tips work for you, pass them on to others

Bullying is something a lot of kids have to cope with.
The more we talk about it, the faster we will stop it

CIPB · ICPI

Bullying Checklist

What should you do if you bully and are ready to stop?

☑ **T**alk to someone who can <u>help</u>:
- an older student, your friends, classroom teacher, guidance counsellor, school principal, sports coach, parents, or any adult you trust

They can help you find ways to get along with other children.

☑ Put yourself in other kids' shoes. Would you want to be picked on, beat up, or excluded?

☑ Appreciate kids' differences...different doesn't mean worse or better than you

☑ Know that if other kids watch and laugh, it doesn't mean they like it when you bully

☑ Resist peer pressure to bully...keep your cool

☑ Be a <u>real</u> leader...<u>real</u> leaders treat others with respect

☑ Ask a friend to help you stop if you start to bully others

☑ Understand that you may not like everyone around you, but you do have to treat them with respect.

☑ Apologize to the kids you have bullied

☑ Set goals each day to make it easier not to bully (e.g., Today I'll help others rather than hurt them)

☑ <u>YOU</u> help to make your school a better place by being a positive leader and not someone who bullies

☑ If these tips work for you, pass them on to others

Bullying is something a lot of kids have to cope with.
The more we talk about it, the faster we will stop it.

CIPB · ICPI

Stop It!
If You are a Target

So, you are being bullied. The first thing you should know is, it's not your fault. Nope. Not one little bit. No one deserves to be bullied, never, ever, ever. No way. No how. Uh-uh. Never.

Carmen can help you stop the bullying! When a meanie tries to put you down, pipe up with Carmen's Quick Comebacks!

Check out some of Carmen's Quick Comebacks

(**Warning**: *Using these tips may result in bullies running away and leaving you alone!*)

Carmen's Quick Comebacks

The Bully's Test	Quick Comeback	Why It Works
"Hey! Stupid!" or other name calling.	Ignore the bully.	Bullies want to upset you. If you ignore them, they don't get what they want. And that's good for you!
"I'm gonna beat you up!" or other threats.	Yell as loud as you can.	Bullies don't want others to know what they're up to. If you attract the attention of someone nearby, the bully will back off.
"Just you wait 'til I find you alone!"	Stick with others.	Kids who bully hate a crowd. If you hang out with a friend or an adult, bullies are less likely to do anything to you.
"Ha. Ha. What a crybaby!"	Smile—or at least don't look upset.	Bullies feel powerful when they upset you. If you look cool as a cucumber, the bully has no power.
"You'll be sorry at recess!" or at lunch, or on the bus…	Stay away from where bullying happens.	Bullies want to get you into unsafe areas where they can be in control. If you avoid danger spots, you'll be safer. If bullying happens: • by your locker, ask a

		teacher for one in a new location.
		• on the bus, sit up front by the driver. • in the lunch room, ask your teacher if you could change seats or sit closer to the adults. • on the playground, stay near adults or other kids that you trust.
"You're a shrimp!"	Agree with the bully. "Yes, I know that many of the kids in the class are taller than me."	Bullies count on you to argue with them. If you just agree, there's nothing more for the bully to say.
"You're still a shrimp!"	Make a joke—then make like an egg and beat it. "I might be small, but I am tall enough to touch the ground."	Humor takes the power out of bullying—and shows that *you* are in control.
"Hey, four-eyes!" or other comments about your disability.	Give the bully some facts. "I wear glasses because I have an eye disease that has hurt my vision. With my glasses, I can see and read better."	Sometimes kids bully because they don't understand why someone is different. If you give the bully some facts, you do two things: • you show you're not upset • you might take away the bully's reason for picking on you
"Time for your daily punching!"	Say "stop it!"	Bullies want targets who won't stand up to them. If you stay calm and tell them to leave you alone, they are more likely to stop picking on you.
"What a dopey outfit!" or other insult.	Laugh. Sing. Dance. Yodel.	Bullies count on you acting upset.

		If you do something unexpected instead, it shows you're not bothered in the least.
"We don't want *you* to play."	Be direct. "I don't like being left out. I want to play."	Bullies want you to just accept what they say. If you tell them directly how you feel and what you want, you let them know they aren't in charge.

Carmen's Insider Info

Hi. I think you are doing a great job at stopping kids who bully you! Want to learn more? Let's watch this video on what you can do to stop bullying.

WHAT TO DO WHEN A BULLY BULLIES YOU?

By standing by and doing nothing...you ARE doing something. You are letting the bully- and the victim- believe that you think what's happening is ok (when you know it's not).

Take a deep breath and smile at the bully.
Stay calm and walk away from the person.
Think cool thoughts.
Think happy thoughts.
Pretend you didn't hear anything.
Act like you don't know what the bully is talking about.
Give the bully the same put-down.
Avoid the bully, take a different route home or in the hallway.
Find another person to be with when the bully is around, travel in groups.
         Maybe your friends will help you stand up to the bully.
Tell the person how you feel using an I statement. "I think..." or "I feel..."
Tell the person, "Stop that! I don't like that."
Stand up for yourself by saying, "Leave me alone."
Ask the bully, "Why are you bothering me?" Then tell the bully to "Stop it."
Find an adult you trust to talk about your feelings.
Tell your teacher, lunch room supervisor, counselor or social worker, nurse,
         bus driver, or principal right away so they can respond with
         consequences right away-be able to recall specific words that the
         bully used and any threatening body language.
Treat the other person with kindness and respect. Be the bigger person.
Use humor or sarcasm. Say something funny.
Laugh and act like you don't care.
Agree with everything the bully says. For example, they call you a "Shrimp!"
         Then you say, "Yes I know that kids in the class are taller than me."
Be a broken record, repeat things.
Say to yourself "I don't have to prove anything. I know I'm okay."
Bore the bully with questions.
Look annoyed or bored with whoever is bullying you, not scared or hurt.
         Annoyed. Like that person is the bug that keeps flying around you.
Get a calendar and mark an X by the date every time the bully hassles you.
         Give it a few weeks with one approach. If things haven't started to
         fizzle out, try another approach.

WHAT TO DO WHEN YOU SEE A BULLY BULLYING ANOTHER PERSON?

Ask yourself, "Is it my job to help out?" What if it was happening to me?
Lend a hand. Make your school a safe and better place!
Tell the bullied kid, "I'm sorry about what happened" and "I don't like it!"
Tell them it's not their fault. Invite the kid to do things with you, even if he/she isn't your friend. They may need a friend!
Offer the kid who is being bullied that you will go with him/her to talk to someone about what happened.
Don't be a bystander. Don't join in and laugh if your friends are bullying others. DON'T be one of them!

TRY TO AVOID SITUATIONS IN WHICH BULLYING IS LIKELY

Sit near the front of the bus.
Sit with friends at lunch.
Walk with friends or a teacher in the hallways.
Don't go to the bathroom or locker room alone.
Avoid areas of school where there are not many students or teachers around.

CLEVER COMEBACKS

Just laugh and say "Whatever" or "I don't care."
"Uh-huh. OK. Yeah, right." Then walk away.
"That's great." Or "I would care because...?"
"Thanks!" The bully will probably look at you like your crazy, but don't let the bully know that he/she hurt your feelings.
"If I valued your opinion, then I would be offended by that."
"That wasn't very nice. How would you like it if I said that to you?"
"Really? I didn't know that!" or "Cool!" (sarcasm)
"That's your opinion, but it's not mine!"
"That is really uncool."
"I want you to stop talking to me like this." Or "That wasn't very nice. How would you feel if I said something like that to you?"
"You're trying to make me do something through threats and it's wrong."
"I'm still ready to be your friend if you quit acting this way."
"Stop glaring at me!"
"I want you to stop telling everyone I am a cheater. It's not true!"

Appendix G

Safety Incident Report

Site Middle School
Safety Incident Report

The Student I am concerned about is:
- o   Myself

- o   A friend, his/her name is _____

- o   Another person, his/her name is _____

1. When (date, time) did this happen?

2. Where did this happen?

3. What happened?

4. Why did it happen?

5. Who else was present when it happened?

6. Could this situation have been avoided? (circle one)   Yes   No

7. How could this situation have been avoided?

Student Signature: _____ Teacher Signature: _____

_____

Please complete this report and return your grade level social worker or a teacher.

Every adult at (Site) is required to inform the Principal and Associate Principal as well as parents if the following concerns occur:

1. You plan to hurt yourself.
2. You plan to hurt someone else.
3. You have knowledge that someone else is in danger.

Do not worry, your name will not be used or told to others unless the described behavior and/or problem exemplifies one of the three concerns. However, the information that you give will be used to help resolve the concern and problem. Thank you for your proactive concern for yourself and your peers!

Site Middle School
Safety Incident Reflection

Recently you were involved in an alleged bullying incident. Please tell us, in your own words, what happened.

Your Name _____ Grade _____ Date _____

_____

1. When (date, time) did this happen?

2. Where did this happen?

3. What happened?

4. Why did it happen?

5. Who else was present when it happened?

6. Could this situation have been avoided? (circle one)   Yes   No

7. How could this situation have been avoided?

_____

Student Signature: _____ Teacher Signature: _____

Administrator Signature: _____

Appendix H

Poster and Newsletter Project

Dear Leadership Group Members (iHOP)-

Thank you so much for all your time and effort so far this year. We have two exciting projects that we will be working on during the next few weeks. Each of you will choose to work on one of these projects by this Wednesday.

The first project is an informative newsletter about bullying created by you. This will hopefully be put on the school website or displayed in some other way. This project requires three to four specialists. The first specialist will focus on the artwork. The second specialist will be the editor. The third specialist will be a tech person who will format the newsletter. The other members of this committee will work on articles.

The second project will be to create more awareness around school by creating posters. These posters will require some creativity as we do not want the word bullying to be written anywhere on them. We would also like them to be as positive as possible.

In total, we need about 20 people working on the newsletter and the other eight on the posters. Please let XXXXX or XXXXX know which committee you would prefer to be on by Wednesday (during our meeting at lunch if you can't make it after school or after school). If you would like a specialist position please let us know that as well.

Again, thank you all so much for your hard work. Your positive attitudes and leadership are very much appreciated!

Sincerely,

XXXXX and XXXXX