

BULLYING PREVENTION IN THE ELEMENTARY CLASSROOM
USING SOCIAL SKILLS

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ABSTRACT

Our action research project report provided students with social skills training to effectively handle bullying situations in the fourth grade. Our study involved 70 fourth-grade students and began Monday, January 14, 2008 and concluded Friday, May 2, 2008.

The behaviors documented from the fourth grade students were name calling, exclusion, pushing, disrespect of people and property, and intimidation. Teacher researchers used several tools to document the evidence of bullying. These tools were a student survey, teacher survey, observational checklists, and parent survey. When implementing the student survey, the teacher researchers noticed that over three-fourths of the fourth-grade students felt that they had been bullied. Boys bullied more frequently than girls. Bullying occurred most often on the playground, the bus, and the hallway. One of the most concerning issues was that one-third of the students did not feel safe at school.

The strategy that was most beneficial to the students in the elementary classrooms was teaching social skills. The social skills that were taught to prevent bullying included: assertiveness training, cultural awareness, empathy, respect, and appropriate responses and choices. These social skills were taught by role-playing and literature, using the book *Crash* by Jerry Spinelli. Some additional interventions used for social skills instruction were journaling, using conversational dialogue appropriately, completing family activities focused on individuality, project sharing, friendship poster advertisements, “secret friends”, and using learned strategies to handle bullying situations.

Upon completing this intervention, the teacher researchers found an increase in the repeat of bullying behaviors which might be associated with the knowledge and skills gained during the intervention. Throughout the intervention, students were introduced to a variety of strategies to deal with bullying. The results of this was a decrease in the students’ telling an adult and an increase in fighting back or not responding at all to the bully. Students became more confident in their ability to handle bullying situations. Students felt comfortable coming to an adult, but were also able to handle more situations independently. The perception of feeling safe at school increased throughout the intervention. This is due to the students’ increased knowledge of how to handle a bully or bullying situation. Students used the strategies that were introduced during the intervention, thus empowering them to handle any given situation.

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

There were many types of bullying that existed in the elementary classroom, all negatively affecting the academic performance and social behaviors of students. These types included verbal, physical, and cyberbullying. Through the use of observational checklists, parent surveys, student surveys, and teacher surveys, the teacher researchers showed the extent to which bullying existed in the classroom setting.

Immediate Context of the Problem

The information presented below comes from the Department of Public Instruction WINSS Successful School Guide (n.d.) and each demographic is associated with the respected reference appropriate for that demographic. The teacher researchers involved in this study teach at the same school, both at the fourth-grade level. They are both entering their twelfth and thirteenth years of teaching, respectively.

The population of Site A, a public elementary school enrolled 686 students. The student population included four-year-old kindergarten through fifth grade, with 49% (n=354) being male students and 51% (n=366) being female. The ethnicity of the student population, as seen in Table 1 below, was mainly Caucasian, with a little over one-fourth of the students being Hispanic.

Table 1

Ethnicity of Students by Percentage

<u>Caucasian</u>	<u>Hispanic</u>	<u>African-American</u>	<u>Asian-American</u>	<u>American Indian</u>
64.9	27.6	4.8	2.2	0.6

Students were categorized into two language areas, with 80% being proficient in English and 19.5% having Limited English Proficiency. Students with disabilities made up 17.3% of the school's population.

Site A participated in the Student Achievement Guarantee in Education (SAGE) program, which was a government funded program which aimed to improve student achievement by reducing class sizes 15:1 in grades K-3. The SAGE program focused on increased collaboration between schools and their communities, providing a demanding academic curriculum, and professional staff development and evaluation. SAGE schools were renewed with the state every five years to receive state aid equal to \$2,000 for each low-income child in the program. In this school, 39.5% of the population qualified for subsidized lunch.

The students' school year consisted of 180 days of academic contact. The attendance rate during the 2005-2006 school year was 95.8% (n=671). The truancy rate for this same school year was 1.5% (n=9). Ten students were suspended during the 2005-2006 school year, which was 1.4% (n=10) of the school population.

At Site A, there were 36 certified general education teachers and 31 certified specialized area teachers, for a total of 67 licensed staff members. Of these 67 teachers, 61 were females (91%) and 6 were males (9%). The average teaching experience was 8.24 years, with 79% of teachers having at least 5 years teaching experience. The starting salary in this district was \$31,512, while the maximum salary was \$60,069. The average salary was \$43,721 with fringe benefits of \$22,117. The teaching staff was comprised of 44.4% (n=15) holding master's degrees or higher. There were 10 teaching staff members per 100 students.

Table 2 below consists of the recommended time allocated weekly for each curricular area in the fourth-grade, with 1,615 total minutes. Reading and language arts took up the majority of the school day, with 600 required minutes per day.

Table 2

Minimum Allocated Instructional Time: Recommended by the Wisconsin Department of Public Instruction

<u>Subject Area</u>	<u>Recommended Minutes</u>
Reading/English Language Arts	600
Mathematics	250
Social Studies	175
Science	150
Health Education	100
Physical Education	150
Art	90
Music	75

The fourth-grade participated in the Wisconsin Knowledge and Concepts Examination each November. Examining the data from the November 2006 test, Site A's test results were higher than the district, but slightly lower than the state in reading, language arts, math, science, and social studies.

Table 3 shows that students that were both economically disadvantaged and economically advantaged struggled in the area of math.

Table 3

WKCE Results by Economic Status: Percentage of Advanced and Proficient Scores

	<u>Reading</u>	<u>Language Arts</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>
Economically Disadvantaged	62.7	60.8	47.1	64.7	88.2
Not Economically Disadvantaged	85.7	89.3	78.6	80.4	92.9

Table 4 shows that social studies was the top scoring area for both Hispanic and Caucasian students.

Table 4

WKCE Results by Race/Ethnicity: Percentage of Advanced and Proficient Scores

	<u>Reading</u>	<u>Language Arts</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>
Hispanic	57.7	57.7	57.7	61.5	88.5
Caucasian	81.1	82.4	66.2	77.0	90.5

Table 5 shows a great disparity in the reading scores of both students with disabilities and without disabilities.

Table 5

WKCE Results by Disability: Percentage of Advanced and Proficient Scores

	<u>Reading</u>	<u>Language Arts</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>
Students with Disabilities	33.3	60.0	46.7	40.0	73.3
Students without Disabilities	81.5	78.3	66.3	78.3	93.5

Tables 2 through 5 showed the diverse population of Site A. Students that were economically disadvantaged scored markedly lower than their peers. There were also notable differences between the Hispanic and Caucasian reading and language arts scores. These factors may affect the social behaviors of students due to the academic frustrations students may face.

Site A had a principal and an assistant principal. The office staff included two secretaries and a bilingual aide. There was one part-time school nurse. There were two 4K classrooms, eight classrooms of kindergarten, seven classrooms of first grade, six classrooms of second grade, six classrooms of third grade, three classrooms of fourth-grade, and five classrooms of fifth grade. There were two teachers for each of the following areas: music, art, physical education, school psychologists. Speech and language, ESL, special education, and reading specialists consisted of three teachers each. There were five full-time aides. The Library Media Center was run by one librarian and one aide. Site A also had a guidance counselor, school social worker, a keyboarding instructor and a technology support person. There were seven custodians, as well as several part-time high school student helpers that maintained the school.

The school was known for providing activities that were geared toward the students' multiple intelligences. Students were given the opportunity to participate in after school activities called Lighted Schoolhouse through the SAGE program. Some examples were: jewelry making, Happy Feet (focused on exercise and nutrition), wire bending, stamp collecting, and arts/crafts. Students were also given the opportunity to participate in forensics, science fair, Destination Imagination, Hands-On Algebra, and track and field. During the school day, students were encouraged to participate in Math 24, Battle of the Books, Geography Bee, and Spelling Bee.

At one time, Site A housed two separate schools. The two schools were combined into one large elementary school beginning with the 2003-2004 school year. The building was a two-

story, brick building built in the early 1900s. Hallways were divided by grade level, with a common cafeteria, gymnasium, multipurpose room, and Library Media Center. The playground was a community park, with soccer fields, tennis courts, basketball courts, kickball fields, and playground equipment. There was a grassy area and a blacktop area.

Local Context of the Problem

Site A was located in a rural area in the southeastern part of a Midwestern state. It was accessible to many larger cities. It was a resort town, centered around a lake, which offered tourists many recreational activities, including boating, swimming, and golfing. There were also many winter recreational activities including skiing and snowmobiling.

The population of this community was 7,148 as of the 2000 census (Factfinder, n.d., *Census 2000 Demographic Profile*). The median household income in 1999 was \$40,924. The median family income in 1999 was \$54,543. These numbers reflected the national average which were \$41,994 and \$50,046, respectively. The number of families living below poverty level was 87, which is 4.7%. This was far below the national average of 9.2%. The median age for a person living in this community was 36.5 years. Children under the age of five made up 5.9% of the community, while adults 18 and over made up 77.0% of the community. Adults over the age of 65 made up 15% of the population. The majority of the population in this community was Caucasian, making up 90.8% of the demographics. The highest number of minorities was of Hispanic origin (14.7%). In the community 18.0% spoke another language other than English at home. The high school graduation rate was 83.2%, with 25.1% of the population receiving a bachelor's degree or higher.

The average household size was 2.33, which was slightly less than the national average of 2.59. The local workforce was 70%. Currently, the unemployment rate was 1.9%. Almost one-

third of the employed population worked in management, professional, and related occupations. Service, sales, and manufacturing industries were also occupations that were prevalent in the area. According to law enforcement statistics, the number of violent crimes that occurred in Site A was 175:100,000 people. Property crimes in 2004, which included burglary and theft, were 3,181:100,000 residents.

Site A was once claimed by Mr. John Brink, a government surveyor, who named the local lake after the lake in his hometown in New York. However, in 1836, Christopher Payne, a pioneer settler from Illinois, claimed local land and began building the first log cabin and sawmills. The town was surveyed and laid out in 1837, and the price of land at the time was \$1.25 per acre. After the Civil War, many wealthy families called this community their summer home. These families constructed many of the extravagant mansions we find today on the shores of the local lake. Many of the homes and buildings from the 1800s can still be found in town.

Site A offered tourists many recreational activities. Summer activities included boating, swimming, golfing, horseback riding, shopping, dining, and relaxation. There were also many winter recreational activities including skiing, snowmobiling, ice fishing, and the National Ice Sculpture Championships.

This district had three elementary schools and one middle school. The high school was part of a different district, but was still located in the area. There were four feeder schools in the area. There was one superintendent, who headed both the elementary and middle school district, as well as the high school district. The mission of this district was as follows: Honoring the unique talents of all, WE, the Area Schools [*sic*], families, and communities commit to providing EVERY student an excellent education that ensures the development of responsible, respectful citizens and inspires life-long learning (Site A school district brochure).

In 2006, a referendum was passed in this district, approving a total of \$19 million for school improvements. The cost to taxpayers was 11 cents per \$1,000 of assessed value. This figure was lower than the estimated 28 cents per \$1,000 of assessed value that was originally figured. The \$19 million was used for school improvements and classroom additions to the various schools in the district.

Technology was a major part of the district's goals. According to the technology instructor, there were 25 computers available in each of three laboratories. Each classroom had between three and five computers available. Teachers were given computer laboratory times twice per week. There was also a signup for the computer laboratory, to allow for extra times if needed. Teachers also had access to technology tools such as digital cameras, LCD projectors, SMART boards, and DVD players.

National Context of the Problem

In a 2003 study, about 60% of American teenagers witnessed bullying at least once a day (Bullying, Intimidation, and Harassment Prevention School Policy, 2005). Twenty-nine percent of students said that they have been bullied in school; 37% reported that they have bullied another classmate, and 90% have been a witness to a bully situation (Kedzie, 2007). Studies show that bullying behaviors that happen in elementary school are an indicator of a student's future behaviors (Vazsonyi, Belliston, & Flannery, 2004). Students that are considered bullies in elementary school often become aggressive adults and may get involved in criminal activity (Entenman, Murnen, & Hendricks, 2005; Olweus, 1993), while victims of bullying are often depressed, insecure, and lack self-esteem (Limber & Nation, 1998; Lorimer, 2006; Scarpaci, 2006).

CHAPTER 2

PROBLEM DOCUMENTATION

Evidence of the Problem

The action research project provided students with social skills training to handle bullying situations effectively and decrease the incidence of bullying. The study involved 70 fourth-grade students and their parents, and 45 teachers. The research project began on Monday, January 14, 2008 and concluded on Friday, May 2, 2008. The teacher researchers used a student survey, parent survey, and teacher survey prior to intervention to establish the basis for further research. At the conclusion, students had the strategies and confidence needed to make positive decisions regarding bullying situations.

Student Surveys

The student survey was designed to assess the level of bullying situations at school. It was comprised of eight questions that asked students to identify bully, victim, and bystander activities. The format was multiple choice with always, often, sometimes, rarely, and never given as possible answers. Sixty-seven students in the fourth-grade participated in the survey given on Monday, January 14, 2008. One hundred percent of the surveys were returned. It was administered by the fourth-grade teachers. Students then placed the completed survey into the assignment basket in the classroom. The survey will remain anonymous with only the indication of the student's gender (Appendix A).

The first question asked the students if they have ever been bullied at school. Figure 1 shows that over three-fourths of the students have been bullied at school (75%, n=50). Please refer to Figure 1 below.

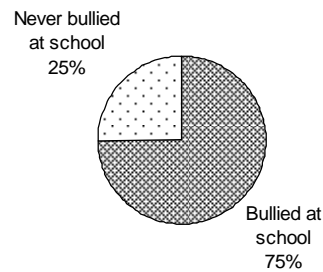


Figure 1: Frequency of Bullying (n=67)

The second question asked the students how often they have observed bullying behaviors at school. Ninety-six percent of students (n=64) responded that they have observed someone being bullied at school. Please refer to Figure 2 below.

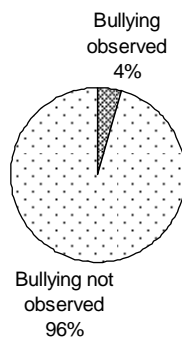


Figure 2: Frequency of Bullying Observed (n=67)

The third question asked students how often they had bullied other students at school. Figure 3 shows that three-fourths of students surveyed have never bullied other students (75%, n=50).

Please refer to Figure 3 below.

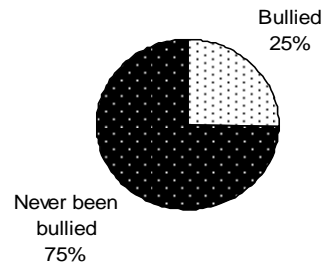


Figure 3: Students as Bullies (n=67)

Question 4 asked students to identify places where bullying occurs. Students identified all that applied. Figure 4 shows that bullying occurs most often in unstructured areas. Of the 67 students surveyed, 60 students (90%) indicated that bullying occurred most often on the playground. Over half of the students responded that the bullying occurs frequently on the bus.

Please refer to Figure 4 below.

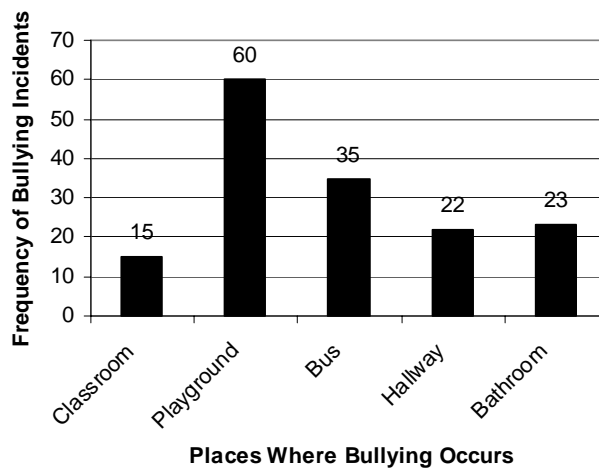


Figure 4: Places Where Bullying Occurs (n=67)

In question 5, students were asked to identify the gender of a bully that they had observed. Figure 5 shows that students perceive a typical bully to be most often male than female (71%, n=57). Please refer to Figure 5 below.

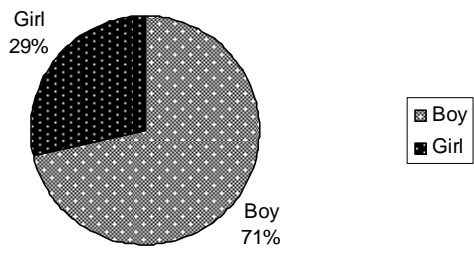


Figure 5: The Gender of a Bully (n=67)

In question 6, students were asked about the types of bullying that was observed at school. The responses show that both physical and verbal bullying occur with about the same frequency, with verbal bullying being slightly more often (61%, n=41). Please refer to Figure 6 below.

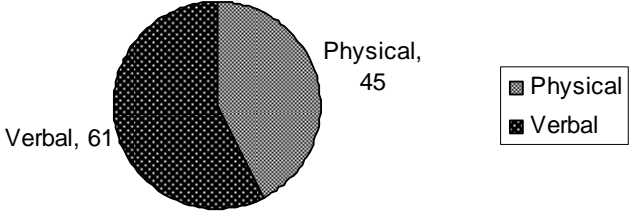


Figure 6: Types of Bullying Occurring at School (n=67)

The seventh question asked students to respond to what they would do if they themselves or someone else is being bullied. Figure 7 shows that the strategies students used most often to cope with bullying situations included telling an adult (66%, n=44) and ignoring the bully (55%, n=37). Please refer to Figure 7 below.

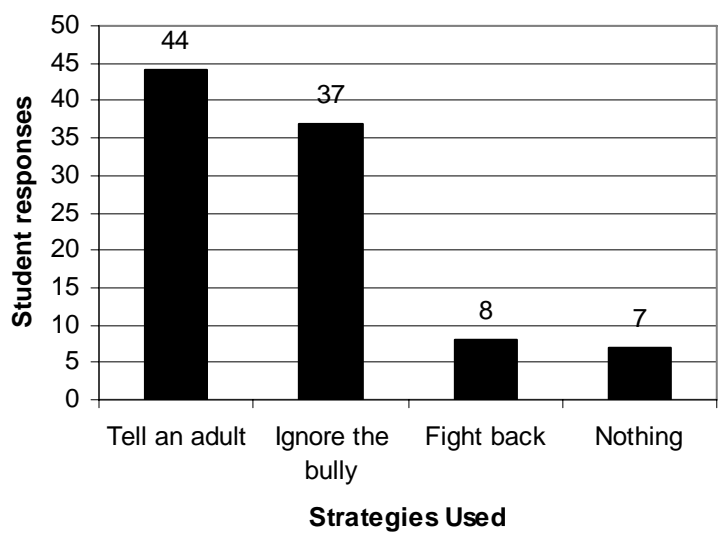


Figure 7: Strategies Used to Cope with Bullying (n=67)

The eighth question of the student survey asked students, “Do you feel safe at school?” Of the 67 students surveyed, almost half (37%, n=42) responded that they are concerned about school safety. Please refer to Figure 8 below.

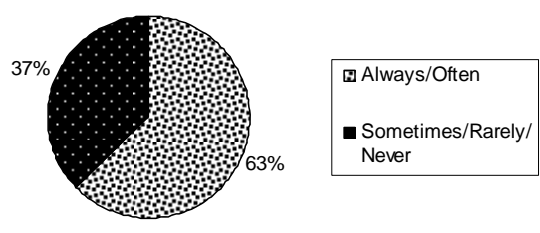


Figure 8: Safety at school (n=67)

Parent Surveys

A survey for parents was given to assess the level parents see bullying as a problem. The survey had eight questions that required a yes or no answer, along with one question focusing on informational feedback in the form of short answer. The survey was sent home on Monday, January 14, 2008, with a return date of Friday, January 18, 2008. The survey will remain anonymous with a total of 24 parents participating. See Appendix B.

The first question on the parent survey asked, “Do you see bullying as a problem at school?” Figure 9 showed that over half of the parents (60%, n=15) surveyed felt that bullying was a problem at school. Please refer to Figure 9 below.

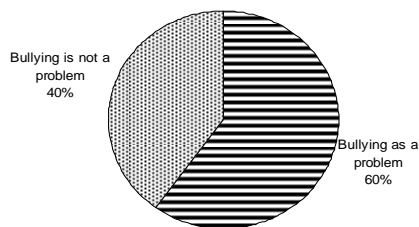


Figure 9: Bullying as a Problem at School (n=24)

Questions two through five asked parents to respond to the types of bullying that they felt occurred at school. The questions asked about physical and verbal bullying, as well as exclusion and physically threats. Responses showed that all types of bullying were prevalent, with physical bullying being the most prevalent (33%, n=10). Please refer to Figure 10 below.

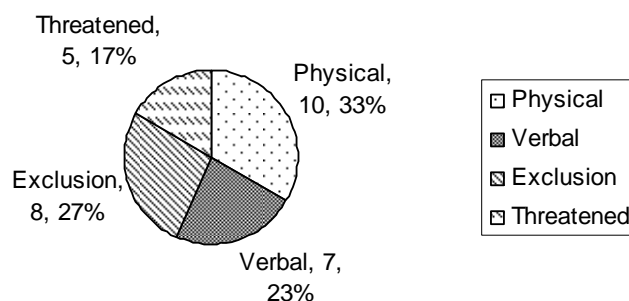


Figure 10: Types of Bullying Behaviors (n=24)

Questions six through eight on the parent survey asked parents to respond to how their child has dealt with bullying issues. Figure 11 shows how parents have helped their child respond to a bully. Most parents (42%, n=10) responded that they had encouraged their child to tell a teacher or administrator. Please refer to Figure 11 below.

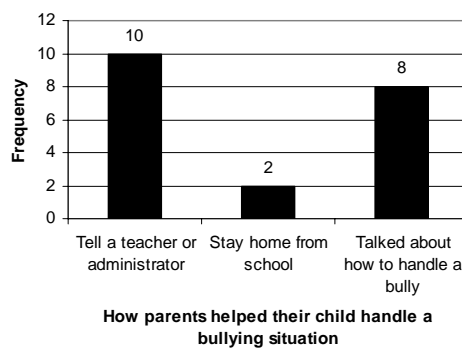


Figure 11: Handling a Bullying Situation (n=24)

The final question on the parent survey gave parents the opportunity to respond to the question, “What more do you feel could be done at our school to prevent bullying or instruct students about bullying?” Nine parents responded (56%, n=16) that more could be done at school to prevent or instruct students about bullying. Please refer to Figure 12 below.

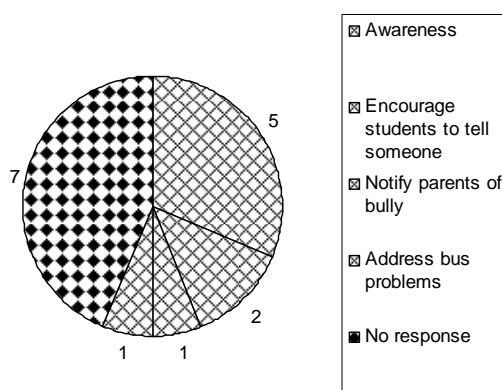


Figure 12: Free-Response (n=16)

Teacher Surveys

This survey was administered to 45 teachers and support staff at our elementary school. The survey was distributed to teachers on Monday, January 14, 2008 and returned on Friday, January 18, 2008. Teachers answered eight short answer and multiple choice questions about bullying in their classrooms and in the school. The survey identified if bullying was perceived as a problem and to what extent it affected our school and student relationships. A total of 12 teachers participated in the teacher survey. See Appendix C.

When asked if bullying was a problem at school, 10 of the 12 (83%) teachers reported that bullying was a problem. Most teachers (50%, n=6) felt that bullying occurred in the upper elementary, while four teachers felt bullying occurred at all levels to some degree. Two teachers could not respond to this question. All teachers (100%, n=12) felt that bullying occurred on the

playground and in the hallway, or any unstructured setting. All teachers who responded (100%, n=12) felt that both boys and girls participated equally in bullying behaviors. However, most teachers felt that boys were most often physical bullies and girls were most often verbal bullies. Most of the teachers surveyed (67%, n=8) felt that talking with the bully was most effective, followed by the use of character traits to teach social skills (50%, n=6). Other strategies that teachers have tried include: discussions with the class, role play, removing the bully, contacting parents, and empowering the victim. All of the teachers responded that they had addressed the problem of bullying at some point. Over half the teachers that responded (83%, n=10) felt that bullying frequently happened at our school.

Based on the data, teachers, students, and parents saw bullying as a problem. All groups responded that unstructured areas were a main concern for bullying behavior (Figures 4 and 9, Teacher Surveys). Boys were most often perceived to be bullies (Figure 5). All types of bullying behaviors (physical, verbal, exclusion, and physical threats) were equally observed (Figure 6). Students responded that telling an adult or ignoring the bully was the best strategy in dealing with a bully. Parents agreed that telling an adult would be the best solution (Figure 11). Teachers responded that the strategy used most often was talking with the bully, followed by using character traits to teach social skills (Teacher Surveys).

We, the two teacher researchers, based on the data, believed that bullying was an obvious problem at our school (see Figure 1). One concern we saw as the teacher researchers was the lack of safety felt by the students at school (Figure 8). We felt that strategies needed to be in place to help students handle bullies, so they felt safe attending school. Many strategies have been tried to deal with bullying in schools. Based on our surveys and research, we felt that social skills need to be taught in order to change students' attitudes toward one another.

Probable Causes

Bullying is a problem in many classrooms in the United States. Children are negatively affected by the varying types and degrees of bullying that can occur daily. Bullying can affect a bully and victim physically, emotionally, and psychologically. The behavior of a bully is intentional regardless of social class, ethnicity, or race (Wolpert, 2003). It is hurtful behavior that is directed toward individuals with less power (DeHaan, 1997; Olweus, Limber, & Mihalic, 1999). Anyone can be a target of a bully. Through research, it was discovered that the prevalence of bullying continues to increase (Olweus, 1993). This review examined the problems and causes associated with bullying.

Bullying is defined by several factors, but one factor remains a constant. Bullying behavior is intentional, continual behavior that is directed at individuals with less power (DeHaan, 1997; Olweus et al., 1999; Rigby, 2000). A recent survey of 15,000 students found that 30% were involved in some form of bullying behavior as bully, victim, or bystander (Ericson, 2001). According to Mesher (2007), nine out of ten students have been bullied by their peers. Six out of ten students say that they have bullied other students. Two thirds of United States students reported seeing students being bullied at school, and over half of sixth grade students polled said that they had been harassed at least once a week (Sharif, 2005). According to Ericson (2001), approximately 282,000 students are physically attacked in secondary school every month. The American Medical Association has equated bullying to child abuse (Scarpaci, 2006). Despite these staggering statistics, research indicates that bullying allows children to achieve their immediate goals without learning socially acceptable ways to negotiate and problem solve with others (Veenstra et al., 2005). All types of bullying behaviors are more prevalent than ever, but

despite the varying degrees of severity and seriousness, it is essential that these behaviors not be ignored (Rigby, 2000; Schaefer, 2007).

There are three types of bullying that occur: physical, verbal, and psychological (Limber & Nation, 1998). Cyberbullying is a new form of bullying that has also surfaced over the past several years. Bullying can be direct or indirect (Webb, 2006). Direct actions are becoming physical with someone else, and are the least common form of bullying in elementary school (Chapell, Hasselman, Kitchin, Lomon, MacIver, & Sarullo, 2006). Physical bullying involves hurting someone else with kicking, hitting, pushing, and taking personal belongings in order to dominate over someone with less physical power (Veenstra et al., 2005; Brown, Birch, & Kancherla, 2005). According to Bolton and Graeve (2005), there are several reasons for physical bullying. A bully's intention is to seek revenge, jealousy, or dislike of someone else. According to Remboldt (1994), boys are more likely to bully others physically.

Verbal and psychological bullying are both considered indirect bullying. This type of bullying can include teasing, spreading rumors, and excluding others (Mesher, 2007). Verbal bullying can include name calling and threatening, while psychological bullying can include exclusion, isolation, and gossiping (Veenstra et al., 2005). Verbal bullying is the most common type of bullying (Hillsberg & Spak, 2006), yet is the least likely to be taken seriously by adults (Sheras, 2002). It is often difficult for teachers to determine the extent of verbal bullying because students will often use insults in daily conversations with friends (Shariff, 2004). According to Remboldt (1994), girls are more likely to bully verbally, and will bully others nearly as often as boys (Entenman, Murnen, & Hendricks, 2005).

Cyberbullying has become another way that students can intimidate and bully other students (Shariff, 2004). Cyberbullying has become one of the most disruptive disturbances

during the school day. Examples of cyber bullying include mass rumors, threats, pictures, fights, and gossip spread on the internet (Scharnberg, 2007). It can also include intimidating e-mails, insulting text messages, and web pages (Kedzie, 2007). School administrators believe that cyber bullying is one of the biggest issues that education faces today. One in every three teenagers that use the internet has experienced online harassment and may avoid going to school. There have been several students that have committed suicide over the cyberbullying issue (Scharnberg, 2007). Despite the long-term effects that cyber bullying poses, schools do not want to get involved with cyber bullying issues (Shariff, 2004).

There are many faces of bullying. Students can be bullies, victims, bystanders, or bully victims. Six out of every ten students reported that they had participated in some form of bullying. Bullying behaviors in children can be identified at an early age (Stanford University Medical Center, n.d.). When identified as a bully in kindergarten, these boys at age 10 and 11 are more likely to become bullies (Glew, Fan, Katon, Rivara, & Kernic, 2005).

Bullies are students that want to be popular or in control (New, 2007). These are students that are often confident, popular, and make friends easily (Scarpaci, 2006). One out of every five children considers themselves to be a bully (Lumsden, 2002). Bullying children will often be antisocial, not empathetic, and feel a need to have power and control over others (Rowan, 2007). They are usually hypersensitive to criticism (Scarpaci, 2006), and may be unable to handle frustration (Hillsberg & Spak, 2006). They may misread a situation as being hostile when it is not (Voors, 2000a). Bullies are often able to talk their way out of trouble and even rationalize their behavior, exhibiting the pattern of denial-counterattack-feigning victim in order to evade questioning when caught bullying others (Remboldt, 1994). Bullies may often feel inadequate and unloved (Voors, 2000a). Bullies also often perceive themselves as not being supported by

their teachers (Veenstra et al., 2005). Many times bullies will have other students do their bullying for them (Bolton & Graeve, 2005; Goodman, 2007; Schaefer, 2007). These students are not considered aggressive bullies, but passive bullies (Hillsberg & Spak, 2006). Bullying behaviors are likely to continue into adulthood (Chapell et al., 2006).

Victims suffer the most in bullying situations (Bolton & Graeve, 2005). Nine out of 10 elementary school students have been the victims of bullies (Stanford University Medical Center, n.d.). Victims of bullies can be bullied because of factors like gender, race, disabilities, manner of dress, or weight (Shariff, 2004). A student can become a victim of bullying depending on his/her level of self-esteem and social development (Sheras, 2002). Passive and shy children are the most likely group to be bullied (Voors, 2000a). These children will not usually stand up for themselves in a bullying situation (Fekkes, Pijpers, & Fredriks, 2006). Many children believe it is their own fault that they are being bullied, and will not tell on a bully for fear that they will be threatened again later (New, 2007). Sixty percent of victims blamed themselves when they were the victims of a bully (Bosacki, Marini, & Dane, 2006). Many victims find it difficult to get out of the “victim” role (Limber & Nation, 1998). Aggressive victims will keep their victimization to themselves until it is too much for them to handle. Provocative victims are hyperactive, and will seek out the attention of others by pestering them (Lorimer, 2006). Many victims are neglected by their school (Olweus, 1993), and feel that teachers ignore their plea for help (Voors, 2000a). Studies have shown that many victims try to handle their own bullying situations with violence when adults do not intervene (Ericson, 2001). Avoiding the bullying situation or reacting by crying has been shown to increase violence in these situations (Sheras, 2002; Skiba & Fontanini, 2000). Some students will switch school, and avoid certain hallways and bathrooms to avoid

bullies (Lorimer, 2006). Children who are bullied at a young age are usually bullied as adults (Limber & Nation, 1998).

Another face of bullying involves the bully victim. These children are bullies that actually have high self-esteems and see themselves as victims (Entenman et al., 2005). They have a difficult time adjusting to school, engage in at-risk behavior, and have difficulty getting along with classmates (Veenstra et al., 2005). These children have reported having varying degrees of mental health issues throughout their lives (Stanford University Medical Center, n.d.).

In a 2003 study, about 60% of American teenagers witnessed bullying at least once a day (Bullying, Intimidation, and Harassment Prevention School Policy, 2005). Bystanders are children that witness a bullying situation and rarely intervene. Two thirds of children have seen other students being harassed (Wolpert, 2003). Bullying situations that occurs in front of other students often encourages more bullying (Webb, 2006). An audience makes a bully feel validated. Students who observe this violent behavior without any negative consequence tend to become aggressive themselves in the future (Entenman et al., 2005). Most bystanders do nothing to help victims because they either find it entertaining or are afraid that they will become the next victim (Brown et al., 2005).

A child's home environment and parents can have an impact on bullying, whether as victim or bully (Webb, 2006). Bullies tend to come from homes where the caregiver lacks any emotional warmth, involvement, clear limits, and allows too much freedom (Remboldt, 1994). Several things that may lead to bullying behaviors include a parent's attitude toward their child, a child's aggressive behaviors are accepted by the parent, violent parenting styles, and a child that has difficulty dealing with conflicts (Day, 1996). Many bullies come from families that use aggressive behavior as discipline (New, 2007). These parents may teach their child to strike back

at someone physically or verbally that may have upset them (Veenstra et al., 2005). The home environment and parents also has an affect on victims. Students that are victims tend to be insecure, and have overprotective parents (Webb, 2006; Veenstra et al., 2005). Regardless of a child's role as bully or victim, parents can have a strong impact on their children.

Bullying can affect children in many ways. Bullying can cause physical symptoms for victims of bullying (Lumsden, 2002). Many victims develop stomachaches and headaches (Olweus et al., 1999). Many victims will also have difficulty eating or sleeping, become anxious, avoid certain social situations, and may stop participating in activities they enjoy (New, 2007). Bullying victims can also suffer long-term effects such as depression, hyperactivity, drug use, anti-social behavior, and weapon use (Vazsonyi, Powell, Lamb-Parker, Ives, Flannery, & Embry, n.d.).

There are many emotional effects of bullying that have an impact on bullies and victims. Bullies may have a difficult time connecting and developing meaningful relationships with others (Schwartz, 1999; Voors, 2000a). Bullies also have a hard time with empathy, and learn that violence is an acceptable way to achieve their goals (Vazsonyi et al., 2004). Aggressive children also have a hard time understanding that their actions have a consequence (Cottle, 2004). As these children go through school, they often have difficulty adjusting and bonding in school (Brown et al., 2005). As bullies get older, they are at a greater risk for being involved in a violent crime (Koch, 2007). Victims of bullying also suffer emotional effects. Several studies have shown that victims of bullying suffer from depression, lower self-esteem, interpersonal conflicts, anxiety, and other mental health problems (Webb, 2006; Bosacki et al., 2006; Wolpert, 2003; Limber & Nation, 1998; Lorimer, 2006; Voors, 2000a). Victims tend to be anxious, withdrawn, quiet, or insecure (Veenstra et al., 2005). Students who are bullied do not want to attend school, become depressed, and may even commit suicide (Kedzie, 2007). Victims of

bullying also suffer effects into adulthood (Veenstra et al., 2005). Bully victims are also at risk for emotional effects of bullying (Nansel, Craig, Overpeck, Saluja, & Ruan, 2004). These students are most likely to join gangs or carry a weapon (Sheras, 2002).

There are many behaviors that can be seen in adulthood that stem from bullying behaviors in childhood. Aggressive behavior at age eight can be a predictor of criminal and violent behavior at age thirty (Limber & Nation, 1998). Bullying can be considered cultural. Students learn behavior from what they see around them (Entenman et al., 2005). Bullying is sometimes done for social rewards or the functionality of it (Bosacki et al., 2006). When a bully assumes power, this can be done in several ways: strength, group status, aggressiveness, and level of confidence (Bolton & Graeve, 2005). Bullies see their responses in social situations as positive and appropriate. They also fail to see the effects of their bullying on victims (Bosacki et al., 2006). When bullying is minimized in childhood, it is seen as acceptable in adulthood (Voors, 2000b). In childhood, bullies and victims can experience academic problems, trouble making and maintaining friendships, and involvement in negative behavior (Limber & Nation, 1998). Bullies tend to become aggressive adults and have a higher chance of obtaining multiple criminal convictions by their twenties (Entenman et al., 2005; Hillsberg & Spak, 2006). Other adulthood problems include unemployment, drug abuse, depression, and crime (Bosacki et al., 2006).

Bullying greatly affects a child's academic performance (Nansel et al., 2004). Bullying occurs most often in the younger grade levels (Schaefer, 2007). The National Education Association and the U.S. Department of Justice estimates that 160,000 students miss school each day to avoid bullying situations (Voors, 2000b). Bullies tend to do poorly in school and lack a connection to their teachers (DeHaan, 1997). Bullies have school attendance issues, and are more

likely to drop out of school (Limber & Nation, 1998). Students involved in bullying were more likely to be suspended or expelled, be involved in cheating, and felt unsafe, unhappy, or excluded. Victims of bullying also suffer academic effects of bullying. These students may suffer lower achievement, poor school attendance, and low self-esteem (Glew et al., 2005). Both bullies and victims have trouble succeeding in school and later with their career goals (Voors, 2000b). Teacher involvement also plays a role in bullying. If a teacher has a permissive attitude toward bullying, students tend to feel isolated and helpless (Yoon, 2004). Sixty-five percent of students surveyed stated that they did not tell school personnel when they were bullied (Kedzie, 2007). Problems with peers contributed to poorer grades on national exams at the end of high school. Students were more likely to be unemployed at age 18 (Webb, 2006).

Students are also affected by how bullying is handled in their classroom. Bullying can be disruptive and can affect teachers' teaching and students' learning (Scarpaci, 2006). Teacher's attitudes and perceptions toward bullying varies greatly (Yoon, 2004). Some teachers do little to stop bullying. Many times the teacher writes it off as a part of growing up for children (Remboldt, 1994). The way teachers respond to bullying contributes to the perceptions of the classroom environment by students. Stephenson and Smith (1989, as cited in Yoon, 2004) found that one-fourth of teachers felt that ignoring bullying behavior was an appropriate response, suggesting that some teachers are not willing to get involved in bullying situations (Yoon, 2004). Teachers may feel helpless because of a lack of training on how to deal with a bullying situation or they may be unaware of the problems going on in their classroom (Entenman et al., 2005). Bullying in a classroom can be distracting. It can intimidate and upset students that are directly or indirectly involved in a bullying situation (Scarpaci, 2006).

A school's climate can also be negatively affected by bullying. The seriousness and prevalence of bullying in schools is greatly underestimated (Limber & Nation, 1998). Studies have shown that when bullying behaviors are accepted, the school climate changes to reflect that (Bullying, Intimidation, and Harassment Prevention School Policy, 2005). It is important to note that the size of a school, then, does not affect the number of bullying situations in a school. Studies have actually found that larger schools have lower instances of bullying (New, 2007). Schools often have too much information about bullying, but not enough information about how complex bullying is (Shariff, 2004). Ericson (2001) points out that school officials often minimize school bullying. A 1999 U.S. Supreme Court decision said that a school board can be held responsible for student harassment if the district receives federal funds. Schools are not being sued for not stopping harassment that was known about (Bullying, Intimidation, and Harassment Prevention School Policy. (2005). The most alarming impact of bullying on schools is that many recent school shootings have a tie to bullying (Koch, 2007).

Some "red flags" that a child could be bullied are: falling grades, disinterest in school, frequent headaches or stomachaches, taking various routes home, claims of lost books or money, stealing, or unexplained injuries or bruises (Scarpaci, 2006).

Looking at the various things that contribute to bullying, many attitudes and beliefs exist regarding bullying. The myths of bullying need to be dispelled. These myths include: bullying is only teasing, girls do not bully, some kids deserve to be bullied, bullying is just a part of life, telling on a bully is tattling, fighting a bully is the best way to handle the situation, and people who are bullied will get over it (Scarpaci, 2006). Using all of the information about bullying, it is important to find effective strategies to stop bullying. Some of the strategies that have been used are social skills training, conflict resolution, anger management, and peer mediation (Remboldt,

1994; Limber & Nation, 1998). Research shows that social skills training is an effective strategy, while other methods are ineffective in stopping bullying behavior. The most important fact in finding effective bullying prevention strategies is that everyone involved with children has to become an active participant in preventing bullying (Bolton & Graeve, 2005).

CHAPTER 3

THE SOLUTION STRATEGY

Review of the Literature

Bullying is an epidemic in our nation's schools. In order for bullying to be stopped, students need to learn how to interact with one another in a peaceful way. This can be supported through the involvement of schools by teaching the appropriate social skills and passing legislation in our states that protect the victims who are verbally and physically threatened and cyber bullied. Multiple interventions need to be in place to make a program successful: interventions should be schoolwide, classroom led, and at individual levels (Limber & Nation, 1998).

Legislation is being developed to help fight the causes and effects of bullying in the school systems (Kedzie, 2007). This legislation will help change the way school districts handle bullying and provide appropriate consequences (Ericson, 2001) for those who bully others. Many states are introducing legislation that will even give schools the authority to expel students who are cyber bullies (Scharnberg, 2007). This form of bullying is a growing trend through out the nation. Thirty two states have passed anti-bullying laws since the 1999 shooting at Columbine High School (Koch, 2007). Rhode Island is the first state that proposed legislation that not only will students be prosecuted, but also the parents, if a student is caught sending internet or text messages that are disruptive to schools. Illinois has passed a bill that will provide schools with two hours a year of internet safety education (Scharnberg, 2007). The national PTA and other education groups have established a National Bullying Prevention Week (Koch, 2007). This will raise awareness of the problems associated with bullying. The Wisconsin Department of Public Instruction will follow the goals of the

national PTA by developing an anti-bullying policy and an education awareness program for school districts in the state of Wisconsin and create a Bullying Awareness Day that would be the fourth Wednesday in September (Kedzie, 2007). As states come together to fight this growing problem with the passing of laws against bullying, schools and parents can better reinforce social behaviors of students.

Research shows that schools with clear rules and interventions in place to prevent bullying can help eliminate or reduce bullying behaviors (Bullying, Intimidation, and Harassment Prevention School Policy, 2005). School needs to be an environment that is positive and reinforces positive behaviors for students (Vazsonyi et al., 2007). Rules for bullying should be established and enforced by teachers and administrators (Day, 1996). A common language is necessary for the collaboration among staff and students (Vazsonyi et al., 2007). Students should know what is expected of them and have clear definitions of bullying behavior. All staff members should possess an attitude that violence will not be tolerated both in and out of school (Remboldt, 1994). Yoon (2004) suggests that schools create an environment where bullying and violence are not accepted in any way or form. All forms of bullying must be taken seriously (Sheras, 2002) and consequences must be carried out in order for students to make the right choices (Remboldt, 1994).

School personnel need to be aware of bullying and how it affects their school. Observations of how students act toward one another and how school staff interacts with the students is helpful when making policies about bullying and should be the first step in creating a change at school (Rigby, 2000). Ericson (2001) suggests giving a questionnaire to students, parents, and staff to help identify bullying problems and general attitudes about the issue. Teachers and staff can help by making a list of bullying behaviors that take place at

school (Rigby, 2000). Identifying the factors and causes of bullying and setting up a schoolwide philosophy may help bring an end to bullying (UK National Workplace Bullying Advice Line, Bully, n.d.). Having an anti-bullying policy can be an indicator for a school community that all bullying issues are taken seriously at their school (Lumsden, 2002).

Bully/victim violence always requires adult intervention (Remboldt, 1994). Early intervention, beginning in preschool, may help to establish a positive and respectful learning environment (Glew, Fan, Katon, Rivara, & Kernic, 2005). Students who are at-risk can benefit from these types of interventions and reduce their risk of becoming a bully/victim for the rest of their school career (Ericson, 2001). Goodman (2007) suggests that schools can also help the victims by developing improved self-esteem, creating clear rules, encouraging reporting of instances, and involving the community and parent. Victims of bullying should be protected and supported by the school staff (Day, 1996). Many times the victim is not the main focus of an intervention program. Health care professionals and schools need to be in collaboration with one another to provide identification of children who are at risk of being bullied or are already a victim (Fekkes et al., 2006). Schoolwide intervention programs are proven to be very beneficial for victims (Lorimer, 2006).

Adult supervision should be provided for spots at school where bullying is a problem (Ericson, 2001). Some schools are fighting cyber bullying by having students sign contracts to go online (Scharnberg, 2007). Staff training, policy development, intervention and prevention programs, and state and federal programs are resources available to deal with bullying issues (Bullying, Intimidation, and Harassment Prevention School Policy, 2005). Schoolwide interventions should include assemblies, teacher training, and surveys (Limber & Nation, 1998). Interventions in bullying situations early in elementary school may improve students'

achievement (Glew et al., 2005). Adults should work on building the self-esteem of bullies and victims (Cottle, 2004). Parents and schools can help students learn to cope with pressures of fitting in with peers (Espelage, 2002). Bullying is evident in a school setting when there are unusual levels of office referrals, school nurse visits, conversations with students, observations, and through surveys (Bolton & Graeve, 2005). All schools need an action plan in place in order for bullying to be stopped (Rigby, 2000).

Reduction of bullying at school by adopting a schoolwide program will change the school climate, reduce antisocial behavior, and increase teachers' willingness to become involved (Limber & Nation, 1998). These programs have been proven in preventing new victims of bullying (Skiba & Fontanini, 2000). The goal of bullying programs is to help children feel safe and secure (Schwartz, 1999). Interventions should address victims and bullies, as well as bystanders (Nansel et al., 2004). The four basic principles for preventing bullying are: adults should be positive and interested, consistent consequences for inappropriate behaviors, make firm limits, and be a role model (Scarpaci, 2006). Other aspects which could be included in an anti-bullying program are; perspectives of the victim, moral concepts (respect, caring, kindness, and compassion), social inclusion, and accepting others (Bosacki et al., 2006).

There must be accountability for the bully in any school anti-bullying policy (UK National Workplace Bullying Advice Line, Bully (n.d.)). Schoolwide anti-bullying programs that have the support of staff and parents are effective when consistently applied (Ericson, 2001). These programs decreased bullying behaviors by half within two years (Limber & Nation, 1998). Some intervention programs include: Olweus Bullying Prevention Program, Bully Busters, Life Skills Training, Promoting Alternative Things Strategies, and The

Incredible Years (Lorimer, 2006). To deal with schoolwide bullying, aggression prevention programs should be considered (Webb, 2006). Surveys should also be given to determine the effectiveness of an anti-bullying program. Anti-bullying programs that are designed well have reduced, eliminated, and prevented bullying problems in schools (Skiba & Fontanini, 2000). Bullying prevention programs should involve home, school, and the community in order to be successful (Mesher, 2007).

Teachers' attitudes, behaviors, and supervisory roles play a critical role in determining the extent to which bullying problems manifest themselves in a classroom (Olweus, 1993). Therefore, teachers need in-service training so they have the tools to cope with these situations (DeHaan, 1997). They should be given strategies and procedures to use to effectively manage bullying behaviors (Yoon, 2004). Teachers were more likely to intervene in a bullying incident when they were aware of the negative outcomes that can occur (Yoon, 2004). The training must also include ways to deal with direct and indirect bullying (Webb, 2006). It can help teachers learn how to model appropriate positive behaviors which help with students' feelings and self-esteem (Schwartz, 1999).

The classroom environment should be open to communication, where children are comfortable to discuss their feelings (DeHaan, 1997). Teachers also need to provide supervision and be aware of what is happening in their classrooms (Entenman et al., 2005). Students should have an area to calm down and gather their thoughts at school (Sharif, 2005). They need a safe place to talk about their problems (Wolpert, 2003). Shears (2002) stresses that if a child wants to discuss a bullying issue, it is important to talk and listen to him. Teachers should not ignore, rationalize, or refuse to report any threat of violence (Remboldt, 1994).

It is also helpful for students to read books about bullying (Entenman et al., 2005). This promotes positive interactions through meaningful learning experiences (Rowan, 2007). Bullies may start to identify with characters in literature, which may teach them empathy toward others (Entenman et al., 2005). Along with literature connections, students should be provided with opportunities for teamwork and responsibility (Rowan, 2007). Classroom interventions include rules against bullying, class meetings, and parent meetings (Limber & Nation, 1998). Teachers should deal with inappropriate behavior on an individual basis, quietly and privately (Schwartz, 1999). Entenman et al., (2005) states that students must feel their teacher is sensitive and supportive of their needs. Students will pick up on when a teacher treats all students alike, and will see that it is not acceptable to exclude others (Schaefer, 2007). Teachers that are supportive and accepting, model acceptable behavior, and promote positive values are part of a good anti-bullying program (Schwartz, 1999). Any bullying situation should be handled quickly, listened to carefully, and responded to appropriately. It is important to foster caring relationships with students and be supportive (Lorimer, 2006). Discipline should be used to build character and conscience (Kindlon & Thompson, 1999).

Schools can implement programs to teach positive social interactions (Lumsden, 2002). Social skills training and peer inclusion and friendship are beneficial for shy students during elementary school (Webb, 2006). Schools need to teach all students strategies to effectively deal with a bully and coping strategies for the pain of being victimized. Role playing is an effective way to help students learn skills to deal with bullying (Wolpert, 2003). Bystanders need to be taught how to interact with a bullying situation (Ericson, 2001) and this can be done effectively through a skit or performance. Peer modeling is another way both bullies and

victims can learn the appropriate social response to bullying (DeHaan, 1997). Positive behaviors should be reinforced during skills lessons so students understand what is to be expected (Bolton & Grace, 2005). It is essential that students are also taught how to exit a bully situation (Wolpert, 2003). They need to learn to walk away from the situation and not fight (New, 2007). Bullies who do not benefit from social skills lessons, should be enrolled in a mentor program and have supervision and support at school (UK National Workplace Bullying Advice Line, Bully, n.d).

Friendship skills are an essential component of social skills training (Voors, 2000a). One strategy is to teach students skills in competence. They need to learn to think about their own emotions and those of others, respond appropriately in situations, and think before they act (Schwartz, 1999). Students need to learn ways to empower themselves and stand up to bullies. They should learn how to talk about their feelings and the situation (Wolpert, 2003). Role-playing exercises can be used to help students with situational experiences of bullying and what to do and say in that given situation (Entenman et al., 2005).

Assertiveness skills must be taught so all students learn verbal and emotional defense mechanisms (UK National Workplace Bullying Advice Line, Bully, n.d). Children need to use “I messages” when confronted with a bully (Voors, 2000b). It is important to teach these strategies to the victim to help them from being a target of a bully (Fekkes et al., 2006). Some strategies that can prevent bullying include being empathetic, working towards self-sufficiency and self-awareness, communicating and sharing, giving limits, and spending time with family (Sheras, 2002). Programs designed to educate teachers on bullying should include short and long term consequences for victims and bullies (Yoon ,2004). Our culture needs to change to one that does not accept bullying behavior and make a bully strong and popular

(Wolpert, 2003). Assertiveness skills can help students get the voice they need without the aggression of a bully.

Students should be taught how to solve conflicts peacefully and with respect (Rowan, 2007). They can be given assertiveness training to deal with aggressive situations but they still need to resolve problems calmly (Webb, 2006). Positive peer pressure is also useful in stopping a bully (Ericson, 2001). Students should be involved in making the rules for their classroom (DeHaan, 1997). Student mediators can help to resolve conflicts (Schaefer, 2007) and students should be encouraged to discuss any problems with bullying (Brown et al., 2005). If students are exposed to discussions about the effects on others from bullying, bullies and their victims may benefit from conversations together about these issues (Entenman et al., 2005). There are videos and books to read about bullies and ways to handle them (Rigby, 2000). A student who can handle an initial bullying situation successfully may not be bullied any further (Voors, 2000a). The most common solutions are to tell the teacher, make friends with the bully, talk to or confront the bully (Bosacki et al., 2006).

The most effective solution is adult intervention, yet most do not become involved (Voors, 2000a). Adults need to be aware of bullying problems (Olweus, 1993). Parents should know the schools policies and be involved in school meetings (Olweus et al., 1999). They need to contact the school if there is a threat of serious physical or emotional harm (Voors, 2000b). When parents take an active role in preventing bullying, programs through school are more successful (Lumsden, 2002). Parents and educators need to create a clear moral climate in which cruelty is neither tolerated nor ignored (Kindlon & Thompson, 1999). Parents should talk with their child about bullying, and let them know they are heard (Voors, 2000b).

Children who are raised with non-physical discipline show more empathy and are more considerate when dealing with other children (Voors, 2000a).

Parents need to talk with their children about bullying before it happens (Wolpert, 2003). They need to model self respect, assertiveness, compassion, and empathy (Voors, 2000a). Love from parents is important for children's self-esteem, and may deter a child from reacting aggressively towards others (Cottle, 2004). Children who are raised with non-physical discipline show more empathy and are more considerate when dealing with other children (Voors, 2000a). Parents should use active listening (Voors, 2000b) and tell their children about their own experiences with a bully (New, 2007). Boys fortified by emotional awareness and empathy are less likely to inflict hurt on others and are more resilient under pressure (Kindlon & Thompson, 1999). Children should be encouraged to join a club or sports program (New, 2007). Children should not be expected to deal with bullies on their own (Goodman, 2007). Helping children develop social skills is a primary job of parents (Bolton & Graeve, 2005).

Together, with the help of school systems, staff, communities, parents, and state law-makers, bullying behaviors and attitudes can be changed in society. We can end the devastating effects of bullying that haunt a victim throughout his life, by teaching appropriate interpersonal skills and ways to handle conflict assertively, not aggressively. There needs to be a societal change of attitude about bullying (Voors, 2000a). The most effective form of intervention is when the whole community works together to provide a change (Ericson, 2001).

Project Objective and Processing Statements

As a result of social skills training during the period of Monday, January 14, 2008 through Friday, May 2, 2008, the students of Teacher Researcher A and Teacher Researcher B were to learn effective strategies to handle bullying situations.

These are the ways the teacher researchers needed to prepare for the intervention process:

- Get plans ready to teach social skills
- Gather *Crash* books
- Prepare materials for various anti-bullying activities
- Get parent consent for student participation

Project Action Plan

The project action plan was designed to help students recognize the three main roles of a bullying situation and use the learned social strategies to diffuse the situation. Social skills were implemented through both literature and hands on activities in order for students to empathize with the problems associated with bullying.

Pre-Documentation

Week 1: January 14-18, 2008

- Have students complete the student survey
- Send home the parent survey
- Distribute teacher survey

Week 2: January 21-25, 2008

- Compile survey results

Intervention

Week 3: January 28-February 1, 2008

- Teach terms and vocabulary that define bullying
- Students will journal about their experience with a bullying situation
- Introduce book on bullying

Week 4: February 4-8, 2008

- Start reading *Crash* by Jerry Spinelli
- Identify the victim and the bully in chapter one
- Teach conversational dialogue focusing on introductions

Week 5: February 11-15, 2008

- Continue reading *Crash*.
- Awareness of different groups of people eg. religious and ethnic groups
- Focus on each student's individualism by creating a take home activity to be completed with a family member

Week 6: February 18-22, 2008

- Continue reading *Crash*
- Share take home activity with small groups and compare similarities and differences, then work as a whole group to find common attributes.

Week 7: February 25-29, 2008

- Continue reading *Crash*
- Make friendship poster advertisements to display characteristics of a good friend

Week 8: March 3-7, 2008

- Continue reading *Crash*
- Each student will pick another student's name and will be that student's "secret" friend for the week. Students will be encouraged to do kind things for their secret friend throughout the week. Identities will be revealed on Friday.

Week 9: March 10-14, 2008

- Continue reading *Crash*
- Role play a bully situation with emphasis on the bystander's participation. Discuss how the choices that the bystander makes affect the outcomes of the bullying situation.

Week 10: March 17-20, 2008

- Continue reading *Crash*
- Students in cooperative groups will brainstorm a list of ways to effectively respond to a bully. The fourth-grade will compile a list of the top fifty ways to respond to a bully and display it in the hallway.

Week 11: March 31-April 4, 2008

- Continue reading *Crash*
- Students will be given situations that require them to determine whether or not adult intervention is needed or if the student can handle the situation themselves using strategies learned so far throughout the unit.

Week 12: April 7-11, 2008

- Continue reading *Crash*
- Students will reflect on a time when they were a bully, victim, or bystander. They will write a journal entry describing their experience and how they felt.

Week 13: April 14-18, 2008

- Finish reading *Crash*
- Students will write a letter to one of the main characters of the story identifying the ways they have learned to effectively handle a bullying situation as either the bully, bystander, or victim.

Post-Documentation

Week 14: April 21-25, 2008

- Give student survey to check for growth after implementing social skills.
- Gather observational checklists for further analysis

Week 15: April 28-May 2, 2008

- Analysis of observational checklists
- Analysis of student surveys

Methods of Assessment

The student survey (Appendix A) was given to the 70 fourth-grade students on Monday, April 21, 2008. The purpose of the tool was to see if students' perceptions of bullying at school had changed after the intervention strategies were used over the twelve-week period. The results were compared with the same survey that was given prior to intervention on January 14, 2008.

Teacher researchers used the observation checklist (Appendix D) to determine the frequency of bullying incidents from January 28, 2008 until April 18, 2008. Incidents of bullying were recorded as observed by the teacher researchers during recess, lining up, coming into the school building, and bathroom breaks for the 70 fourth-graders at this site. Upon completion of the social skills strategies, teacher researchers determined the effectiveness of the intervention based on the decrease of bullying incidents in these areas.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The first week of intervention was spent distributing surveys to the 45 teachers, 70 students and their parents. The students were given their survey during class and we collected the student surveys immediately.

We compiled the survey results during the second week of our intervention on January 21st through the 25th. It was upsetting to only receive twelve teacher surveys back out of 45 that were distributed. It was interesting to note that there was a concern about bullying behavior across the grade levels. Parent participation, although low, was much better than the teachers. We noticed that we did not define bullying on the surveys; this is something we would definitely do the next time. It seemed that parents overall felt that bullying was not an issue at school. Student survey results were surprising as we began to compile our results.

Our third week of intervention focused on defining bullying behavior and having the students write a journal entry about any situation they have encountered of bullying (see Appendix E). This was beneficial because it showed that bullying is a concern at our school and it is a problem some students face daily. It was surprising to read that even the so-called popular students complained about being a victim of bullying. Students were somewhat knowledgeable about bullying, but still had many questions. They felt more comfortable sharing their experiences knowing that they would not have to present them to others. The students that had shown bullying behavior could tell us why bullying was wrong. That week Scholastic News had a wonderful bullying resource that was useful. This helped us define the different terms associated with bullying: including bully, victim, bystander, physical and verbal bullying.

We introduced the book *Crash* by Jerry Spinelli in the fourth week of intervention. *Crash* is a story about a bully who comes to terms with his bullying behavior and identification of his feelings throughout the book. He befriends his victim at the conclusion of the story. We read the first two chapters and discussed how the two characters meet one another. Then we modeled an appropriate greeting and practiced introducing ourselves to others. Students were able to identify appropriate and inappropriate ways to introduce themselves and were engaged in the story that was read to them. Coincidentally, the students were learning about bullying during their guidance class.

The fifth week, we continued to read *Crash* aloud to the students. In these next two chapters the victim, Penn Webb, explains to Crash that he is a Quaker. We discussed as a class what a Quaker was and talked about people's differences and accepting one another for who we are. Students were then assigned an activity to do as homework titled, *Coat of Arms*. Students were to report on their own likes and dislikes using the template, refer to Appendix F, and share with the class the next time we met. In the class discussion, students seemed to be accepting of others and aware that people have different religions and traditions.

We read several chapters during the sixth week. The *Coat of Arms* assignment was due this week. Students had the opportunity to share their project with the class. Some students realized they had similar things in common with students outside their social circle. Students were excited to see their projects displayed on the bulletin board. They seemed tolerant of others' differences and they were respectful towards one another. Unfortunately, some students did not complete the assignment or did not have parent participation.

During the seventh week, we continued to read and discuss the book *Crash*. Our task for the week was to discuss characteristics of a good friend. Students would then take this

information and make friendship posters, including the attributes that were discussed (see Appendix G). They were given the option of working on their poster individually or with a small group. They were cooperative and took pride in their work. Students were able to be creative in designing their posters. Posters were displayed for all to see.

Throughout the chapters read thus far, the main character tries hard to live up to the expectations he has for himself to be the best at everything. The relationships he has formed are based on competition. If someone is perceived as different or weak he does not respect the person. In week eight, students were given a secret friend. Students wrote kind notes to their secret friend that focused on the person's positive attributes. It was helpful to brainstorm examples together before starting the activity. Students did write kind notes to each other, but had a hard time if the student was the opposite gender. Students struggled to keep their new friend a secret.

During the ninth week we continued to read *Crash*. At this point in the book, Crash is in a fight with his best friend Mike Deluca. Crash starts a food fight and disrupts the cafeteria. Students role-played a bully situation in small groups. They also had to come up with a strategy to deal with a bullying situation. Some ideas they had were to walk away from the bully, have a peer mediator, but most thought that telling a teacher was the best solution. Many role-plays involved physical bullying. After discussion, students felt that verbal bullying was not really bullying, just teasing. This led to a discussion on the differences between physical and verbal bullying.

In week ten, we continued reading *Crash*. Students were beginning to see the main character in a positive way. Crash was beginning to see how his actions affected others. This week students compiled the top 50 ways to respond to a bully. The list was displayed at the

newly implemented “Peace Table”. The “Peace Table” was started to help students handle conflicts. Two students from each classroom were trained to help students work out their conflicts in a peaceful way. Students were given a peer mediator from another classroom to resolve conflicts without bias. Students were able to resolve their conflicts without adult intervention.

We continued to read *Crash* in week eleven, but the activity that was originally planned was addressed in the students’ guidance classes and seemed redundant. The students reviewed situations that required them to determine if adult intervention is needed in a bullying situation.

We finished reading *Crash* in week twelve. Students clapped at the end of the story. Crash changes his bullying behaviors and eventually becomes best friends with the victim, Penn Webb. We felt that since the students had already journaled at the beginning of our intervention, another activity would be more appropriate. We talked with our students about how they related to the main characters and discussed any connections that they saw. Some students were able to make connections, while others had more difficulty finding connections.

In week thirteen, we distributed our student surveys. Students were given time to complete them and they were collected by the teacher researchers. We also gathered our observational checklists to analyze at a later date.

During week fourteen, we analyzed our student surveys and observational checklists. Several things went as expected with our interventions. Students were very engaged in the story and the activities that we did. We found that the biggest challenge we faced throughout the implementation of our intervention was time constraints. It was difficult to make time for the activities that were planned, while still teaching the core subjects and materials that were required of us. Despite the many discussions and activities to prevent bullying, students

continued to bully others. Many bullies could identify the bully in our story *Crash*, but could not identify themselves as bullies. We did see victims of bullying become more comfortable defending themselves throughout the intervention.

Our first intervention asked students to journal about a bullying situation that they had experienced. We gave the students the following prompt to follow: “A time that I was a bully/was bullied/saw someone being bullied was...” (see Appendix E). Students were given about fifteen minutes to complete this activity. Students could also draw a picture to go along with their written thoughts.

Our second intervention gave students the opportunity to identify the bully and victim in the book *Crash*. Students were given the task of making appropriate introductions in conversations (“Hello, my name is...”). Students practiced introductions throughout the week when appropriate. Students were also introduced to the definitions associated with bullying: bully, victim, bystander, physical and verbal bullying (see Appendix F).

In our third intervention, students were asked to complete a *Coat of Arms* for their family (Appendix G). The *Coat of Arms* has students identifying likes and dislikes of their individual families. Once completed and returned, students were given the opportunity to share their projects.

Students were given the task of creating a friendship poster advertisement in our fourth intervention. Classes discussed characteristics of a good friend. Students were then asked to take these elements and create a poster advertising for a good friend (Appendix H).

In our fifth intervention, students were given a secret friend. All students’ names were put into a container, students chose a name, and that was their secret friend for the week. We

brainstormed kind things students could say to their secret friend. Students were then given time to write a short note to their secret friend sharing positive comments about them.

In our final intervention, classes were asked to brainstorm ways to respond to a bully. All classes combined their responses onto one large piece of poster board. This was displayed prominently in the hallway.

I, Teacher Researcher A, felt that our intervention on bullying was beneficial to the fourth-grade students. The students in my classroom had little knowledge of how to handle a bully. They knew the term bully, but did not know how to deal with one. The skills that were presented in the intervention helped them realize that a bully is more than someone who just calls you a mean name, it is a repeated attack. Using the book *Crash* was beneficial because there were so many great opportunities to discuss the bullying situations that happened in the book with the students. The students were connected to the main character so when I wanted to teach a skill like how to be a bystander that sticks up for the bully, that situation was already set up for me from the book and the students were engaged because they enjoyed the book. They were excited to hear the story each time we worked on the intervention. They clapped at the end of the story.

The intervention we used should be used throughout the school year. Bullying is a serious issue and problem at our school based on observation and surveys. When I do this intervention again, I will start at the beginning of the year and continue until the end of the year. Students who were bullies at school did not change their behavior. They knew the right things to say during the lessons, but their actions afterwards did not match. The extension of time would help the victims and the bystanders develop more self confidence to stand up to the bully. These students did start to tell the teacher or fight back as our post data indicated. I feel this was

because they knew they were not alone and they had more choices of what to do if they were bullied. Other students did not want to see anyone be bullied, so the empathy training worked. They would not just stand by and watch as they once had, they would tell an adult because they knew that is the right thing to do. The students post survey results stated that they felt safer at school after our intervention on bullying. Those results make me feel like it was worth all the time and energy.

I, Teacher Researcher B, have learned several things throughout this bullying intervention. I feel, first of all, that this issue was very important to address with our fourth graders. Often times we think of bullying as something that happens in middle school or high school. Bullying is happening at all grade levels, and I feel people need to be aware of it and take actions to prevent it.

At the beginning of this intervention, it was interesting to see how many students really felt unsafe at school. I would not have known that this was the case had we not conducted our student survey. Many students feel uncomfortable telling a teacher that bullying behaviors are occurring for fear of retaliation or thinking that a teacher won't do anything to help. It was important for me to let my students know that bullying is an issue that cannot and should not be ignored. I was able to let my students know through this intervention that they can come to me or another adult with concerns and that the adult will do something. Another thing that I learned is that it may take a longer period of time to change a bully's behaviors. One student in particular, throughout this intervention, was bullying several of the other students. This proved to be an interesting dynamic in our classroom. This student was always able to verbalize the correct things to do and say in a bullying situation, but the actions of this student clearly had not changed. A couple of my students tried to "fit in" with this student, only to have the student bully

them. The thing that I did notice over time, however, was that students were feeling more comfortable coming to me with what this student was doing and saying. I then worked with this group of students to empower them to stand up to the bully. They were not going to put up with the actions of this student and often let the student know that. My students seemed to really enjoy the book *Crash* and the activities that we did to go along with the story. It gave the students a chance to find similarities and differences with the students in their class. They learned to be more accepting of each other. Some of the interventions proved to be very meaningful for the students, including the friendship posters and the ways to handle a bully.

This intervention has impacted me in several ways. First, it helped me to realize the importance of adult intervention when bullying situations arose. I felt that some of my students just simply didn't know what to do when they were bullied or even watching a bullying situation occur. This intervention gave me the chance to help the kids come up with effective strategies to use when put into a bullying situation. I also learned that it is important to empower victims and bystanders to be able to walk away from or deal with a bully. This intervention also allowed me to better understand my students. They felt more comfortable coming to me with situations, knowing that I would do something to help them solve the issue. Finally, I feel that this intervention gave me an interesting and informative look at bullying and how to help my students handle bullying situations effectively.

Presentation and Analysis of Results

Bullying was a problem in the fourth-grade classroom. Children were negatively affected by the varying types and degrees of bullying. This review examined the results of a social skills program used in a fourth-grade classroom to prevent bullying.

Observational Checklist

Throughout the duration of the intervention, teacher researchers kept track of bullying behaviors on the playground through the observation checklists. Teacher researchers observed several of the incidents involved physical and verbal bullying. The students that were bullies continued these behaviors throughout and beyond the intervention. The victims and bystanders, throughout the intervention, felt more comfortable sticking up for themselves to the bully or telling the teacher. Most of the bullying situations occurred at the end of recess when students were getting into line to come back into the building. Students that were involved in organized team games often struggled with following the rules which led to additional bullying situations. Many bullying situations also occurred with students that were walking in groups looking to instigate an argument with others.

Student Surveys

Through the student survey, students were asked to evaluate the bullying situations that occur at school. The survey was comprised of the same eight questions that previously asked students to identify bully, victim, and bystander activities. The format was multiple choice with always, often, sometimes, rarely, and never given as possible answers. Sixty-four students in the fourth-grade participated in the survey given on Monday, April 21, 2008. One hundred percent of the surveys were returned. It was administered by the fourth-grade teachers. Students then placed the completed survey into the assignment basket in the classroom. The survey remained anonymous with only the indication of the student's gender. (Appendix A)

During post-documentation, researchers noted that more than half of the students reported being bullied (n=27, 60%), while more than half the students (n=39, 53%) reported never being bullied. See Figure 13 below.

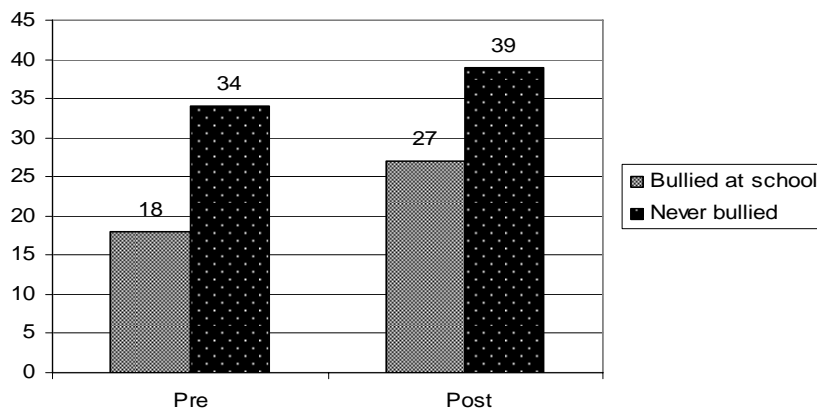


Figure 13: Frequency of Bullying (n=64)

As shown in Figure 13 above, researchers observed from pre- to post-documentation that bullying increased (n=9, 20%). It was also noted that more students were never bullied at school (n=5, 53%).

During post-documentation, researchers noted that 9% of students (n=6) did not observe other students being bullied. Over half of the students (n=60, 91%) observed bullying behaviors. These findings can be seen in Figure 14 below.

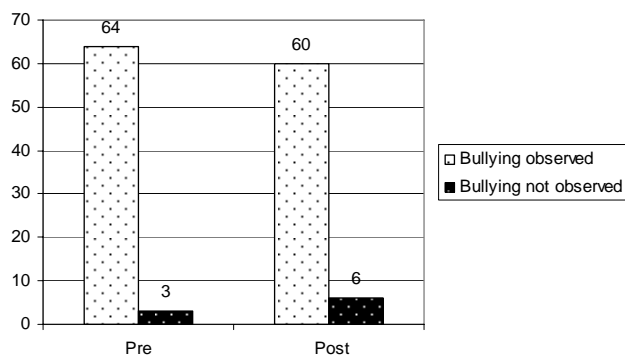


Figure 14: Frequency of Bullying Observed (n=64)

As shown in Figure 14, students continued to observe bullying behavior.

During post-documentation, researchers noted that the number of students that were bullied was 28 (44%), but the number of students that were never bullied was 39 (61%). See Figure 15 below.

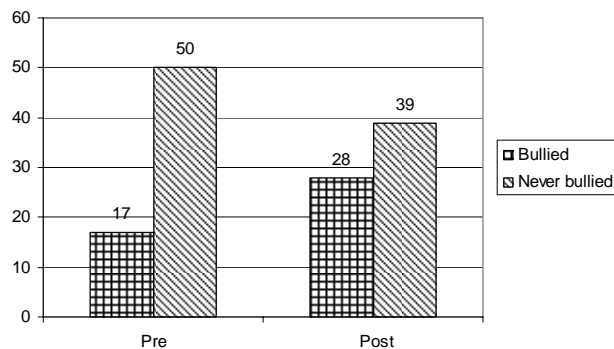


Figure 15: Students as Bullies (n=64)

The research shows that more students felt bullied over the course of the intervention, with an increase of 18% (n=11). Students that were never bullied decreased by 15% (n=11).

During post-documentation, areas of frequent bullying behaviors were the playground (n=50, 78%), the bus (n=29, 45%), and the hallway (n=20, 31%). See Figure 16 below.

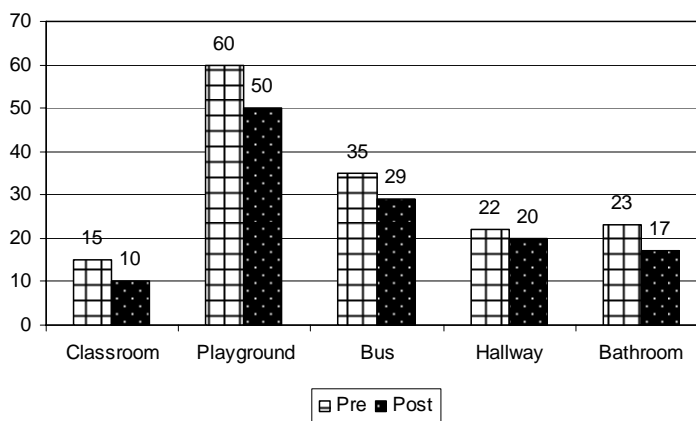


Figure 16: Places Where Bullying Occurs (n=64)

As shown in Figure 16, bullying behaviors decreased in all areas. The data revealed that the areas of with the most marked decreases were the playground (n=10, 8%), the bus (n=6, 8%), and the bathroom (n=6, 8%).

Students responded to the question on the gender of a bully. Over half of the students responded that boys were the bullies (n=60, 94%), while 18 of the students responded that girls were the bullies (28%). See Figure 17 below.

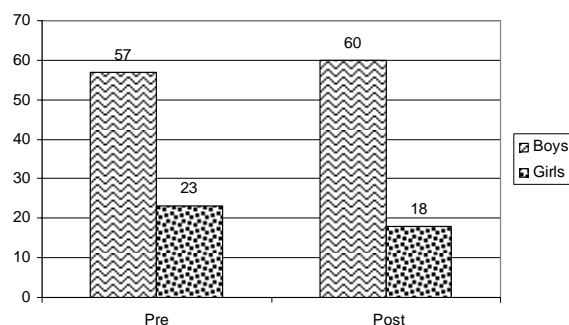


Figure 17: Gender of a Bully (n=64)

As shown in Figure 17, boys were most often bullies. There was a 9% increase in boys being thought of as bullies. There was a decrease in the number of students that felt girls were bullies (n=5, 6%).

The results show that physical bullying occurs about three-fourths of the time (n=49, 77%), while verbal bullying occurs about 94% during bullying situations (n=60). See Figure 18 below.

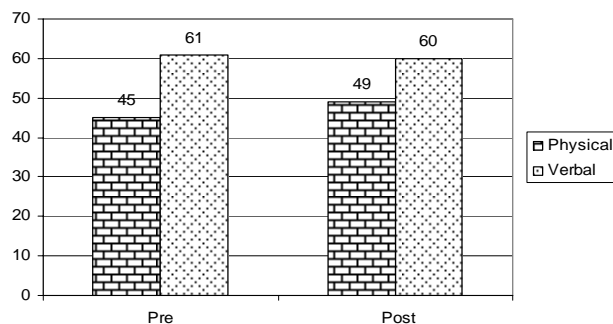


Figure 18: Types of Bullying Occurring at School (n=64)

According to the results, physical bullying increased by 9% (n=4). Verbal bullying remained consistent throughout the intervention.

In the post-documentation results, students responded that the best way to handle a bullying situation was to tell an adult (n=41, 64%). Many also felt ignoring the bully would help in a bullying situation (n=26, 40%). See Figure 19 below.

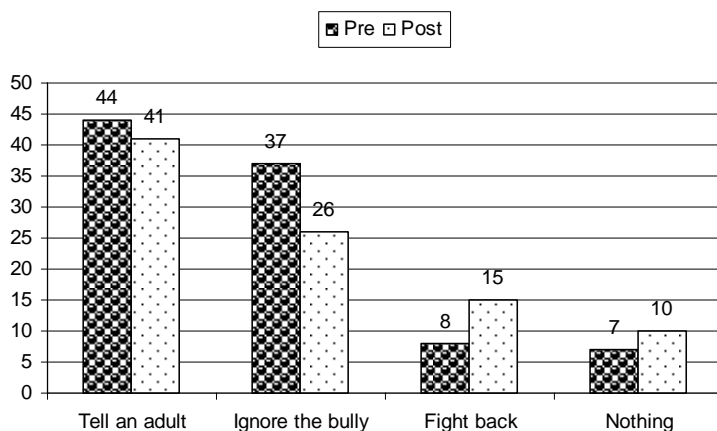


Figure 19: Strategies Used to Cope with Bullying (n=64)

The pre-and post-documentation results showed that more students relied less on telling an adult, but used other strategies like fighting back and nothing to solve the bullying situation.

The post-documentation reveals that almost half of the students feel safe at school (n=45, 70%), while about 30% of the students (n=20) do not always feel safe at school. See Figure 20 below.

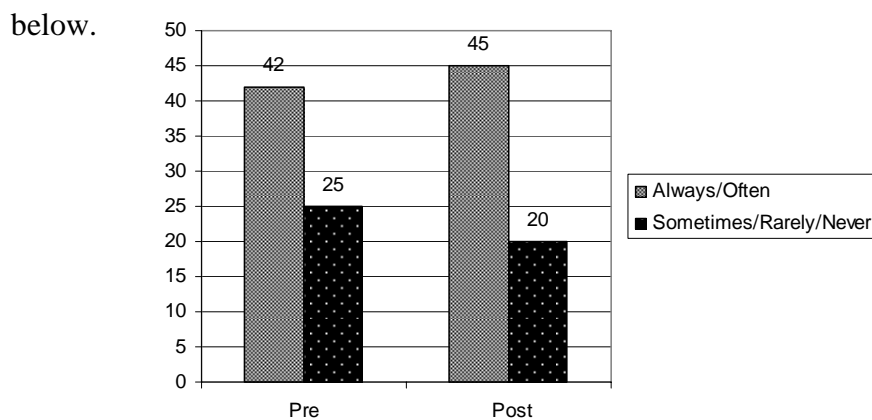


Figure 20: Safety at School (n=64)

The data reveals that there was a 6% (n=3) increase in the students' feelings of safety at school. The number of students that sometimes, rarely, or never felt safe at school decreased by 6% (n=5).

The data told us that there was not much change in student responses from the start of our intervention through the end of our intervention. In addition, we feel that because this topic is so in-depth, to really see significant changes in the data would require a longer intervention time.

Conclusions and Recommendations

In looking at our pre-and post data, we found that there was an increase in bullying behaviors (Figure 13). We feel that this is due to the fact that the students now know the definition of bullying. Students were taught the types of bullies and bullying behaviors and can now pick out these elements. Students that may not have realized they were being bullied could now identify bullying situations more easily. There was also an increase in the number of students that were not being bullied (Figure 15). This could have also been due to the fact that students were taught the appropriate definition for bullying behaviors and how to handle bullying situations. We also noticed that boys were most often the bullies (Figure 17), which correlates with the literature from Remboldt. According to Remboldt (1994), boys are more likely to bully others physically. When identified by kindergarten, boys ages 10 to 11 are more likely to become bullies (Glew, Fan, Katon, Rivara, & Kernic, 2005).

Throughout the intervention, students were introduced to a variety of strategies to deal with bullying. There was a decrease in the students' telling an adult and an increase in fighting back or doing nothing (Figure 19). We feel that this is due to the students becoming more confident in their ability to handle bullying situations. Students felt comfortable coming to an adult, but were also able to handle more situations independently.

The perception of feeling safe at school increased throughout the intervention (Figure 20). This is due to the students' increased knowledge of how to handle a bully or bullying situation. Students used the strategies that were introduced during our intervention, thus empowering them to handle any given situation.

We, the teacher researchers, will continue this intervention with our students. We feel the issue of bullying is important to address and dealing with this issue is a lifelong skill that our students would benefit from. However, we would make several modifications to the program. First of all, we would begin the intervention in September, while providing the students with a variety of "getting to know you" activities. These activities, along with the intervention activities, would help our students build trusting relationships with their classmates and teachers. We would again implement the student survey, with minor changes. We would be sure to define bullying prior to giving the student survey. We would also combine the responses of "ignore the bully" and "do nothing" when asked the question, "What do you do if you or someone is bullied at school?" This would help to give a more concise response from the students. We would read the book *Crash* again, along with other books about bullying throughout the school year. We would do the interventions bi-weekly. At times, the weekly interventions conflicted with our regular mandated curriculum. Additionally, this year, our school adopted a half-hour per day skills intervention for our students. We were also required to increase our students' independent reading time to a half-hour per day. These additional time requirements made it challenging to implement this intervention. A bi-weekly intervention would allow us to spend more time developing the activities for the students. Some of the intervention activities could also be implemented during the students' weekly guidance class. These interventions and activities will

also be introduced to the rest of our fourth-grade team members to build consistency among the fourth-grade classes.

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APPENDICES

Appendix A: Student Survey

Bullying Survey for Students

Directions: Please complete the following questions about bullying by circling the answer you think best describes bullying at your school. Before beginning the survey, please circle.

I am a: **BOY** **GIRL**

Bullying is threatening someone physically or verbally.

Always= you see or do this behavior every day

Often= you see or do this behavior at least a couple times a week

Sometimes= you see or do this behavior at least once a week

Rarely= you see or do this behavior once a month

Never= this is not something you see or do at your school

1. How often have you been bullied at school?

Always Often Sometimes Rarely Never

2. How often have you seen someone bullying another student at school?

Always Often Sometimes Rarely Never

3. How often have you bullied another student?

Always Often Sometimes Rarely Never

4. Where did the bullying happen at school? Circle all that apply.

Classroom Playground Bus Hallway Bathroom

5. Was the bully a girl or a boy?

Boy

Girl

6. What type of bullying have you seen at school? Circle all that apply.

Physical (*Hitting, pushing, punching*)

Verbal (*Name calling, gossiping, teasing*)

7. What do you do if you or someone is bullied at school?

Circle all that apply.

Tell an adult

Ignore them

Fight back

Nothing

8. Do you feel safe at school?

Always

Often

Sometimes

Rarely

Never

Appendix B: Parent Survey

Bullying Survey for Parents

Directions: Please answer the questions regarding bullying at your child's school.

- | | | |
|--|-----|----|
| 1. Do you see bullying as a problem at school? | Yes | No |
| 2. Has your child ever been hit, pushed, or kicked on purpose? | Yes | No |
| 3. Has your child ever been called mean names or teased on a consistent basis at school? | Yes | No |
| 4. Has your child ever been excluded from a social event (i.e. games, lunch, recess) at school? | Yes | No |
| 5. Has anyone physically threatened your child? | Yes | No |
| 6. Has your child ever tried to stay home from school because they were afraid of someone at school? | Yes | No |
| 7. Did your child ever tell a teacher or administrator about a bullying situation done at school? | Yes | No |
| 8. Have you talked with your child about how to respond appropriately to a bully? | Yes | No |

What more do you feel could be done at our school to prevent bullying or instruct students about bullying?

Appendix C: Teacher Survey

Bullying Survey for Teachers

1. Do you see bullying as a problem at school? If so, how often?

2. Where have you seen bullying take place?

3. At what grade level do you believe bullying is the most problem?

4K K 1 2 3 4 5

4. Which gender is more likely to bully others?

Girls Boys

5. What actions have you taken with bullying situations?

6. What strategies have you used to handle bullying issues in the classroom?

7. How often do you address the problem of bullying in the classroom?

Always Often Sometimes Rarely Never

8. How frequently does bullying take place?

Always Often Sometimes Rarely Never

Appendix D: Observational Checklist

Bullying Incidents Observation Checklist

Date: _____

What happened? _____

Who was involved? _____

When did it happen? _____

Where did it happen? _____

Resolution: _____

Date: _____

What happened? _____

Who was involved? _____

When did it happen? _____

Where did it happen? _____

Resolution: _____

Date: _____

What happened? _____

Who was involved? _____

When did it happen? _____

Where did it happen? _____

Resolution: _____

Appendix F: Conversational Dialogue

Objective: Introduce yourself to someone, and then introduce two people to each other.

Material: Index cards

Input: Write information about yourself to be used in an introduction. Refer to the card as you introduce yourself to your classmates. Collect the cards and mix them up. Have one student choose two cards and have them introduce two students to each other. Take turns so that all students have a chance to practice making introductions.

Modeling: When making an introduction, mention the person's name, where they are from, and something you learned about them. When being introduced to someone, look at the person and shake their hand, say something nice, and start a conversation using what the person has mentioned about themselves in the introduction.

Appendix G: Coat of Arms



Appendix H: Friendship Poster

Friendship Posters

Anticipatory Set: Students should think about a good friend that they have. What do they like about the friend they are thinking of?

Learning Objective: Students will define characteristics of a good friend. Students will design a poster showing these characteristics.

Purpose: Students will recognize the characteristics of a good friend and will seek out friends with these characteristics.

Input: The class will brainstorm a variety of characteristics they would look for in a friend. These should be written on the board or overhead. The conversation will help students understand the importance of choosing friends with positive traits.

Modeling: The teacher will talk about qualities he/she looks for in a friend. He/she can also talk about the positive things that come from looking for positive traits.

Check for Understanding: Teacher will walk around as students work on their posters and ask each student about their characteristics.

Guided Practice: Students will design posters individually or in small groups advertising what a good friend looks like. Posters will be displayed for all students to see.

Closure: Students will have the opportunity to share their completed posters with the class.



Appendix I: Peace Table

The Peace Table was designed to allow students to resolve their conflicts without adult intervention. The peer mediator was trained to guide the conversation using methods that were posted above the Peace Table. There were self-directed steps for students to follow that were created by the guidance counselor and discussed during guidance class.