Secondary Teachers' Perceptions of Delaware Bullying Intervention Programs

by
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An Applied Dissertation Submitted to the
Abraham S. Fischler College of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova Southeastern University
2016

**Approval Page**

This applied dissertation was submitted by Tracy Jones under the direction of the persons listed below. It was submitted to the Abraham S. Fischler College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

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**Acknowledgments**

I would like to express my sincere appreciation to my academic program professor, Dr. James Pann, for his continuous support throughout the program evaluation research course. I am thankful for his immense knowledge and reassurance when I was in doubt. Dr. Pann's guidance instilled confidence on my topic of choice. I could not have imagined having a better professor during the time of my research in his program evaluation research course.

My appreciation also extends to the dissertation committee chair, Dr. Ashley Russom, and committee member, Dr. Natolyn Jones-Ferguson, for their comments and insight through this dissertation process. I would like to honor Dr. Patrick Costigan, our business department chairperson and co-worker, for his continuous support and understanding, as well as for pushing me to finish and encouraging me to get through all stumbling blocks and setbacks. He introduced me to two wonderful young ladies, Sonia D. Galloway, Ph.D., and Ms. Angela Brown, M.A., who edited my concept paper. Angela Brown supported me throughout the process of my concept paper. Dr. Galloway supported me throughout the process of the proposal stages of my dissertation. She also introduced me to her editor, Pam Okosun. The milestone of this accomplishment could not have been achieved without the people who helped pave the way for me through the process. I thank God who is ahead of my life for placing in my path such wonderful people who wanted to help me succeed.

Mostly, I dedicate my hard-work ethics, efforts, and accomplishments to my grandparents John and Ruby McDonald, my parents Henry Jones and Eunice Jones-Green, cousin Towana Jackson, brother Raleigh Jones, and my two beautiful daughters: Tracnecea Michael Mone Cherry and Brittany Shanece Canetria Irons.

# Abstract

Secondary Teachers' Perceptions of the Delaware Bullying Intervention Programs. Tracy Jones, 2016: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education. Keywords: Databases, Bullying Statistics websites, Articles, Internet, Delaware Schools database

This applied dissertation was designed to measure the attitudes of teachers about bullying within the state of Delaware, to provide steps in reporting bullying incidents, to determine key factors teachers consider important for state bullying intervention programs, to understand teachers' perceptions of the uniform definition of bullying and their perceptions of the Delaware bullying intervention programs, and to provide insight to the people who work with victims in the state of Delaware to ensure that bullying is being addressed. In 2010, due to several incidents of suicide caused by bullying, a consortium was convened by Family Court Chief Judge Chandlee Johnson Kuhn. Since this event, representatives and legislators addressed bullying prevention and realized that many organizations were doing excellent work, but resources were difficult for families to navigate.

The researcher provided insight, knowledge, and awareness to help staff protect and provide helpful resources for children, parents, and educators regarding how to address and prevent instances of bullying. The resources on these databases provide students, parents, and staff with access to a) a new online resource database called DEletebullying.org; b) the ability to search and locate current bullying information; c) laws that focus on implementing Delaware's first uniform policy to combat bullying in public schools; d) strategies to protect students against bullying by requiring consistency in how bullying incidents are reported; and e) a method for reporting incidents. Educators are encouraged to continue to use these services and resources for implementing bullying prevention programs because in the state of Delaware each school is required to establish a site-based committee to coordinate a bullying prevention program.

The findings of this study provided insight that anti-bullying programs and interventions serve as a model to address the realities of bullying within the state of Delaware. However, the researcher incorporated the secondary teachers' perceptions regarding the state of Delaware anti-bullying programs to enhance the existing programs' effectiveness and awareness. These findings suggest more adequate consistency in monitoring behaviors and training is necessary throughout the school year in order to decrease bullying in schools and make environments safer.

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## Chapter 1: Introduction

**Statement of the Problem**

Today's schools face many obstacles in educating students, and one of those considerable obstacles is the issue of bullying (Swearer, Limber, & Alley 2009). Moreover, the problem is that the increased amount of bullying in the state of Delaware has been unreported. This problem has caused Delaware politicians to refine the terms of bullying and create stronger preventive intervention programs to control bullying throughout the state of Delaware (Miller, 2012).

Research and findings indicate that students feel unsafe at schools because bullying is not being reported (Bosworth, Espelage, & Simon, 1999). Considering that our schools should be safe havens where learning opportunities are provided for every student and where students' sense of safety is a liberating and equalizing reality that exists as part of a democratic society which provides, believes in, and promotes education, the effects of bullying can be serious and even fatal if the problem is not addressed (Olweus, 1997). Bullying intervention programs provide an opportunity to reduce bullying among children and to ensure that students learn in a safe environment in the schools.

**The Topic**

The topic of this research is to measure teachers' perceptions about the effectiveness of the bullying intervention programs that are currently operating in the state of Delaware. Bullying intervention programs create a positive school environment (Ross & Horner, 2009). Schools delineate bullying through the means of implementing prevention programs nationwide (Roberge, 2011). School bullying has been reduced by

fifty percent through the use of bullying intervention programs (Roberge, 2011).

**The Research Problem**

The problem is that bullying is one of the most common types of school violence (Bullying Statistics, 2013). Although it is difficult to prevent, it cannot be ignored. A wave of recent bullying incidents in the state of Delaware has been unreported (Miller, 2012); moreover, the increased amount of bullying in the state of Delaware has been unreported (Miller, 2012) leaving politicians unable to measure or evaluate the seriousness of the occurred incidents. As a result of the problems with bullying, Delaware schools have implemented anti-bullying intervention programs throughout the state in order to prevent bullying. Every state is required to report violent incidents to the United States Department of Education (USDOE) annually. The intervention and prevention programs are essential in order to reduce bullying of youth transitioning from the program and to serve as an important component to the Delaware reporting system to ensure that bullying is being reported accurately (Roberge, 2011).

**Background and Justification**

Nationally, 8.2 million students are bullied each year (USDOE, 2012). About 160,000 students stay home each day from school because they fear being bullied at school (USDOE, 2012). In Delaware nearly 20% of students surveyed in 2011 reported that they were bullied, while 30% reported that they said something to intentionally harm another student (Delaware DOE, 2012). During the 2011-2012 school year, the Delaware DOE reported 549 substantiated incidents and 662 bullying offenses (2012).

It is the responsibility of the adults in the schools to take bullying seriously and to intervene, otherwise the bullying will continue. According to the Delaware Department

of Education (DDOE), schools avoid taking action on bullying problems because state laws do not hold people accountable (DDOE, 2011). The Attorney General's Office for the state of Delaware developed a bullying program to help stop bullying. Delaware Bullying Prevention Programs are based on the work of Dan Olweus (1991), whose program reduces bullying/victim problems by 50% or more. The Delaware House of Representatives passed House Bill Number 7 to amend Delaware code in order to establish the school bullying prevention act (Act to Amend Title 14, 2007).

Lieutenant Governor Matthew Denn implemented an important provision requiring the Delaware DOE to audit schools annually to ensure that they are properly investigating and reporting bullying allegations. In addition, Delaware politicians redefined the terms of bullying in the Delaware Model Bullying Prevention Policy. Previously in the state of Delaware, bullying was defined as repeated acts of aggression that aim to dominate another person by causing pain, fear, or embarrassment ("Anti-Bullying Legislation," 2012). The Delaware politicians updated the term bullying to mean any intentional written, electronic, verbal, or physical act; or actions against a student, school volunteer, or school employee that a person should know will have the effect of the following: placing an individual in fear; creating a hostile, threatening, humiliating or abusive environment; interfering with a student educational opportunities to learn in a safe environment; inciting, soliciting or coercing an individual that causes emotional, psychological, or physical harm to another individual (Act to Amend Title 14, 2007).

**Deficiencies in the Evidence**

It is evident there is a significant increase of unreported bullying incidents in

Delaware public schools ("Lieutenant Governor Denn and Attorney General Biden Announce," 2012). However, schools are implementing intervention programs which may prevent reporting on bullying. According to Olweus (1997), the facts in the underreported information may lead to flawed policies. The underreported information that is not being reported may provide misleading information and can become a significant factor in making decisions about whether or how to implement school-based anti-bullying intervention programs.

There has been considerable disagreement in the evidence on the effectiveness of existing bullying prevention programs (Ryan & Smith, 2009). Ryan and Smith consider the evidence to be mixed at best. However, the authors declared that the overall implication is optimistic rather than pessimistic. It has been noted that much of the evaluation research that has been conducted to date may have methodological issues that may have impacted the degree to which their findings should be generalized (Ryan & Smith, 2009). For example, Baldry and Farrington (2007) suggested that their review was hindered by lack of key information about the evaluations themselves and declared the need for more stringent criteria in future evaluation studies on intervention programs. The authors suggested that stronger research designs and detailed reports are necessary in order to draw valid conclusions from the intervention programs (Baldry & Farrington, 2007).

One research review provided a warning that unreported data were a "significant barrier" to their success, including the difficulty of implementing programs (Vreeman & Carroll, 2007, p. 78-88). Evidence should not be withheld because it prevents existing evidence from providing a clear understanding that bullying exists, and it hinders future

research needed for data to support the implementation of the intervention and prevention programs (Vreeman & Carroll, 2007). Researchers have indicated that bullying should focus on the development and evaluation of prevention and intervention programs and policies (Stuart-Cassel, Bell, Springer, USDOE Policy and Program Studies Service, & EMT Associates, 2011). According to the USDOE, future policies need to enhance school safety and create an environment conducive to learning and educating the youth because learning is critical (Stuart-Cassel et al., 2011).

**Audience**

The audience for this research includes various agencies, schools, school leaders, school participants, volunteers, politicians, community leaders, students, parents, educators, deans, anti-bullying program facilitators, and organizers. According to an announcement made Lt. Governor Denn and Attorney General Biden, the annual bullying data report that is collected by the Delaware DOE could help to provide administrators, educators, parents, students, family members, Delaware politicians, and the community with a uniform method for accurate reporting within the schools in the state of Delaware in order to prevent bullying ("Lieutenant Governor Denn and Attorney General Biden Announce," 2012). The potential audience can benefit from this present study because bullying can be prevented when the community is working together to identify and support children who are being bullied.

**Definitions of Terms**

**Bullying.** This term refers to any intentional written, electronic, verbal, or physical act or actions against a student, school volunteer, or school employee (DDOE, 2007).

**Suicide.** Suicide is a serious public health problem that affects young people. It is the third leading cause of death for young people between the ages of 10-24 resulting in approximately 4,500 lives lost each year (Delaware Suicide Prevention Network, 2009).

**Violence.** Violence is defined as aggressive behavior or physical altercation between two or more people intentionally causing physical harm to another person (DDOE, 2007).

**Bullying Intervention and Prevention Programs.** This term refers to a program that is directed by the DOE to compile, post, and periodically update a list of bullying prevention and intervention resources, evidence-based curricula, best practices, and academic based research programs to prevent bullying (DDOE, 2007).

**Purpose of the Study**

The purpose of this study is to measure teachers' perceptions of the Delaware Bullying Intervention Programs in secondary schools concerning aspects of children who are at risk of being bullied to ensure that victims have supportive solutions that make schools a safe place to learn, and by virtue to document the incidents, thus ensuring that students are able to take action against the attackers. This study focuses on previous and recent programs established within the state of Delaware. Delaware schools have implemented anti-bullying intervention programs throughout the state to prevent bullying. This research seeks to provide knowledge, awareness, and insight for the individuals who work with victims in the state of Delaware to ensure that bullying is being addressed.

**Chapter 2: Literature Review**

Bullying in schools is a worldwide problem that can have long-term negative effects for the general school climate and hinder students' right to learn in a safe environment without fear of being attacked (Liu & Graves, 2011). According to Banks (1997), school bullying causes widespread negative experiences such as misery, distress, fear, anxiety, anger, helplessness, and low grade performance. These types of experiences leave victims with psychological and physical scars for a lifetime (Essex, 2011).

The long-term negative effects of bullying have become an increasingly urgent problem affecting school-aged children (Ockerman, Kramer, & Bruno, 2014), and according to these researchers, this problem continues to be a topic of heightened public concern. This problem has led many state legislators in the state of Delaware to take a stand to ensure that Delaware implements ways to prevent and combat bullying (Min, 2012).

**Theoretical Framework**

Ongoing issues of bullying call for a deeper explanation of bullying that draws upon an understanding of child development. According to Hawley (1999), bullying begins in early childhood when individuals begin to establish their social dominance. Hawley pointed out that children develop socially reprehensible ways of dominating others (1999). In time, the behavior is labeled as bullying. Generally, bullying is becoming a normative trend because people fail to take into account the importance of reporting the problems, and then children who move from primary to secondary school continue to encounter the same problems (Hanif, 2008).

According to Lee (2011), researchers examined bullying from a social-ecological

standpoint as a model to explain bullying (p. 11). The social-ecological framework was first developed by Bronfenbrenner who in 1994 stated that various systems such as peers, family, school, community, and cultural environments impacted and influenced children behavior (Lee, 2011). Social ecological theories are implemented to understand and address bullying (Mishna, 2012). The ecological theories serve as an umbrella for effective prevention and intervention programs, and provide the service of promoting anti-bullying intervention programs (Mishna, 2012).

According to Søndergaard (2012), the social approach for understanding bullying between children in schools, which includes "the necessity of belonging," addresses how the children were affected growing up as a child as well. Kolbert, Schultz, and Crothers (2014) noted that bullying has been examined by researchers from a social-ecological perspective in order to predict the bullying behaviors and to find supportive means for bullying; Mishna (2012) also observed that social ecology has been utilized as a framework to understand and prevent bullying. Children's behavior is learned and shapes the development of the child, which is the foundation for a child's cognitive and emotional growth which can impact a child's development (Espelage & Swearers 2010). According to Espelage and Swearers, the theories address relationships across family, peer, school, and community which influence these repetitious bullying behaviors (2010).

**Bullying**

The National School Safety Center called bullying the most enduring and underrated problem in U.S. schools (Beale & Scott, 2001). For over a decade the nation's schools have been fighting the bullying issue. Bullying is now recognized as a widespread neglected problem in schools around the world, and bullying among school-

aged children occurs generation after generation. Furthermore, bullying is known as a significant problem in our nation's schools which has major implications for youth who are victimized by bullies and those who are responsible for bullying (Swearer, Wang, Maag, Siebecker, & Frerichs, 2012).

Children bully others without recognizing the results of their actions on their victims' lives; victimization results in several disorders or conditions such as anxiety, depression, loneliness, loss of opportunity to have an ordinary life, low academic performance, suicidal thoughts, and death, and may have a long-term effect on victims (Kanetsuna, Smith, & Morita, 2006). The effects which result from bullying at school are first, an impact on academic achievement and second, suicidal thoughts. Bullying leaves children in fear and with self-blame as well as feeling weak; it also affects their self-confidence. This situation makes students unable to study well, and then they start to dread attending school. All of these issues cause them to feel rejected and make them consider suicide (Kanetsuna et al., 2006).

According to Studer and Mynatt (2015), bullying affects all ages and grades, and is associated with serious mental health issues such as suicide. The authors explain that bullying is a societal concern and schools should be proactive to prevent bullying behaviors. Schools should be obligated to seek preventive provisions to combat bullying (Studer & Mynatt, 2015). According to McCormac (2014), tolerating these types of bullying issues makes the entire school environment unsafe and negative because it affects children who are bullied, children who bully, and the bystanders. McCormac stated that bullying is a continued pervasive problem in schools today and that state governments should be responsible and mandate that all schools be responsive to this

threat to children's safety by reducing bullying.

According to Bonanno and Hymel (2013), bullying is a well-known, internationally recognized serious problem, which will escalate exponentially unless it is addressed in both research and practices. Bonanno and Hymel (2013) call for the nation to find a comprehensive understanding of the aforementioned factors of bullying that place youth at risk. According to Essex (2011), the magnitude of these incidents points to the serious consequences that resulted from bullying and the imperative importance of school intervention that warrants appropriate action.

Ockerman et al. (2014) realize that the public, schools, state legislatures, and school districts scramble to address the conflicting issues with bullying. However, creating a solution can be challenging for the purposes of implementing long-term comprehensive interventions that are not quick-fixed for rational bullying, but rather comprise a systematic approach to design, coordination, implementation, and evaluation of bullying interventions long-term.

**Issues and Facts With Bullying**

Representative Terry-Schooly was the primary legislative sponsor to intervene and push legislation to help prevent school violence in Delaware. She stated that according to the latest KIDS COUNT, a third of all eighth and eleventh graders intentionally endangered someone in the past 30 days (Miller, 2012). However, although bullying has been one of the most critical issues facing Delaware schools today, it is also a national issue. The 1999 Columbine High School massacre was the fourth deadliest school massacre in United States history. More than 68% of the students in the school were bullied (James, 2009). Attorney General Beau Biden conveyed that national

statistics show that one out of three middle school students reported being bullied (Min, 2012); nearly one million children are bullied each year, and 160,000 students skip school each day due to bullying (USDOE, 2012). In fact, 32% of the United States students reported that they were bullied (USDOE, 2012).

In addition, the research indicates that there is likelihood for the victims of bullying to commit suicide. The National Center for Education Statistics reported that bullying is a problem to society and humankind which has an adverse impact on victims' desire to attend school and to contemplate suicide (USDOE, 2012). Bullying can hinder students from being able to learn in a safe environment without the fear of being attacked. This problem is a serious issue that caused the United States to draw attention to the connection between bullying and suicide.

According to Litwiller and Brausch (2013), suicidal behavior known to be associated with bullying was evident through data taken from a large risk-behavior screening study with a sample of 4,693 public high school students. The research showed comparable variances in suicidal behavior were accounted for by bullying. Taken into account, these perceived burdens put the victim at risk (Litwiller & Brausch, 2013). The Youth Risk Behavior Survey (Centers for Disease Control and Prevention, 2008) was used to measure suicidal thoughts that were planned, attempted, considered, or carried-out in seven regions and which was approved by the Hospital Human Subject Review Board, with voluntary participation of 65% from among 27 high schools (Litwiller & Brausch, 2013).

According to Murphy, Xu, and Kochanek (2012), bullying is the third leading cause of death that is associated with people killing themselves. Evidence supports a

relationship between bullying and suicide which consists of intentionally repeated

aggression involving a power between the victim and the perpetrator. Looking forward at

the next generation of bullying research requires methodologies which will be utilized to

stop bullying behavior and needs to seek approaches that facilitate the study of bullying,

as well as apply knowledge to policy, educational practices, and intervention approaches

in order to guide key issues in creating a learning environment where all individuals can

thrive (Hanish et al., 2013).

**Events Associated With Bullying**

Reports of findings since the United States embraced the 1999 Columbine

massacre identified new events and characteristics of bullying ("School Touts Success,"

2010). These new events listed as follows present a historical timeline associated with

bullying. The nation was struggling for answers from previous events, and the nation was

embracing yet another epidemic of cases since the 1999 Columbine High School

massacre. The nation was trying to identify the characteristics of such behavior

incorporated in a new era that recognized the bullying epidemic.

There are an abundance of examples of events associated with bullying.

According to USA Today Network sources, the nation had to face other challenges: 13

cases, 31 shootings impacted the United States, and 13 people were killed (Grisham,

Deutsch, Durando, & USA Today Network, (2014). For example, in Deming, New

Mexico, a 12-year-old student killed his 13-year-old classmate at Deming Middle School

in 1999 (Grisham et al., 2014). In 2000 a six-year-old boy from Mount Morris Township,

Michigan shot and killed his six-year-old classmate; the boy could not be charged

because the Michigan state law dictated that he was too young to be charged (Grisham et

al., 2014). The reporter documented other events such as the 13-year-old honor student who in 2000 shot and killed his teacher on the last day of school at the Lake Worth Community School in Lake Worth, Florida, and the 15-year-old student who opened fire at Santee High School in California in 2001, injuring 13 people (Grisham et al., 2014). Other examples include a counselor was stabbed to death by a 17-year-old student at the Springfield High School in Springfield, Massachusetts in 2001, a 15-year-old student who killed two classmates at the Cold Spring High School located in Minnesota in 2003, and a 14-year-old student who pulled a trigger on his principal in 2003 and killed himself at the Red Lion Area Junior High School in Red Lion, Pennsylvania (Grisham et al., 2014).

In 2004, a 14-year-old student slashed his 14-year-old classmate's throat in Palmetto Bay, Florida (Grisham et al., 2014). In 2005, Minnesota faced another tragedy. A 16-year-old student killed his grandfather and his companion, then drove off to school and killed five students, a teacher, and a security guard, ultimately taking his own life at Red Lake Senior High School (Grisham et al., 2014). At Campbell County Comprehensive High School in 2005, a 15-year old student shot and killed his assistant principal, wounded two other administrators, but was not charged until 2014 in Jacksboro, Tennessee (Grisham et al., 2014). At Orange High School in 2006, a former student sent an alert email to the principal to warn that "in a few hours you will probably hear about a school shooting in North Carolina. I am responsible for it. I remember Columbine. It is time the world remember it. I am sorry, Goodbye" (Grisham et al., 2014, Orange High School slide). The student proceeded to open fire in the school parking lot in Hillsborough, North Carolina shortly before murdering his father (Grisham et al.,

2014). Also in 2006 six girls were taken hostage in Colorado by gunman Duane Morrison; he shot one, and then turned the gun on himself at Bailey High School located in Colorado (Grisham et al., 2014).

In 2007, a Henry Foss High School student in Tacoma, Washington shot another student (Grisham et al., 2014). A Virginia Tech student name Seung-Hui Cho opened fired in 2007 killing 32 people, and then pulled the trigger on himself; historically it remains the deadliest U.S. shooting to date that is associated with bullying behaviors (Grisham et al., 2014). In 2008, Steven Kazmierczak opened fire in a lecture hall at Northern Illinois University in DeKalb, Illinois killing five students and wounding 18 others before taking his own life (Grisham et al. 2014). Later in 2008, an unnamed Knoxville, Tennessee student shot and killed another student at Central High School (CNN Library, 2014). At the University of Central Arkansas two students were killed at the Conway, Arkansas campus by four men (Grisham et al., 2014). In 2009, a 17-year-old student who attended Coral Gables Senior High School in Coral Gables, Florida fatally stabbed his 17-year-old classmate (CNN Library, 2014). In 2009 a 16-year-old student who attended Carolina Forest High School stabbed and killed his high school teacher in Conway, South Carolina (CNN Library, 2014). In 2010, a 14-year-old student was shot in the head in Discovery Middle School hallway by his fellow classmate in Madison, Alabama (CNN Library, 2014).

As the number of cases mounted researchers observed that a new form of bullying was surfacing the nation; the traditional form of bullying was declining and had escalated to violence (Zuckerman, Bushman, & Pedersen, 2012). In addition, Craig, Bell, and Leschid (2011) noted that the violence was surrounded by a climate of silence that

needed to be addressed in order to establish prevention strategies in these school environments which would foster a safe environment in schools.

Correspondence from two questionnaires called "Teachers' Attitudes about Bullying" and "Trainees Teachers' Bullying Attitudes" administered by Craig et al. (2011) regarding teachers' perception on bullying and their attitudes regarding school-based bullying intervention programs stated that it is imperative to incorporate anti-violence curricula in school settings. The findings of the questionnaire suggested that schools need to provide training in violence prevention., that it is imperative, and that it should be a priority in order to provide healthy climates and environments for children because bullying is now viewed as a violent behavior associated with bullying that causes these implications in schools (Craig et al., 2011).

According to Zuckerman et al. (2012) the publicized incidents exposed in the media including carrying a gun, fighting, or being injured during a fight all are associated with bullying (Zuckerman et al., 2012). The authors suggested that violence is now being associated with bullying because of similar related behaviors. The authors also suggested that experts need to understand the connection between bullying and school shootings or the incidents identified above will continue to unfold in the media until preventive measures are taken to combat violence (Zuckerman et al., 2012). New issues continue to arise and more studies are needed.

Research on the new era of bullying from USDOE and the Secret Service reflecting on 37 school shootings, including Columbine, showed that three quarters of student shooters felt bullied, threatened, attacked, or injured by others (Borum, Cornell, Modzeleski, & Jimerson, 2010). According to their research, several shooters reported

experiencing long-term and severe bullying and harassment from their peers (Borum et al., 2010). Other reports concluded attackers from school shootings were rarely impulsive. The attackers studied were all males, and varied in age, race, family situations, academic achievements, popularity, and disciplinary history. Studies show that the attackers never threaten their targets beforehand, although most attackers manifest ambiguous signs demonstrated through expressions such as writing poems and essays and trying to obtain a gun (Borum et al., 2010).

Researcher Dorothy Espelage, an expert on bullying, expressed that she "hates to see her research collecting dust on library shelves [and] wants it in the hands of educators where they can be make a difference" (Crawford, 2002, para. 1). If schools would educate individuals on the literature that she provided to help identify the signs associated with bullying and violence, this could provide knowledge awareness to help prevent these ongoing events associated with bullying (Crawford, 2002). For example, expressions through poems and essays are ways that the attackers reach out for help; if they are ignored they seek to use weapons and anger as a resolution to the problem. If these problems are recognized before violence occurs, America can embrace a new era of intervention to prevent bullying and violence in schools. Holt and Espelage (2007) stated that schools need to educate all stakeholders across all academic divisions in order to promote awareness. According to Dr. Espelage, it is all about getting the message out there into schools, to spread her "research talks" to teachers and administrators in order to dispel common myths about bullying. Espelage helps schools establish effective bullying prevention and intervention programs which are being mandated by many school systems

across the country in the wake of Columbine and other school shootings (Holt & Espelage, 2007).

Ttofi and Farrington (2011) studied the bullying patterns researched by other authors using 622 reports relating to bullying prevention programs, with only 89 specifically containing information related reviews. Only 53% of the reports consisted of different program evaluations, while only 44% provided data that appropriated numerical calculations of an effect for bullying or victimization. Overall, 44% showed school anti-bullying programs are effective in reducing bullying: bullying decreased by 20% - 23%, as well as bullying components associated with bullying.

Ttofi and Farrington (2011) also documented in detail the pitfalls of previous reviews in reference to existing literature on bullying prevention in a systematic and meta-analysis review that addressed the gap. The authors stressed the seriousness of short-term and long-term effects of bullying on children's physical and mental health and why school bullying has become a topic of both public and research efforts to try to understand bullying. The research on bullying has disseminated worldwide, thus requiring countries even outside the U.S. to implement intervention programs and have anti-bullying programs in schools (Ttofi & Farrington, 2011).

**Anti-Bullying Programs**

Dan Olweus, a psychology professor from Norway, established one of the first prevention programs called the Olweus Bullying Prevention Program in 1970 (Hazelden Foundation, 2014). This prevention program was based on the results of his systematic research on bullying. Olweus proposed his intentions to the legislation as efforts "to protect children" (Hazelden Foundation, 2014). However, the United States chose not to

adopt the Olweus proposal until the mid-1990s in conjunction with Dr. Susan P. Limber of Clemson University in South Carolina. Since the adoption of Olewus Prevention Bullying Program, hundreds of schools in almost every state in the United States have implemented Olewus Bullying Prevention Programs (Hazelden Foundation, 2007).

An understanding of bullying has continued to emerge in the United States since this proposal was adopted in 1990. The National Association of State of Boards of Education (NASBE) adopted a health policy database where anyone is able to locate the legislation that their state has enacted or mandated with regard to bullying, as well as to examine occurrences of bullying in other states with each state's individual interpretation of what defines bullying (NASBE, 2014). Each state identifies the term and definition of bullying and provides the information to the NASBE website.

Numerous states have revised legislation to prevent and support bullying prevention through the use of the aforementioned program. The program was implemented as a model for nationwide violence prevention. Eight thousand schools in the United States utilize the program, as well as other countries such as Canada, the UK, Iceland, Germany, and Ukraine (Limber, 2011). Although, many states have considered utilizing the Olewus Prevention Program as a model for their cause, according to Dr. Marlene Snyder, Director of Development for the Olweus Bullying Prevention Program at Clemson University, located in South Carolina, bullying prevention programs should be envisioned as a part of a "risk management strategy" (Rooke, 2011).

Dr. Snyder expressed that operating a prevention program may seem costly, until the cost of not protecting children is considered; however, without a bullying prevention program in place, schools are forced to pay millions which they are not insured to handle

(Rooke, 2011). Schools are now being faced with lawsuits resulting from the incidence of bullying (Rooke, 2011). Schools are normally only insured to pay out damages up to a million dollars if a bullying victim was left severely disabled with the attempt of suicide (Rooke, 2011).

In addition, Olewus is not a free program. According to Dr. Marlene Snyder, Olweus involves hiring a trained coach; it costs $1,000 per annum to operate once the initial investment is paid. For example, 300 students typically will cost the school $7,000 to $8,000 over three years. The cost of this program falls directly on the school; however, Pennsylvania is the only state that receives free prevention program services through financial aid. Pennsylvania is Olweus's primary customer. The Olweus program primarily focuses on awareness and is implemented at the school level, classroom level, and individual level at the discretion of the school that adopts the program (Rooke, 2011).

Norway was the first country to implement bullying programs in 1983. In 1991, Bergen implemented a more intensified version of the national anti-bullying program by evaluating and adopting Olweus models aimed to increase awareness and knowledge of teachers, parents, and students about bullying (Baldry & Farrington, 2007). The 1991 Olweus program was the first to demonstrate an effective decrease in bullying (by 50%) as a result of the prevention program. Other states and countries were inspired by Olweus's outcomes and started implementing his model into their anti-bullying programs since 1991. Only 15 additional programs have been created since the Olweus program was created.

In addition to the Olweus program, there is an additional program known as Second Step and Steps to Respect. The Second Step and Steps to Respect is a program

that administrators use to implement decisions on bullying on a school-wide level in which the administrators set the ground rules, policies, and procedures based on using surveys and existing data to incorporate training for the employees within the schools (Baldry & Farrington, 2007). The program has shown effective measures in reducing bullying in schools. Reviews of research on bullying intervention programs have found them to be effective in reducing bullying in schools (Merrell, Gueldner, Ross, & Isava, 2008). However, specific guidelines are needed in addition to further research on bullying interventions (Lund, Blake, & Peer Relations and Adjustment Lab, 2011).

**Putting an End to Bullying**

According to President Obama, "Putting a stop to bullying is a responsibility we all share" (Tanglao, 2011, para. 12). Bullying is common and persistent across all cultures and grade levels (Espelage & Swearer, 2010). Findings show school violence requires a change in culture and climate to improve school safety. According to many scholars and policymakers, attention to preventive strategies in schools has risen. Vreeman and Carroll (2007) stated that the most known strategy involves implementation of new curricula and whole-school multidisciplinary interventions aimed to increase awareness, awareness on school violence, cognitive skills, conflict resolutions, and policy development. According to Vreeman and Carroll, the ultimate purpose of whole school multidisplinary interventions such as the Olweus Bullying Prevention Program is to generate an effective, comprehensive response and consequences for school violence, and to implement this intervention as a strategy to effectively decrease bullying and anti-social behavior through improving school climate and culture (2007).

According to Casebeer (2012), intervention studies across various countries involving multiple interventions such as new curricula and whole-school interventions are associated with reductions in bullying; these interventions support bullying reduction. Interventions will effectively combat bullying if the target is to address bullying rather than what causes bullying, stop using simplistic one-size-fits-all solutions, realize that this is not a quick fix to combat bullying, and expend the resources to committedly help the entire school and community to stop bullying (Casebeer, 2012).

After 26 years of intervention research, it is recommended that anti-bullying programs be organized and supervised by an international body and international observatory on violence in schools (Vreeman & Carroll, 2007). Conversely, studies and evaluations of anti-bullying programs make solidified inferences when utilizing a meta-analytic approach and proposed a quantitative summary of effects (Vreeman & Carroll, 2007).

**Delaware Putting Schools on Notice**

In the state of Delaware, state officials have turned to the Centers for Disease Control and Prevention (CDC) for help to understand why more than 117 students ages 13-20 attempted suicide in Delaware in the first four months of the year 2012 (Miller, 2012). According to the CDC, suicide is the third leading cause of death among young people, resulting in about 4,400 deaths per year (King, Strunk, & Sorter, 2011; USDOE, 2012). For every suicide among young people, there are at least 100 suicide attempts (CDC, 2014). Over 14% of high school students have considered suicide, and almost 7% have attempted it (CDC, 2014). ABC News reported that 160,000 kids stay home from school every day because of bullying (Dubreuil & McNiff, 2010). These findings were

identified in the outcome of the research that led to prevention programs being implemented during a time in which school bullying has already decreased significantly and children's behavior has already hit a "floor effect" (Ferguson, Miguel, Kilburn, & Sanchez, 2007, p. 411).

According to a state of Delaware report, 14% of Delaware high school students reported being victims of bullying (Denn & Biden, 2014). The Delaware Youth Risk Behavior Survey documented that 14% of high school students reported being bullied; 19% of the students who reported being bullied were 8th graders (CDC, 2013). Audits of bullying conducted for the first time in 2013 by the Delaware DOE pursuant to House Bill 268 reported that some schools were not reporting bullying incidents to parents which triggered an audit of 10 schools (Delaware DOE, 2013). The following schools were audit by Delaware DOE because they reported fewer than 70% of their bullying incidents to parents which required by the law: Eisenberg Elementary School, Milford Middle School, DelCastle High School, Seaford High School, and Glasgow High School (Delaware DOE, 2013).

In contrast, Middletown High School, North Dover Elementary School, Shortlidge Academy School, Marbrook Elementary School, and Sussex Academy School reported 80% of bullying incidents to parents (Delaware DOE, 2013). According to the Delaware DOE (2013), data provide guidance for school districts and schools to determine the needs for bullying prevention program; therefore, it is imperative that data are reported accurately according to 14 Delaware Code § 4112D.

The results from the aforementioned Youth Risk Behavior Survey is a Delaware version of the CDC survey conducted in 40 states every other year in odd numbered years

(CDC, 2013). However, according to Delaware DOE (2013), the Delaware School survey is administered annually in non-self-contained classes grades five, eight, and eleven utilizing age-appropriate surveys. The analyses of the 5th graders (8,260 surveyed) reported being bullied in school (CDC, 2013).

According to a recent report released by Lieutenant Governor Matt Denn and Delaware State's Attorney General Office in 2014, some schools are not sufficiently reporting bullying incidents to parents (Albright, 2014). Legislators reviewed the 2012 laws that were passed on bullying to oversee how schools implement the law within their schools for the purpose of addressing bullying and adherence to the mandated requirements for reporting incidents to parents and the state (Delaware DOE, 2013). Denn reported that it's time to put the "schools on notice" (Albright, 2014, para. 4). Denn acknowledged that schools are facing pressure to implement state requirements and argued that bullying should be a top priority in implementing change. He stated, "We can create the best curriculum in the world, but if students are afraid to come to school or have to keep their head down because they are afraid, it won't do us any good" (Albright, 2014, para. 22).

**Delaware Revisions to Bullying**

Due to heightened pressure from legislators, the State of Delaware welcomed a new student manual, which is no longer identified as the student handbook. Delaware schools are enforcing this to ensure that schools become a place for students to learn with excitement and a focus on the whole child, while providing support for student success that also does not necessarily focus only on discipline (Delaware DOE, 2013). The state of Delaware is implementing new approaches and tools which provide supportive

measures in solving problems and seek to build social skills through evidence based anti-bullying programs integrated in the districts (Delaware DOE, 2013).

The Christina School District recalled the old student code of conduct book and revised it to accommodate proactive strategies, intervention plans, functional behavioral assessments, and behavior support plans to resolve issues (Christina School District, 2014). The framework and guidelines consist of a matrix that helps leaders to exercise strategies and interventions in order to prevent reoccurrences in bullying incidents being reported. The following levels of consequences which are applicable to the problem have been mandated in the student manual with regard to responding to bullying: Level 2, Electronic Referral, parent contact, mandatory reporting to the district and Delaware DOE and conference; Level 3 Rest and Recovery, school based and community services, detention, parent contact, mandatory reporting to the district and Delaware DOE; Level 4 Referral, conference, behavior support plan, school based counseling, in school suspension, due process required, District Threat Assessment Protocol, mandatory reporting to Delaware DOE, District Bullying Prevention Protocol, and service learning (Secondary with definition of services); and Level 5 Referral, building level conference required with student, teacher, parent, and administrator, due process, police notification for offenses per mandatory school and crime law, out of school suspension with written notification, mandatory reported to Delaware DOE, with addition consequences depending on the nature of the incident (Christina School District, 2014). Additional consequences also apply, such as 1st offense, two days out of school services; 2nd offense, three days out of school services; and 3rd offense, five days out of school services. The consequences after the 3rd offense could vary depending on the situation

and could lead to an in-school alternative program, referral for expulsion, and/or 10 days with written notification (Christina School District, 2014).

**United States Department of Education Revision on Bullying**

The United States DOE reviewed state laws in December 2010, and identified 11 key components: definitions, bullying reporting procedures, investigating and responding to bullying, written records, sanctions, referrals, local policies, communication plan, training and preventive education, and statement of rights and/or legal resources, all of which are common among many of the laws presented in Olewus plans which can be beneficial in schools' creation of prevention programs and/or improving existing bullying prevention programs (Stuart-Cassel et al., 2011)

Lawmakers as well as state and local level politicians recognized and/or acknowledged that bullying is a problem; they are taking action to prevent bullying and protect children. Lawmakers have mandated models and laws in each state; however, each state addresses bullying differently. Through the legislative mandate the USDOE mission was for each state's education code and model policies to provide provisional guidance to districts and schools in order to implement anti-bullying policies and laws within their state (Stuart-Cassel et al., 2011).

Since the United States revised the requirements for bullying policies, the following states adopted anti- bullying laws only: Arizona, Illinois, Indiana, Kansas, Minnesota, North Dakota, Tennessee, and Texas. Montana only adopted the policy (Stuart-Cassel et al., 2011). The following states adopted both anti-bullying laws and policies: Alabama, Alaska, Arkansas, California, Colorado, Connecticut, District of Columbia, Delaware, Florida, Georgia, Hawaii, Idaho, Iowa, Kentucky, Louisiana,

Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, Nevada,

New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma,

Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Vermont,

Virginia, Washington, West Virginia, Wisconsin, and Wyoming (Stuart-Cassel et al.,

2011). Finally, commonwealth and/or territories such as the Virgin Islands, Puerto Rico,

Guam, and the Northern Mariana Islands adopted both the laws and policy (Stuart-Cassel

et al., 2011).

The actions according to state in the previous paragraph signify that the nation

acknowledges and embraces responsibility for the bullying epidemic across the nation by

incorporating anti-bullying policies. This epidemic has also been recognized in schools

across the nation. If precautionary procedures or measures are not taken to rectify the

problem, it hinders the effect on the quality of education by thousands of students across

the country. Statistics indicate that anti-bullying programs are more effective when

supported by teachers, parents, and local community agencies (Blueprints for Healthy

Youth Development, 2014). This was the beginning era in which many schools adopted

anti-bullying policies in an effort to reduce bullying, protect students from abusive

behavior, and lay a foundation for safe environments where students can earn a quality

education, even though schools may define the problem in different ways (Blueprint for

Healthy Youth Development, 2014).

**Reporting Bullying**

Research shows that reporting bullying incidents is known as a failing solution as

children transition from primary to secondary school. Studies state that one primary

reason for failed solutions is due to lack of reporting (Petrosino, Guckenburg, DeVoe, &

Hanson, 2010). According to bullying incidents that occurred, children reported that they learned from others' actions, especially in lieu of what adults say and do. This sends a message to the bullies that there is nothing wrong with their behavior if adults choose not to intervene, leaving the targeted person feeling as though bullying is somehow a deserved attack. This pattern of behavior is repeated by students in primary schools and continues in secondary schools, which leaves deep emotional pain. A preventive method or approach is needed in order to stop the cycles of behavior as well as the conflicting behavior or responses that result in unpredictable violent attacks.

According to studies, these attacks are categorized by three different types of bullying: physical, verbal, and exclusive (Jeong & Lee, 2013). Physical bullying can include signs of bullies hitting, kicking, pushing, choking, and punching. Verbal bullying can include signs of bullies threatening, taunting, teasing, and spreading rumors and hateful words. Exclusive bullying can include bullies excluding others from activities, which progresses to serious physical and emotional retaliation (Jeong & Lee, 2013). Researchers also reported that bullying happens every seven minutes, which makes it hard for schools to keep account and to supervise the levels of bullying. There was no record of universal commitment of what exactly is bullying; with these issues looming in the background, children learn to master hiding bullying behavior. Therefore, educators and scholars need to stop limiting the term "bullying" to the traditional definition and seek to explore other strategies to combat bullying because this underestimates the seriousness of bullying behaviors that are now ending in death in schools (American Educational Association, 2013).

Schools cannot help students resolve issues if children do not trust adults with information or carry perceptions about adults whom they have encountered during their problems and come to the conclusion that adults are not proactive in response to their troubles which makes them feel as though adults do not care. This perception that adults fail to respond or protect is known as the "code of silence" (Syvertsen, Flanagan, & Stout, 2009), and leads to the failure of students to report bullying incidents and schools being able to acknowledge the problem.

According to news reports, it appears that there were no concurring signs of bullying reported during 2002 nationwide ("School Touts Success," 2011). Is this another scenario in which bullying is not being reported nationwide or where unmentioned bullying incidents were not severe enough to report and thus, sparked the nation's attention? Perhaps issues were able to be resolved in school and were, therefore, not exposed as another unsolved problem of bullying. In the state of Delaware in 2013, 20 percent of students surveyed reported that another student issued a verbal threat against them, while 30 percent reported that they said something to another student to hurt them ("Governor Signs Two Bills," 2012). The outcomes of these surveys triggered the attention of Lieutenant Governor Denn to propose provisions requiring the Delaware DOE to annually audit schools to ensure accountability that schools properly investigate and report bullying ("Lieutenant Governor Denn and State Attorney Biden Announce," 2012).

Attorney General Biden recognized that leaders are facing accountability challenges to prevent future incidents and help students, both bullies and victims; therefore, he addressed his concerns in conjunction with what he call "closing the gap"

("Lieutenant Governor Denn and State Attorney Biden Announce," 2012). He initiated

the legislation to address the gaps in Delaware law that have led to uneven and inaccurate

reporting through a new reporting hotline system (HOTLINE 1-800-220-5414). Biden

stated that they are working hard with legislators on the grounds of lack of consistency in

how bullying incidents are being reported by school districts. Biden explained that the

hotline is another tool for parents to utilize to help with enforcing accountability on the

schools in addressing the problem.

According to a new era of bullying being studied by the University of Michigan

C. S. Mott Children's Hospital National Poll on Children's Health (2012), about three-

quarters of states nationwide have implemented bullying prevention laws designed to

encourage and, in some states, force schools to present and deliver bullying prevention

curriculum to all students. However, this suggests that the education system needs to

study and distinguish potential contexts for positive change in which bullying occurs in

order to identify which points of prevention are needed in the education sector (American

Educational Research Association, 2013).

The American Educational Research Association (AERA) president, William

Tierney (2012-2013), addressed his concern with legislation in Delaware after his report

found that administration, teachers, and related personnel lacked adequate training to

address bullying as well as the knowledge skills to intervene to reduce and/or prevent

bullying (AERA, 2013). William Tierney acknowledged these issues and decided to

devote himself to proper reporting.

The school system nationwide needs to ensure that bullying is not problematic for

students and needs to send a message nationwide that schools will not tolerate this type of

conduct or behavior; furthermore, schools must be responsible and committed to support and promote a learning environment that prevents disruptions in the educational process of children (Syversten et al., 2009). Findings from literature review reinforced the need for the nation to develop a stronger bullying prevention and response strategy which would captivate the trust and minds of children that they service (University of Michigan C. S. Mott Children's Hospital, 2012). Dr. Susan Limber of Clemson University wants society to understand that it is about the service provided which equips individuals with the educational tools to impact both educators' and students' lives, to change, and to convert to alternative ways to solve the behavioral problems of potential bullies (Mahoney, 2014).

The nation has grieved over the many aforementioned bullying incidents; it is time for the nation to form a deadlock plan of action that implements and monitors the pre-exiting plans that prevents the growing numbers of bullies and violence in schools (Shen, 2012). Society must stop and recognize that these events which occurred in 1999 (Columbine massacre) are still prevalent today. Society needs to change the norms associated in these failing patterns by undertaking and demanding effective solutions in solving these bizarre challenges. Awareness must be raised with respect to bullying in public schools and students must be educated on the importance of accurately reporting such incidents.

State laws require schools to record incidents and report such incidents each year to the State Education Department; states utilize the reported data to evaluate the safety measures for each schools' environment according to its reporting system which identifies incidents as violent and/or disruptive (USDOE, 2012). Schools with high

frequency of bullying incidents are placed on a watch list, but statistics demonstrate that they are rarely penalized. The reported numbers are not verified, which makes some cases useless. Uneven reporting is common as some schools report hundreds of incidents, while other schools are not reporting any occurrences of bullying during the entire school year; this failure in the data does not promote safety of the children or justify what schools should be promoting (USDOE, 2012).

For instance, in the 2012-2013 school year Delaware data reported 2,446 alleged bullying incidents, 713 districts and/or districts reported substantiated bullying incidents, and 847 districts reported bullying offenses/incidents to the Delaware DOE (Delaware DOE, 2013). According to the Delaware DOE (2012), alleged bullying is defined as any report of an incident of perceived bullying to school administration regardless of whether or not the school could substantiate the incident as bullying. Substantiated bullying is defined as any alleged bullying incident or reported discipline incident in which the school administration investigated and concluded that bullying behaviors were exhibited as defined in 14 Del Code § 4112D. Bullying offenses according to Delaware DOE (2012), represent the total number of offenders involved in substantiated bullying incidents. A bullying incident may involve one or more offenders (DOE, 2012).

Under 14 Del Code § 4112D (d) (4), the Delaware DOE's reported findings for the school year 2012-2013 discovered that after data was carefully reviewed, a random audit of schools was conducted to ensure that compliance was enforced (Delaware DOE, 2013). The annual reports led the DOE to audit the following schools for compliance: Middletown High School (Appoquinimink), North Dover Elementary School (Capital School District), Shortlidge Academy (Red Clay School District), Marbrook Elementary

School (Red Clay School District), Eisenberg Elementary School (Colonial School District), Milford Middle School (Milford School District), Delcastle High School (New Castle County Vocational School District), Glasgow High School (Christina School District), Star Hill Elementary School (Caesar Rodney School District), Seaford High School (Seaford School District), and Sussex Academy (Charter School District). The outcome of the audit generated a change to the bullying status. The Delaware DOE finalized two additional categories to the bullying status; peer attention and socio-economic have been added as an outcome of the audits (DOE, 2012). Backtracking data from 2011-2012, there were no alleged reports of bullying incidents because the Delaware DOE did not start collecting data until the 2012-2013 calendar year. However, 549 districts and/or charters reported substantiated bullying incidents, and 662 districts and/or charters reported bullying offenses (Delaware DOE, 2012). Due to the Delaware DOE retroactively collecting data in calendar year 2012- 2013, there were no random audits during 2011-2012.

During calendar year 2010-2011, there were no alleged bullying incidents reported; however, 698 districts and/or charters reported bullying offenses or incidents, and 606 districts and/or reported substantiated bullying incidents (DOE, 2011). During the time of the incidents reported in 2010-2011, bullying was identified as involving one or more offenses, and since data collection did not start until calendar year 2012-2013, there were no audits (DOE, 2011).

As a result of these incidents and data collection, Delaware now has a substantial database of its services; it also initiated prevention and intervention programs as a solution to bullying. According to the Delaware DOE (2013) database, Delaware services

40 school districts in three counties (Kent, New Castle, and Sussex). Delaware began

implementation of bullying programs in 2008, and the programs were amended in 2012.

The reporting database for all bullying incidents is called "Cognos Reporting". According

to the Delaware DOE (2013), the Congnos' alleged bullying incident report includes a

restraint and/or seclusion report letter for parents and/or guardians to keep them informed

(Delaware DOE, 2012).

Although prevention should start at home, Delaware provides parents with

adequate resources and the tools needed to care for their children; meanwhile the schools

promote the social and emotional wellbeing for children who experience maltreatment

within families and communities to ensure that parents have the knowledge, training

skills, and resources to combat bullying (Storey, Slaby, Adler, Minotti, & Katz, 2008).

Delaware also has a website that provides assistance for parents according to six

protective factors; it also helps to raise awareness about the risks associated with neglect

and about the impact of bullying issues for children and families. The six factors include

attachment, knowledge of child and/or youth development, parental resilience, social

connections, support for parents, and social and emotional development wellbeing tips

for parents to help them cope with bullying issues.

Recapturing Delaware statistics dated back from the last three years up to date

follows: for DOE student enrollment, 153,319 students were provided services for 2010-

2011; 130,610 students were provided services for 2011-2012; 133,369 students were

provided services for 2012-2103; and the projected number for 2013-2014 is 133,369.

Services covered three counties: Kent (5 High Schools, 1 Vo-Tech, 7 Middle Schools, 28

elementary schools), New Castle (15 High Schools, 4 Vo-Techs, 32 Middle Schools, 62

elementary schools), Sussex (7 High Schools, 6 Vo-Tech, 32 middle schools, and 108 elementary schools) with a total of 18,071 staff (school and/or district) and 15,671 non-charter and/or charter schools (State of Delaware, 2016).

However, Delaware is the second smallest state within the United States, located on the Atlantic coast in the mid-Atlantic region of the United States. It was established in 1680 before the era of William Penn, and dates back to the early colonization of North America owned by European-American settlers, constructed of three counties (Kent, New Castle, Sussex). It is fringed to the south and west by Maryland, northeast by New Jersey, and north by Pennsylvania. Dover is the state capital, Jack Markell is the state governor, and Joseph "Beau" Biden, III, is the state attorney general. Delaware was founded on December 7, 1787, with a population of 925,749, and is one of the 12 United States to approve the new United States Constitution (United States Census Bureau, 2010).

**Studies on Anti-Bullying Programs**

According to statistics, schools that review and/or monitor their anti-bullying programs on a regular basis examine the programs' effectiveness and make changes in their policies to ensure that they reflect representative needs, as well as remain relevant and effective (Blueprints for Healthy Youth Development, 2014). Schools that incorporate a consistent approach in their efforts to combat bullying and enforce policies, rules, and regulations have proven successful. Bullying reduction signifies that anti-bullying programs on school premises are effectively progressing and have success to the extent where educators can focus on their main objectives of teaching students, and therefore, students can enjoy a more productive learning experience that will benefit their future (Syvertsen et al., 2009).

All schools face issues of bullying, but they share a common goal in eradicating bullying from their school environment. However, the outcomes and/or results vary when determining the effectiveness of their programs; some need timelines and examples from other schools to harvest from other positive experiences. The schools also need to learn to adapt to new techniques that can help their anti-bullying program efforts. Everyone benefits by sharing valuable counsel and workable solutions in the efforts to stop bullying. Although schools are significantly diversified in their student populations, staff, and size, it is difficult to compare results in determining the effectiveness of their individual programs because states utilize different models; however, this fact should not preclude them from sharing what they have learned.

Anti-bullying programs continue to make provisions for accommodating resources that schools can use to enhance their programs and implement various strategies to ensure the effectiveness of such programs. Redundantly enforcing strict behavioral rules, procedures, and/or guidelines, and requiring the parents' and/or legal guardian's signature forms before enrolling in all institutions or schools assist in setting the standards beforehand in order to prevent future bullying ("School Tout Success," 2010). The signature form contract holds students and parents accountable; if the contract is broken, the pre-established measures should be enforced by the school.

The fundamental goal should objectively and purposely align with trying to change students' behavior with means such as counseling or moral education in order to stop bullying. Alternative strategies should always be considered to help change the surreptitious mindset that negatively impacts and converts their behavior, leaving their peers to overcome these negative issues ("School Touts Success," 2010). In trying to

understand the mindset of the bully, statistics state that bullies use their behavior negatively towards their victims because they also have negative issues to overcome; it is possible that they have been victims in the past and therefore, they overpower their victims as a means of retaliation (Association for Psychological Science, 2013; Ralston, 2005).

Bullies have emotional, family, and financial issues that correspond to negative attitudes and can trigger the mind to bully. Bullies need opportunities to express their experiences with a trusted adult such as teachers and professional counselors to help them understand how to make positive choices. Positive steps in trying to understand the bully could possibly help teachers and counselors in guiding bullies to re-envision their encounters and change their lives. Bullying has been around for years, although it has resurfaced in a different light. It may take years to undo the damaged that has resulted, and anti-bullying programs form a process design for the purpose of safe school environments and an outlet for discussing bullying concerns.

Anti-bullying programs enforce a measureable means to eradicate bullying, restore unity, and structure learning environments in schools that are supported by parents and students (AERA, 2013). Educators constantly battle bullying in order to secure a safe learning environment that is unadulterated by prejudice and pain; bullying requires a united effort maneuvering towards an end to bullying which, in the end, will benefit everyone from the positive outcomes (AERA, 2013.).

According to the United States Society Public Health, bullying is one of the greatest health risks for children and youth (as cited in AERA, 2013). Bullying affects the victims, perpetrators, and even bystanders both immediately and long-term, and can

affect development and functioning for individuals across generations (AERA, 2013). In recent years, bullying events have risen to the front page of news reports that document how events lead to injuries, death, and even suicide. According to researchers Smith, Schneider, Smith, and Ananiadou (2007), this precipitated an investigative study of a comprehensive bullying prevention program. The bulk of educational research focused on effective bullying intervention strategies is consistent in stating the need and recommendation for a research-based, schoolwide, and comprehensive approach (Smith et al., 2007)

Smith et al. (2007) stated that consistent data collection that addresses the developing bullying and programs could be a solution without having to wait for legislators' permission to rectify bullying; consistent information is enough evidence that can be used the prevent bullying. According to Smith and colleagues, research on the effectiveness of school bullying interventions has lagged behind descriptive studies on this topic for far too long (2007). The literature on bullying intervention research has only recently expanded to a point that allows for synthesis of findings across studies; a meta-analytic study of school bullying intervention research across the 25-year period from 1980 through 2004 identified 16 studies that met the criteria for the research questions in this study (Smith et al., 2007).

The studies included 15,386 student participants (kindergarten through twelfth grade) from European nations and the United States. The authors discovered that intervention strategies produced meaningful and analytically important positive effects for about one-third of the variables (Smith et al., 2007). The authors indicated school bullying interventions produced modest positive outcomes and likely influenced

knowledge, attitudes, and self-perceptions rather than initiated bullying behaviors (Smith et al., 2007). The outcome variables in intervention programs are not meaningfully impacted; however, prevention and intervention programs are on the rise because of the mass violence among adolescents (Smith et al., 2007). Studies have relied exclusively on self-reporting surveys (Smith et al., 2007).

Self-reporting was utilized for years to collect data on bullying; however, statistics state that adolescents have been known for their lack of honesty, and when teenagers are labeled and/or categorized as being weak, this drew attention towards students and made them feel embarrassed (Smith et al., 2007). Many researchers have included these inconsistencies as factors in children's self-reporting surveys. Moreover, different measures allowed researchers to gather as much data as possible on the impact of adolescent bullying. These measures—self, peer, teacher's reports, as well as researcher observations and psychological testing—paved the way for advancements in the research that brought about many new programs designed to combat this prevalent problem (Smith et al., 2007).

Farrington and Ttofi (2009) included two databases—PsycINFO and ERIC—for their study which determined a large inclusive outcome of measures; eight studies were self-reported and 10 were the outcome of self-reporting victimization. During the period from 1983 through 2009, only 35 journals and 18 electronic databases focused directly on programs designed to reduce bullying in which the outcome variable measured bullying (Farrington & Ttofi, 2009). The following criteria and outcomes from the two databases were considered: a) the effects were internal validity which is the most important measure of effects in research; b) selection remained a main threat to internal validity

which reflected on pre-existing difference between experimental and control conditions; c) maturation reflected a continuation of pre-existing trends, history was caused by events during the same period as the intervention; d) testing consisted of pre-test and post-test in which the pre-test measurements caused a change in the post-test; and e) participation included kindergarten to high school (Farrington & Ttofi, 2009).

Coding features such as research design, sample size, publication date, location of the study, average age of children, and the duration and intensity of the anti-bullying program for both children and teachers were used in the study to identify reduction in bullying. Based on these features mentioned in the reviewed studies, researchers concluded that the time was "ripe" to organize a new program of research on the effectiveness of anti-bullying programs because the new era concerns awareness and utilizes online resources and databases (Farrington & Ttofi, 2009).

In another study, Low, Frey, and Brockman (2010) found that intervention studies show a reduction of bullying incidents during post-test when students are supported. Furthermore, Mayer (2012) found that variegated levels of intervention and consistency of utilizing data to guide actions are vital for impacting bullying issues. Historically, bullying has escalated because it has been ignored and underestimated (Mayer, 2012). Now researchers and practitioners are aware of previous evaluations of school-based bullying (Mayer, 2012). Preventive interventions may have many mixed results, but also acknowledging systematic approaches changes the aspect of schools' culture and helps students meet their social needs without bullying. Anti-bullying programs are effective programs when awareness is raised and educators are provided with a framework for action (Mayer, 2012).

**Uniformed Definition**

Defining bullying has been a challenge for those who have the task of creating action plans to support the federal, state, and district policies (Keashly & Neuman, 2010). Government pressure has escalated, and the demands on the schools have increased with results being much more high stakes. It is thought that these more intense measures might produce more compliance from schools to implement proper policies and measures to reduce bullying (Keashly & Neuman, 2010). However, between compliance and accountability there appears to be a struggle for schools to develop effective interventions for bullying in schools. An understanding of the scope of bullying and characteristics of bullies and victims is helpful when seeking to identify a uniformed definition of bullying.

The overall goals of bullying prevention should be to increase teacher awareness of bullying, to develop clear definitions of bullying, to establish guidelines that outline consequences for bullying, to hold people accountable, and to provide skill training and support to both bullies and victims (Keashly & Neuman, 2010). Bullying literature results find and suggest that bullying lacks consensus on a uniform definition in the research, which can vary by theoretical framework and research information, thereby leading to flawed policy if schools do not mandate a legal, uniform definition on bullying (Keashly & Neuman, 2010).

According to Keashley and Neuman (2010), the research on bullying may lead to flawed policy if the data is not being reported accurately. The statistics and research information regarding bullying that is reported to schools need to be accurate and concise. If this information is inaccurate or misleading, bullying issues in schools will not be resolved and programs may not be implemented to address the needs of both the bully

and victim of bullying (Keashly & Neuman, 2010).

**Anti-Bullying Programs**

Research on the effectiveness of school bullying interventions has lagged behind in descriptive studies on this topic (Merrell et al., 2008). Bullying intervention research expanded to a point that allows for synthesis of findings across studies (Merrell et al., 2008).

Since the meta-analytic studies of school bullying intervention research in 1980-2004, anti-bullying intervention programs focus on accountability and ensuring that bullying prevention programs make schools improve in providing a safe, positive environment for students to learn and to hold schools accountable (McCartney, 2005). McCartney (2005) reported that victims do not tell teachers or school administrators about being bullied because they fear that the bullying will get worse and they do not believe adults can or will do anything about the problem. Therefore, the intervention programs need further research due these kinds of communication challenges between students and staff that lead to unreported incidents of bullying.

Seeley, Tombari, Bennett, and Dunke (2009) reported that since the 1990s, reports show victims of bullying may face shooting or severe beatings. This triggered public action because now more than 20 states currently have laws that require schools to provide education and services directed towards the prevention of bullying. It has also been observed that anti-bullying interventions only target individual students. This strategy has been known to be ineffective (Seeley et al., 2011). The programs need to target the community, leaders, teachers, and parents, which will more effectively change the schools' ethos (Olweus, 1997). Schools need to develop effective intervention

strategies to influence individual behavior to reduce the risk of the effects of social and physical environments. In addition, data reporting needs to be addressed to combat bullying in schools to protect and prevent future problems such as bullying; although research has shown that certain interventions can be effective in dealing with this issue, more consistent and reliable research is needed (Seeley et al., 2011).

When children's lives are at risk by being bullied, intervention programs can be effective only if the programs target the entire community, which includes leaders, teachers, and parents, and hold them accountable regardless of political issues. Hillary Clinton stated, "It takes a village to raise a child" (1996). This principle should help people understand the risks and protective factors related to school bullying and should motivate them in the attempt to implement anti-bullying school intervention and prevention programs that provide service and support in Delaware schools. The leaders and politicians who implemented programs in their schools must monitor, review, and evaluate the effectiveness of these policies that are implemented in schools to combat bullying (Espelage & Swearer, 2010).

Bullying is common and persistent across all cultures and grade levels (Swearer et al., 2010). Data regarding bullying and findings show school violence requires change in culture and climate to improve school safety (Swearer et al., 2010). According to many scholars and policymakers, attention to preventive strategies in schools has risen. Vreeman and Carroll (2007) stated that the most known strategy involves implementation of new curricula and whole-school multidisciplinary interventions aimed to increase awareness, awareness on school violence, cognitive skills, conflict resolutions, and policy development. According to the authors, the ultimate goal of a whole-school

multidisciplinary program, such as the Olweus Bullying Prevention Program, is to generate an effective, comprehensive response and consequences for school violence (Vreeman & Carroll, 2007). Implementing this strategy to effectively decrease bullying and anti-social behavior through improving school climate and culture is a positive remedy (Vreeman & Carroll, 2007).

Throughout the current research study, the researcher focused on accurately reporting and implementing bullying awareness. According to Smith et al. (2007), bullying awareness is about evidence-based anti-bullying programs which have the power to restructure and change as needed or necessary to strengthen the school environment. It is important to teach all stakeholders how to handle, respond to, report, and identify bullying factors, and how to work together to reduce solidified strategies for bullying behavior that change the school culture, climate, or environment of the school sectors to ensure the safety of all children and allow them to learn in a safe environment (Ttofi & Farrington, 2011).

**Delaware Anti-Bullying Programs and Policy**

According to House Bill No. 7, Delaware mandated each school district to establish a policy on bullying prevention. Delaware prevention policy requires districts to implement a site-based committee to operate a prevention program. The established requirements appeal for schools to provide a statement prohibiting bullying in print or on their school website, written procedures for investigations or bullying instances must be provided for parents, and parents must be notified of any reported bullying instances, in addition to employees reporting reliable information in good faith.

The ultimate goal of the bill that created the school bullying prevention act is to provide a safer learning environment for students attending public schools and charter schools in the state of Delaware (Act to Amend Title 14, 2008). Bill No. 7's mission is to cease bullying through prevention and intervention methods and/or education programs in lieu of reducing and eliminating occurrences in the school environment. Each school is required to report bullying to the Delaware DOE to help Delaware create a safe learning environment and curtail suffering from bullying.

Delaware has identified reported incidents as a major social, emotional, and psychological health problem. Examination of the occurrences of these major distractors (physical, psychological, social hazards) needs to be enforced by surveying in order to monitor the frequency of occurrences and frequency of change. Measuring these factors may be diagnosed as a health problem that needs psychological intervention. This problem has pushed Delaware to reach an agreement for understanding between the Department of Education (DOE), Local Education Agencies (LEAS), and the Department of Services for Children, Youth, and their Families (DSCYF) on December 19, 2013. The Division of Prevention and Behavioral Health Services and Division of Youth Rehabilitative Services are unifying the processes and procedures that promote healthy school environments, minimizing distractors in order to create a climate for students and staff to accomplish their best work, and expecting that all students can succeed and that staff can implement supportive policies, collaborative relationships, along with effective evaluation processes to ensure that schools are designed to provide a safe, healthy, and supportive environment which fosters learning for the well-being of children. However,

the Delaware DOE has regulatory authority over public school districts (Delaware DOE, 2013.).

The state of Delaware regulators have tried every measure in an effort to find an authoritative level of procedures to help with the bullying issues within their state. Attorney General, Joseph "Beau" Biden, III, has other means for reporting bullying incidents beyond the school environment; he incorporated a bullying hotline through which anyone can call in anonymously ("Lieutenant Governor Denn and State Attorney Biden Announce," 2012). However, the system expects efficient and sufficient reports leading to descriptive occurrences such as date and place to investigate such allegations.

In addition, the Deputy Attorney General, Rhonda Denny, produced *Strings of Fear*, a bullying prevention movie in the state of Delaware (Denny & Williams, 2007). This movie was nominated for a "Prestigious 2007 TINNY Award" in the International Swansea Film Festival. TIINY points to the historic tin mines on which the regional economy developed (Denny & Williams, 2007). With the direction of director Joseph Williams, producer Rhonda Denny and students from different high schools across the state of Delaware performed at the Cab Calloway School of Arts located in Wilmington, Delaware.

Delaware continues to work hard and make the state a better, safer place for citizens to grow by incorporating the anti-bullying legislation into the bill and passing it into law ("Lieutenant Governor Denn and State Attorney Biden Announce," 2012). According to the bullying prevention law, the state mandates that all school districts prohibit bullying and revenge or false reporting against a target, witness, or anyone with legitimate information regarding a form of bullying (Act to Amend Title 14, 2008).

Each district is required to originate a policy which includes the following components: a statement prohibiting bullying, a definition of bullying, a school-wide bullying prevention program with clear provisional regulations, a coordinating committee to operate the program, a reporting system of any suspicion of bullying, a scheduled supervised classroom for non-classroom areas, a code identifying levels of consequences and retaliation procedures following a report with the release of a statement, parental notification procedures, and information on bullying activities (Delaware DOE, 2013). In addition, all incidents must be reported within five working days to the Delaware DOE; the schools must act as a liaison with contact information and communication procedures with its staff and the medical specialist that is involved in evaluating students' bullying issues. The program requires annual integration and implementation throughout the year within the school discipline policies and procedures.

According to the Delaware DOE (2013), this act should include a model for the districts to follow, provide liberty to human beings involved in reporting any bullying activity in the school environment, and require staff to report any bullying activity of any student under the age of the law (18) immediately to the appointed principal. Thereafter, the principal must file a written report with the Delaware DOE; the law also requires that the superintendent and designated program administrator, as well as charter school and/or alternative schools to report such incidents within five days of the incident directly to the Delaware DOE.

According to 14 Delaware Code § 4112D, failing to report bullying incidents in the state of Delaware or withholding information regarding an occurrence of bullying in school environments will compel the state to convene an internal investigation, and

consequences will be determine depending upon the reported outcome of such pending cases. Lack of reporting sends a 'lack of action' message, which causes a repeated form of bullying that reinforces the power of the bully by convincing the bully that bullying is acceptable. Bullying is unacceptable; this type of behavior should be acknowledged with a culture of openness, and with no hidden agenda because, according to 14 Del. C. § 202 (f), school staff are accountable for providing parents and/or legal guardians information on bullying activity. It should be the responsibility of each individual involved to be accountable so that there is an understanding that all reported issues are taken seriously.

 Acknowledging that safe learning environments are necessary for students to learn and achieve high academic standards, schools should strive harder to provide safe learning environments for all students and provide employees with a uniform approach to prevent bullying. According to the 14 Del. C. § 4112 to the pursuit of Delaware DOE school crime law, it is judicious to report information because it could lead to a school crime which may involve such acts as those reported to the police. Implementation of the bullying policy should be acknowledged and visible by posting the policy within the school community to raise awareness.

The state of Delaware also raises the standards of bullying by providing training during each calendar year. According to § 4112D Title 14 of the Delaware Code and § 617, Title II of Delaware Code, schools are now required to deliver one hour of training on how to identify and report criminal youth gang activity. However, the Department of Justice and the Delaware DOE mandate the training materials and prepare such materials in collaboration with law enforcement agencies, the Delaware State Education Association, the Delaware School Boards Association, and the Delaware Association of

School Administration to provide a uniform communication in each school year as mentioned in 14 Del. C. § 1305(e), between the board and district's education association regulations regarding reporting procedures and training.

The training procedures are contracted services with the Department of Justice and Delaware DOE. It is a processing procedure requiring the following accommodations: a timeline for training, the policy manual distribution process, procedures for processing students, procedures for notification, and procedures for reporting that are consist with the policy, as well as state and federal law and regulations that will be reviewed annually by superintendents in order to carry out the mandate of this policy in all schools within the state of Delaware.

According to Ttofi and Farrington (2011), anti-bullying programs are effective and are measureable in reducing bullying; therefore, the extant survey research aims to provide evidence to answer the researcher's questions identified below in reference to the Delaware Bullying Prevention Programs.

**Research Questions**

1. What are the attitudes of teachers about the state bullying intervention programs?

2. What are teachers' perceptions of the uniform definition of bullying?

3. What factors do teachers consider important for state bullying intervention programs?

4. What are teachers' perceptions of resources available for state bullying intervention programs?

**Chapter 3: Methodology**

The purpose of this research study is to determine teacher perceptions of the effectiveness of Delaware Bullying Prevention Programs and to gain knowledge of teachers' perceptions of bullying to ensure that children have means of support and solutions to make schools a safe place to learn. Descriptive literature has been limited on how schools were underreporting bullying incidents which prevented means for improvement (Petrosino et al., 2010). Therefore, this study aims to add knowledge and awareness that will support ways to report, track, and modify the incidence of bullying within the state of Delaware (Swearer, Espelage, Vaillancourt, & Hymel, 2010).

Chapter 3 describes the quantitative method design selected for the study and addresses the research methods that are used to conduct this study. Participants, instruments, data collection, and analysis of the data are also addressed. Survey research is a method of using questionnaires or conducting interviews to collect quantitative data from participants, and then statistically analyzing the data about responses to questions which test the research questions or hypotheses (Creswell, 2012).

In this study the researcher poses these questions to participants through research supported by a web-based survey, which permits a more feasible analysis that will add knowledge to previous studies to prevent bullying (Bethlehem & Biffignandi, 2012).

**Participants**

Participants in this study consist of secondary high school teachers in the state of Delaware. The researcher obtained a list of secondary educators from the Delaware DOE public domain database. These teachers were selected as participants for this study since many of the educators have experience working with the Bullying Prevention Programs

in Delaware and with victims of bullying, perpetrators of bullying, administrators, and community leaders who are involved in or lead committees focused on students' achievements and issues of concern for students and parents.

Experienced teachers working in secondary environments are able to identify changes since the inception and implementation of Bullying Prevention Programs. They can help identify the change in students' behavior, environment, attendance, and academics over a period of time, and identify changes that need to be implemented in the anti-bullying programs. The populations of secondary teachers are individuals who teach in high schools in the education setting.

As mentioned above, the researcher utilized the list of all secondary high school teachers within the state of Delaware from the Delaware DOE database. A large sample was used to conduct a web-based questionnaire for participants to complete and return to the researcher via email. The survey reports involving secondary teachers were kept strictly anonymous. The task was to use the surveys in conjunction with the Delaware bullying survey data from the Delaware public domain website to measure overall results in an effort to verify the effectiveness of the Delaware Prevention Program in preventing bullying.

**Instruments**

A web-based survey was used in this study. The researcher used a survey available in the public domain database called the Teacher Bullying Survey (see Appendix A). The survey was intended to measure variables such as behavior to answer the study's research questions. The survey consists of two sections. The first section for delivery and data collection was self-administered by the participants via the Internet.

The questions section consists of: a) the Teacher Profile section developed by the researcher to collect demographic data that includes the following: age, gender, position, years of teaching at current school, and total years of teaching in the state of Delaware; and a b) web-based version of the Teacher Bullying Survey section. The Teacher Profile section was used to gather information about the respondents' characteristics. The survey was used to evaluate the educator's perceptions of the effectiveness of Delaware Intervention Programs. The survey is anonymously created by an unknown author. The survey comprises 36 questions to show evidence of validity.

According to Creswell (2012), web-based, Internet, and survey instruments are becoming popular for collecting available data via computers. According to Creswell (2012), SurveyMonkey® is one of several software programs available for designing, gathering, and analyzing survey data with sample questions via the Internet. SurveyMonkey® is a web survey company located in the USA that provides software and instructions to create, gather, publish, and view the results of custom surveys (SurveyMonkey®, 2014).

The web-based SurveyMonkey® program assisted with quickly gathering extensive data in order to measure teacher perceptions. Data were derived from 125 participants using a Likert scale from the study to test teacher's opinions about the Delaware Bullying Intervention Programs. Construct validity of the Teacher's Bullying Survey mainly derived from it performing according to theoretical expectations. The creation of the research questions helped address the following questions: 1) What are the attitudes of teachers about the state bullying intervention programs? 2) What are teachers' perceptions of the uniform definition of bullying? 3) What factors do teachers consider

important for state bullying interventions programs? and 4) What are teachers'

perceptions of resources for state bullying intervention programs?

The researcher combined the attributes listed above, such as gender, age, years

employed in the district, total years in teaching, and location of school currently where

teaching (urban, rural, suburban), into three categories: New Castle County, Kent County,

and Sussex using P1 for participant one, P2 for participant two and so on.

**Procedures**

**Design.** The research used a survey research design. The researcher investigated

teachers' perceptions by "administering a survey to a sample or entire population of

people to describe the attitudes, opinions, behaviors, or characteristics of the population"

(Creswell, 2012; p. 376). According to Creswell, surveys provide useful information to

evaluate programs in schools. Electronic surveys such as SurveyMonkey® have

revolutionized survey research (Creswell, 2012).

Through the use of survey research design, the researcher collects data at one

point in time (Creswell, 2012). This design has the advantage of measuring current

practices, which provides information in a short amount of time, as in the time required

for administering the survey and collecting the information (Creswell, 2012, p. 377).

Once procedures were followed to gain permission from the Institutional Review

Board (IRB) at Nova Southeastern University, data collection commenced through a self-

administered, anonymous web-based survey delivered through SurveyMonkey®. In order

to strengthen the rate of return from participants the researcher sent a pre-notification

email, followed by an email with a brief cover letter and the link to be utilized to access

the survey instrument. One additional email reminder was sent out later at one week intervals. A final email reminder was forwarded to the participant.

Surveys were distributed to secondary educators via email with a link to the survey through the use of the Internet. The survey data that the researcher collected answers the study's research questions. The researcher acknowledged that participants' rights are protected, informed participants by email communication to participate in the web survey, and ensured that participation was entirely voluntarily. Ethical considerations when collecting quantitative data include that the participants' identities are protected by numerically assigning P for participant and 1 representing the name of the participant with each returned questionnaire with responses so as to keep responses strictly confidential. All study data, including the survey responses, are kept locked in a file cabinet in the researcher's classroom for at least 36 months and destroyed upon the completion of the study. Ethical issues have been addressed throughout each phase in the study to ensure confidentiality because the researcher realizes data may be deceptive and provide perspective and/or insight on the research topic and responses may not be articulate, perceptive, or clear.

**Data analysis.** The type of quantitative data and measures that were used during this study are teachers' perceptions of bullying and intervention programs using an affective scale to collect, measure, and analyze positive and negative effects on bullying. According to Creswell (2012), utilization of a web-based electronic data collection system ensures reliable and valid reports that are stable and consistent. The researcher provided a detailed report of the survey data for all participants using the Statistical Package for the Social Sciences 15.0 (SPSS), a popular statistical analysis software

package published by Prentice Hall, Incorporated (2006). All data have been organized and analyzed using SPSS. The data were entered into SPSS and data sheets were created.

**Limitations**

The researcher realizes that the possible limitations depend upon access to the data and that permission to utilize the data may be limited. Specifically, these limitations are related to the sample survey and the administration procedures. Also the participants in this study who were asked to self-report their perceptions of Delaware Bullying Intervention Programs may be another limitation if the questions were not answered accurately and honestly.

Using SurveyMonkey® via the Internet and email, the study was distributed in school settings using teachers' email addresses. Low response rates from the participants, establishing accuracy of emails, and ensuring that participants participate were limitations to the research. According to Creswell (2012), the possible limitations that could affect the internal validity could result from failures in the available technology resources, changes in participants' email addresses, and loss of data due to technical failures. According to Merrell, Cohn, and Tom (2011), losing data that is needed during the collection process to further validate the researcher's study could limit the use of meaningful participant responses from being included for the researcher's reliable, valid responses to be measured. Also, the subject population is over a hundred and voluntary, so low responses could be a limitation as well (Creswell, 2012).

The documents may be incomplete, inauthentic, or inaccurate if participants are not honest which could be a threat to external validity (Creswell, 2012). A cover letter was issued to participants explaining the intent of the study to assure that the information

provided by participants would remain confidential and that surveys would not require teachers to provide their names.

In addition, the researcher realizes that many factors identified below may limit a researchers' ability to draw valid responses from the sample. During this study, the researcher drew conclusions by selecting a large sample to reduce low responses from participants by utilizing an instrument with clear, unambiguous questions and by utilizing a rigorous procedure to reduce nonresponse error (Creswell, 2012). These limitations can induce low responses from email web-based surveys along with technological problems. Problems with junk mail, changes of email addresses, and bias towards certain demographic groups that tend to use computers, and effective economical surveying may also be limiting factors (Creswell, 2012). Therefore, the researcher used a large sample to conduct the survey in order to prevent low responses.

**Chapter 4: Results**

Chapter 4 represents the analysis of data collected in the study of Secondary

Teacher's Perceptions of Delaware Bullying Intervention Programs. Using a descriptive

research design, this study followed a survey protocol and was administered via the

Internet. The survey consisted of two sections: a) a web-based teacher profile section

developed by the research to gather demographic data such as position, years of teaching

in the state of Delaware, and current location, and b) a web-based version of the Teacher

Bullying Survey section by anonymous author (see Appendix A).

**Survey Responses**

Of the 125 secondary teachers invited to participate in the bullying study, seven e-

mail addresses were returned undeliverable; removal of those seven email addresses

yielded 118 valid participates. Among the 118 participants only 75 email addresses were

released from Sussex County, zero from Kent County, and a link sent to New Castle to

self-administer the survey themselves. Upon approval from New Castle County a link

was sent via email to distribute through the means of a newsletter from the district. Email

addresses were not provided from Kent or New Castle County; however, New Castle

County led the survey and left the decision upon administration discretion to deliver the

survey. Kent County did not participate. Of the 118 invited only 81 individuals

responded. This represented 69% overall response rate of return of the survey (see Table

1).

Table 1

*Survey Response Rates*

| Step | Number Returned | Total |
|---|---|---|
| Notification email with brief cover letter and link | 44 | 37.00% |
| One additional email reminder | 1 | 1.00% |
| Final email reminder | 36 | 31.00% |
| Total | 81 | 69.00% |

*Note.* 120 potential participants, 81 participants

## Demographic Data

Participants responded to attributes in the Teacher Profile section of the instrument to gather information from experienced individuals who teach and work in secondary school environments that can identify changes implemented in the bullying prevention program. Data collected were used to identify effective bullying intervention programs in Delaware by using participants' opinions of variables modified over a period of time and possible changes from the responses of the survey to ensure Delaware Intervention Programs are effective (see Table 2).

Table 2

*Number of Responses*

| County Respondent | Number Returned | Total |
|---|---|---|
| New Castle | 34 | 42.00% |
| Kent | 0 | 0.00% |
| Sussex | 47 | 58.00% |
| Total | 81 | 100.00% |

*Note.* Kent County did not participate

**Length of Time at Current School**

Table 3 represents the number and percentages of responses in this study for each participant for number of years at current school. At least 43.78% of participants worked at the current school for at least 10 years or more. One respondent in this study did not respond to the question.

Table 3

*Current Years at Current School*

| Years | Responses | Total |
|-------|-----------|-------|
| 1–2 years | 20 | 25.00% |
| 3–5 years | 13 | 16.25% |
| 6–9 years | 12 | 15.00% |
| 10 years or more | 26 | 43.78% |
| Total | 81 | 100.00% |

Table 4 represents the age of participants during the process of administering survey on Secondary Teachers' Perceptions on Delaware Bullying Intervention Programs.

Table 4

*Age of Respondent*

| Age | Responses | Total |
|-----|-----------|-------|
| Under 25 | 0 | 0.00% |
| 25 years – 32 years | 2 | 0.03% |
| 33 years – 43 years | 35 | 43.00% |
| 44 years – 54 years | 30 | 37.00% |
| 55 years – 65 years | 14 | 17.00% |
| 66 years or older | 0 | 0.00% |
| Total | 81 | 100.00% |

**County**

Table 5 represents the current county and location where the respondents currently work. Over 50% of the respondents represented Sussex County. Kent County did not participate. The other county represents New Castle County.

Table 5

*County*

| County | Responses | Total |
|--------|-----------|-------|
| New Castle | 37 | 46.00% |
| Kent | 0 | 0.00% |
| Sussex | 44 | 54.00% |
| Total | 81 | 100.00% |

**Research Questions**

This section restates the research questions and discusses the data analysis and results of the survey. Data were summarized using Likert scale to determine teachers' perceptions about the effectiveness of the positive and negative bullying behaviors to determine the effectiveness of the Bullying Intervention Programs in the state of Delaware. Seven sections of the survey followed a Likert scale which consist of the following: never, sometimes, often, always, or don't know; not once in 4 weeks, once or twice in 4 weeks, every week, daily, or don't know; strongly disagree, disagree, agree, strongly agree, or don't know; never, sometimes, often, always, or don't know; not in place, being developed, in place, not sure, don't know; very, somewhat, or not at all; yes or no.

**Research Question 1**

What are the attitudes of teachers about the state bullying intervention programs?

To address this question a survey was administered called "Teacher Bullying Survey". Data collected from participants' responses from survey questions 1, 2, 5, 6, and 7 helped the researcher analyze the attitudes of teachers regarding the state bullying intervention programs in the state of Delaware. According to Lester and Maldonado (2014), the majority of current research on bullying excluded viewpoints of teachers. However, it was necessary to include teachers to investigate the perceptions of teachers because they are key role leaders in the intervention programs (Lester & Maldonado, 2014, p. 4). Responses collected verify that secondary teachers were included in this study.

Examining the viewpoints of teacher's can increase a school's awareness of bullying and ensure that bullying is dealt with in the future. To gain a deeper understanding the author targeted experienced secondary teachers by collecting data for survey question 2 to determine the attitudes about the state bullying intervention programs. Questions 5 and 6 proved that bullying programs exist in the state of Delaware and data were collected based on secondary teachers' opinions regarding the degree that initiatives are in place at schools in Delaware.

According to Erdogdu (2016), it is fundamental not only to define bullying but recognize and state its' type and the frequency to distinct the identities. Furthermore, bullying can escalate to a large mass in schools if intervention programs do not provide intervention tools to address bullying and set initiative in place. Data collected indicated

that the state of Delaware has initiative set in place. The narratives of data collected from survey questions 1, 2, 5, 6, and 7 are discussed below.

**Survey Question 1**

What is your position?

For this first question 79 individuals responded and two skipped the question out of the 81 total participants. The survey was a study conducted on secondary teachers' perceptions; 58 participants stated current position as a classroom teacher, whereas three stated teacher assistant, one guidance counselor, and one social worker. It is possible that all positions that indicated teacher status could be from New Castle County due to the restricted limitation and not having email addresses provided and rather sending a link in a newsletter that is available to the entire body of the school (see Table 6).

Table 6

*Teachers' Position Response Rates*

| Position | Responses | Percentages |
| --- | --- | --- |
| Classroom Teacher | 58 | 73.42% |
| Teacher Assistant | 3 | 3.80% |
| Guidance Counselor | 1 | 1.27% |
| Social Worker | 1 | 1.27% |
| Behavioral Technician | 0 | 0.00% |
| Other | 16 | 20.25% |
| Total | 79 | 100.00% |

*Note.* Only 79 out of 81 responded

**Survey Question 2**

How long have you been at your school?

Overall, 80 individuals responded to this question; 80 out of 81 responses showed

43.75% respondents being employed at current school for at least 10 years or more,

16.25% employed 3–5 years, and 15% employed 6–9 years at current school location.

The research anticipated that experienced teachers should be able to identify factors

within the state bullying program that would help the researcher determine if the bullying

intervention programs in Delaware are effective (see Table 7).

Table 7

*Length of Time Rate Responses*

| Time at Your School | Responses | Percentages |
|---|---|---|
| 1–2 years | 20 | 25.00% |
| 3–5 years | 13 | 16.25% |
| 6–9 years | 12 | 15.00% |
| 10 years or more | 35 | 43.75% |
| Total | 80 | 100.00% |

*Note.* 80 responded out of 81 participants, 1 skipped

**Survey Question 5**

Indicate the degree to which each of the following bullying prevention initiatives is in

place at your school this year by clicking ONE response for each initiative.

Data shown prove that information is being addressed at the school level. Overall,

at least 32.91% believe bullying information is in place throughout their school (see the

table in Appendix B). According to Rose, Monda-Amaya, and Espelage (2011), it is

imperative that stakeholders do not underestimate the roles of individuals who

participate, observe, or report. Recognizing the individuals who help them further reduces

incidents. The main problem with bullying is the act of perpetrators; it is a critical issue

that needs to be addressed by dealing with combating/preventing and addressing the issue of bullying (Rose at el., 2011).

**Survey Question 6**

Does your school have a bullying prevention program in place? If yes, proceed to next questions. If no, proceed to question (How safe do you feel in your school?).

Table 8

*Bullying Prevention Program in Place Response Rates*

| Bullying Program | Responses | Percentages |
|---|---|---|
| Yes | 56 | 70.00% |
| No | 24 | 30.00% |
| Total | 80 | 100.00% |

*Note.* 80 responses out of 81 participants, 1 participant skipped

**Survey Question 7**

Who are the primary recipients of your bullying prevention program?

Researchers have contended that increased adult awareness and intervention is essential to stop bullying within schools. According to data collected, it is imperative that both educators and administrators unite forces to prevent bullying within the school systems. The following date reflect mixed perceptions: 46.91% students, 18.52% classroom teachers, 24.69% school administrators, 7.41% guidance counselors, 1.23% parents, and 1.23% community volunteers. The depth of information collected about primary recipients is a vital element in integrating a bullying program which needs evaluation to provide students opportunities to make their voices heard (Morrow, Hooker, & Cate, 2015) (see Table 9).

Table 9

*Primary Recipient Response Rates*

| Recipients | Responses | Percentages |
|---|---|---|
| Students | 38 | 46.91% |
| Classroom teachers | 15 | 18.52% |
| School administrators | 20 | 24.69% |
| Guidance counselors | 6 | 7.41% |
| Bus drivers, cafeteria staff, caretakers | 0 | 0.00% |
| Parents | 1 | 1.23% |
| School board personnel | 0 | 0.00% |
| Police | 0 | 0.00% |
| Community volunteers | 1 | 1.23% |
| Total | 80 | 100.00% |

*Note.* 80 responded, 1 participant skipped

**Research Question 2**

What are teacher's perceptions of the uniform definitions of bullying?

Survey questions 3, 4, 17, 18 19, and 20 were used to answer research question 2.

The findings data revealed that secondary teachers understood bullying as it was outlined

in the school anti-bullying program. According to Whitson (2015), bullying has been

defined as hostile actions reoccurring over a period of time. Whitson (2015)

recommended that adults of the school need to be the primary person responsible for

assuring that the problem of bullying is understood and addressed with clear goals,

mission, policies, and consequences that are set in place for all students, including the

bully, the victim, the by-stander, and all other perpetrators.

Teachers must be aware that bullying is taking place in their classrooms,

hallways, and other areas throughout the building. Teachers gain knowledge through

awareness and providing in-school and in-service training to increase teachers'

knowledge to gain and maintain remedies on how to deal with bullying issues in the

schools. Bullying is unacceptable and cannot be ignored. According to Ribakova,

Valeeva, and Merker (2016), anti-bullying programs are used to justify complex forms of

bullying or correct bullying issues in schools. It is necessary to consider the structure of

bullying to end the essence of bullying; schools must aim to find preventive ways to

reduce bullying and ensure that all stakeholders understand its policies (Ribakova et al.,

2016).

Question 3 revealed that bullying occurs in different locations in the schools, and

question 4 indicated areas that students' are at risk of being bullied in the school.

Responses to questions 17, 18, 19, and 20 revealed that students and teachers understood

bullying, the reporting procedures, and the strategies, and the programs have clear rules

outlining the consequences of bullying in the state of Delaware anti-bullying programs.

The outcome of the findings are mentioned and identified below.

**Survey Question 3**

Think about the past four weeks, then indicate the frequency with which bullying occurs

in each of the following locations by clicking ONE response for each of them. If a

location is not applicable to your child's school, do not respond.

Eighty-one secondary teachers in the state of Delaware answered a question

regarding the frequency with which bullying occurs in certain locations within the school

environment. Respondents answered 15 questions using a Likert scale. The Likert scale

choices were: not once in four weeks, once or twice in four weeks, every week, daily, or

don't know. Data collected from this question were used to accurately understand the

frequency of students being bullied and study the patterns of change over the duration of time. On average 50 percent or more reported students being bullied in different locations as identified in Table 10.

Table 10

*Frequency Which Bullying Occurs*

| Different Locations Bullying Occurs | Not once in 4 weeks | Once or twice in 4 weeks | Every week | Daily | Don't know | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Classrooms | 23.75% 19 | 38.75% 31 | 15.00% 12 | 15.00% 12 | 7.5% 6 | 80 | 2.44% |
| Hallways | 13.58% 11 | 24.69% 20 | 16.05% 13 | 29.63% 24 | 16.05% 13 | 81 | 3.10% |
| School entrance and/or exits | 16.25% 13 | 20.00% 16 | 12.50% 10 | 17.50% 14 | 33.75% 27 | 80 | 3.33% |
| Library | 18.75% 15 | 17.50% 14 | 3.75% 3 | 2.50% 2 | 57.50% 46 | 80 | 3.63% |
| Computer rooms | 17.72% 14 | 20.25% 16 | 8.86% 7 | 2.53% 2 | 50.63% 40 | 79 | 3.48% |
| Gymnasium | 11.39% 9 | 16.48% 13 | 18.99% 15 | 12.66% 10 | 40.51% 32 | 79 | 3.54% |
| Change room or locker | 11.39% 9 | 8.86% 7 | 11.39% 9 | 12.66% 10 | 55.70% 44 | 79 | 3.92% |
| Washrooms | 13.75% 11 | 6.25% 5 | 10.00% 8 | 16.25% 13 | 53.75% 43 | 80 | 3.90% |
| School bus | 13.92% 11 | 8.86% 7 | 17.72% 14 | 16.46% 13 | 43.04% 34 | 79 | 3.66% |
| Playground | 10.13% 8 | 7.59% 6 | 6.33% 5 | 15.19% 12 | 60.76% 48 | 79 | 4.09% |
| On the way to and from school | 11.39% 9 | 13.92% 11 | 11.39% 9 | 12.66% 10 | 50.63% 40 | 79 | 3.77% |
| Lunchroom/ eating area/ cafeteria | 13.75% 11 | 13.75% 11 | 12.50% 10 | 22.50% 18 | 37.50% 30 | 80 | 3.56% |
| Parking lot | 16.25% 13 | 12.50% 10 | 5.00% 4 | 10.00% 8 | 56.25% 45 | 80 | 3.78% |
| Areas off school property | 8.86% 7 | 15.19% 12 | 13.92% 11 | 13.92% 11 | 48.10% 38 | 79 | 3.77% |
| On field trips | 22.50% 18 | 12.50% 10 | 5.00% 4 | 3.75% 3 | 56.25% 43 | 80 | 3.59% |

*Note.* Total of 81 responded

## Survey Question 4

Indicate how often students are at risk of being bullied during each of the following periods by clicking ONE response for each period.

Data collected in reference to the students being at risk based on each of the

following factors identified in Table 11 reflect a collective of 81 respondents and a daily

average of 3% response rate of someone being bullying during school on school property

(see Table 11).

Table 11

*At Risk of Being Bullied Response Rates*

| Different Locations Someone is Bullied | Never | Sometimes | Often | Always | Don't Know | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Before school | 5.06% 4 | 31.65% 25 | 18.99% 15 | 24.05% 19 | 20.25% 16 | 79 | 3.23% |
| During classes | 12.35% 10 | 45.68% 37 | 13.58% 11 | 20.99% 17 | 7.41% 6 | 81 | 2.65% |
| Between classes | 3.70% 3 | 32.10% 26 | 27.16% 22 | 11.11% 9 | 11.11% 9 | 81 | 3.09% |
| During break periods (spares, lunch, recess) | 3.70% 3 | 29.63% 24 | 24.69% 20 | 16.05% 13 | 16.05% 13 | 81 | 3.21% |
| After school | 3.75% 3 | 28.75% 23 | 18.75% 15 | 21.25% 17 | 21.25% 17 | 80 | 3.34% |
| On school field trips/during school/ school field trips | 11.25% 9 | 33.75% 27 | 7.50% 6 | 31.25% 25 | 31.25% 25 | 80 | 3.23% |
| School extracurricular activities | 7.50% 8 | 42.50% 34 | 5.00% 4 | 26.25% 21 | 26.25% 21 | 80 | 3.14% |
| On weekends | 5.06% 4 | 21.52% 17 | 10.13% 8 | 36.71% 29 | 36.71% 29 | 79 | 3.68% |

*Note.* 81 responded

**Survey Question 17**

Do students/teachers understand the reporting procedures?

Forty-four of the 81 participants indicated that they agree students and teachers

understand reporting procedures. At a 57.14% rate of response teachers believe reporting

procedures are understood. McMurrer-Shank (2010) stated that bullying is an ongoing

problem everywhere; however, establishing anti-bullying policies and programs is

required to ensure that a bullying is understood and reported (see Table 12).

Table 12

*Students and Teachers Understand Reporting Procedures Response Rates*

| Reporting Procedures Understood | Responses | Percentages |
| --- | --- | --- |
| Agree | 44 | 57.14% |
| Disagree | 16 | 22.08% |
| Strongly agree | 10 | 22.08% |
| Strongly disagree | 7 | 6.49% |
| Total | 77 | 100.00% |

*Note.* 77 out of 81 participants responded, 4 skipped

**Survey Question 18**

Do students understand the strategies outlined in the anti-bullying program?

To understand the nature of responses collected, the data suggests various strategies that help reduce bullying behavior of students and create a better learning environment (Jan & Shafqat, 2015) (see Table 13).

Table 13

*Students Understand Strategies Outlined Response Rates*

| Strategies Understood | Responses | Percentages |
| --- | --- | --- |
| Strongly agree | 7 | 9.33% |
| Agree | 39 | 52.00% |
| Disagree | 22 | 29.33% |
| Strongly disagree | 7 | 9.33% |
| Total | 75 | 100.00% |

*Note.* 79 participants responded, 6 skipped

**Survey Question 19**

Do teachers understand the strategies outlined in the anti-bullying program?

Data showed that 55.13% agree that the strategies are understood as outlined in the anti-bullying program, while only 29.49% disagree and 1.28% strongly disagree. According to Husain and Jan (2015), teachers should encourage peer support systems that help other professionals monitor the frequently used strategies to promote the anti-bullying program (see Table 14).

Table 14

*Teachers Understand the Strategies Outlined Response Rates*

| Teachers | Responses | Percentages |
| --- | --- | --- |
| Agree | 43 | 55.13% |
| Disagree | 23 | 29.49% |
| Strongly agree | 11 | 14.10% |
| Strongly disagree | 1 | 1.28% |
| Total | 78 | 100.00% |

*Note.* 78 out of 81 responded, 3 skipped

**Survey Question 20**

Does the anti-bullying program have clear rules outlining the consequences of bullying?

Fifty-six percent of participants agree that the anti-bullying program has clear rules and consequences, 29.33% disagree, 9.33% strongly agree that the program has clear rules and consequences, and 5.33% strongly disagree. This question addresses the research question regarding understanding the concept of bullying and having a clear definition of bullying as outlined in the anti-bullying program (see Table 15).

**Research Question 3**

What factors do teachers consider important for state bullying intervention programs? According to research conducted by the researcher and data collected from survey questions 8, 9, 11, 10, 12, 15, 16, 24, and 25, all factors are considered important in

addressing behaviors and creating a safe learning environment for all children; however, the most important factor considering state bullying intervention programs is increasing awareness of the problems in schools and training. The other primary concern is to provide a safe, secure, and structured school to ensure intervention programs hold individuals accountable for their actions and monitor all reports and incidents.

Table 15

*Anti-Bullying Programs Clear Rules/Consequences Response Rates*

| Clear Rules/Consequences | Responses | Percentages |
|---|---|---|
| Agree | 42 | 56.00% |
| Disagree | 22 | 29.33% |
| Strongly agree | 7 | 9.33% |
| Strongly disagree | 4 | 5.33% |
| Total | 75 | 100.00% |

*Note.* 75 out of 81 responded, 6 skipped

Teachers prefer authority over intervention programs because it is the leaders who drive the forces in schools to ensure safety and supportive school climates. Question 8 indicated that administration leads intervention programs in the state of Delaware. According to Cornell and Bradshaw (2015), it is imperative that leaders model procedures that lead to successful programs and utilize the intervention program as a guide for non-tolerant environments in which students feel respected and supported.

Questions 8, 9, 10, 11, 12, 15, 16, 24, and 25 reflected data regarding various roles in creating and solving problems which require proper training that outlines the anti-bullying programs to ensure schools are safe and bullying is reduced. Secondary teachers' responses were collected to verify factors that are important to them.

According to research conducted by Willford (2015), a platform for enhancing training, as well as providing initiatives for bullies, victims, and by-standers.

Willford believes providing educational opportunities within the intervention programs should target knowledge, attitudes, and beliefs of the working staff to improve bullying involvement. Studies conducted by Willford (2015) reports a great number of teachers needed additional training, on how to effectively intervene with all forms and types of bullying behaviors.

**Survey Question 8**

Who is involved in delivering the bullying prevention program in your school?

Data collection in question 8 revealed that 24.69% classroom teachers, 49.38% school administrators, 22.22% guidance counselors, 1.23% school board personnel, 1.23% ministry of education personnel, and 1.23% professional consultants delivered the bullying prevention program in the schools. It is a nationwide problem that could be prevented (Jan & Shafqat, 2015). Data suggested that everyone can be involved in transforming evidence based aspects of bullying prevention programs, but when school leaders deliver the school based bullying prevention programs that lead to positive results it sets the tone and culture of the environment in the schools. It helps students to develop, monitor, and reinforce anti-bullying policy, and involvement on the part of teachers and parents must ensure supervision in school surroundings. It creates a healthy disciplinary environment when guided by educators and policymakers; it formulates peer supported groups (Jan & Shafqat, 2015) (see Table 16).

**Survey Question 9**

Who is the lead on the bullying prevention committee?

Question 11 captures 81 responses regarding who are the lead and/or responsible persons on the bullying committee. Eighty-one percent stated administration leads the bullying prevention committee. According to Lipka and Roney (2013), seeking supportive school cultures involves administrators strategically engaging students to listen and involve students in helping them create and lead a supportive culture (see Table 17).

Table 16

*Involvement in Delivering the Bullying Prevention Program Response Rates*

| Deliverance of Program | Responses | Percentages |
|---|---|---|
| Classroom teachers | 20 | 24.69% |
| School administrators | 40 | 49.38% |
| Guidance counselors | 18 | 22.22% |
| Parents | 0 | 0.00% |
| School board personnel | 1 | 1.23% |
| Ministry of education personnel | 1 | 1.23% |
| Professional consultants | 1 | 1.23% |
| Police | 0 | 0.00% |
| Total | 81 | 100.00% |

*Note.* 81 participants responded

Table 17

*Lead Bullying Prevention Committee Response Rates*

| Position | Responses | Percentages |
|---|---|---|
| Administration | 81 | 100.00% |
| Deans | 0 | 0.00% |
| Total | 81 | 100.00% |

*Note.* 81 responded

**Survey Question 10**

People play various roles in creating and/or solving the problem of bullying. Indicate

which of the people/roles listed below are addressed in your bullying prevention

program?

Data collected support and show recognition that bullying is deeply connected to

the whole school culture. The participants responded as follows: 71.60% are individuals

who bully and 53.09% are groups/gangs who bully. According to Rose at el. (2015),

stakeholders should not take roles lightly when solving problems to ensure the reduction

in bullying occurs at schools. Each individual partakes in a role to help stop bullies and

prevent people from being bullied (see Table 18).

Table 18

*People/Roles in Solving Problem Response Rates*

| Role | Responses | Percentages |
| --- | --- | --- |
| Individuals who bully | 58 | 71.60% |
| Groups/gangs who bully | 43 | 53.09% |
| Individuals who encourage bullying | 46 | 56.79% |
| Individuals who intervene bullying | 43 | 53.08% |
| Parents | 47 | 58.02% |
| School administrators | 57 | 70.37% |
| Bus drivers, cafeteria staff | 33 | 40.74% |
| Individuals who are victimized | 47 | 58.02% |
| Peers not involved in bullying | 28 | 34.57% |
| Guidance counselors | 52 | 64.20% |
| Classroom teachers | 53 | 65.43% |
| Total | 81 | 100.00% |

*Note.* 81 participants responded

**Survey Question 11**

Indicate the extent to which your bullying prevention programs are having the following results by clicking ONE response for each statement.

Table 19

*Extent to Which Bullying Prevention Programs Are Having Results Response Rates*

| Bullying Prevention Programs Results | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| School personnel use more effective strategies to stop bullying | 4.94% 4 | 23.46% 19 | 45.68% 37 | 7.41% 6 | 18.52% 15 | 81 | 3.11 |
| Students use more effective strategies to stop bullying | 13.58% 11 | 30.86% 25 | 27.16% 22 | 6.17% 5 | 22.22% 18 | 81 | 2.93 |
| Trustees, school council members are directly involved in solving the problem of bullying at our school | 11.11% 9 | 25.93% 21 | 20.99% 17 | 6.17% 5 | 35.80% 29 | 81 | 3.30 |
| Community members are directly involved in solving the problem of bullying at our school | 13.92% 11 | 22.78% 18 | 25.32% 20 | 5.06% 4 | 32.91% 26 | 79 | 3.20 |
| The number of bullying incidents has decreased | 7.50% 6 | 23.75% 19 | 20.00% 16 | 5.00% 4 | 43.75% 35 | 80 | 3.54 |
| The severity of reported bullying incidents has decreased | 7.50% 6 | 21.25% 17 | 22.50% 18 | 3.75% 3 | 45.00% 36 | 80 | 3.58 |
| The atmosphere at the school is generally more positive and peaceful | 12.50% 10 | 25.00% 20 | 38.75% 31 | 7.50% 6 | 16.25% 13 | 80 | 2.90 |

*Note.* 81 responded

Children are all at risk of being bullied at some point in their life. They will experience some type or form of bullying one way or another, so they all are at risk. No particular person can stop bullying, but a group effort from teachers, school administrators, community members, parents and guardians, and students can help implement protective measures. According to Gonzales (2014), it will take the whole body to participate in decreasing bullying incidents. The data collected support this study as follows: 32.91% community leaders, 35.80% trustees, 43.75% bullying decreased, and

45% severity reported. The data indicated that administrators need to corroborate annual findings regarding the reduction of bullying incidents (see Table 19).

**Survey Question 12**

How safe do you feel in your school?

Eighty-one responses showed that 58.02% felt very safe, 27.16% feel somewhat safe, and 14.81% don't feel safe at all. Gonzales (2015) indicated that when individuals work together as a team towards a common goal, it requires effective communication. It motivates employees and creates a less stressful environment. Teachers' perceptions about being safe and honest impacted a positive culture; stimulating positive forces helps build confidence and creates effective results. Schools need to conduct a communication appraisal and create support groups to help others feel safe (see Table 20).

Table 20

*How Safe Do You Feel Response Rates*

| Safe | Responses | Percentages |
| --- | --- | --- |
| Very | 47 | 58.02% |
| Somewhat | 22 | 27.16% |
| Not at all | 12 | 14.81% |
| Total | 81 | 100.00% |

*Note.* 81 responded

**Survey Question 15**

Do the school leaders train staff to be an active presence in the school?

Question 17 reflects the following responses: 20% strongly agree, 48.75% agree, 26.25% disagree, and 5% strongly disagree that school leaders train staff to be an active presence in the school. Overall, 48.75% agree that leaders train staff; Notar and Padgett

(2013) believe when leaders influence and train their staff to address bullying, it prevents bullying (see Table 21).

Table 21

*School Leaders Train Staff Response Rates*

| Train | Responses | Percentages |
|---|---|---|
| Strongly agree | 16 | 20.00% |
| Agree | 39 | 48.75% |
| Disagree | 21 | 26.25% |
| Strongly agree | 4 | 5.00% |
| Total | 80 | 100.00% |

*Note.* 80 responded, 1 skipped

**Survey Question 16**

Has your building administrator outlined the program and how to report bullying?

At least 54.43% agreed that building administrators have outlined a program and addressed the criteria for reporting bullying. Data collection systems reported effective communication tools prevent bullying, through ensuring that reports are outlined accordingly and officials are praised for such outstanding commitment (McMurrer-Shank, 2010) (see Table 22).

**Survey Question 24**

Does the anti-bullying program train you how to be an engaged by-stander?

Out of the 81 participants only 78 responded to this question. Three decided to skip this question. The 78 responses reflect the following: 46.15% agree anti-bullying programs provide training on how to be an engaged by-stander, 44.87% disagree whereas 7.69% strongly agree, and 1.28% strongly disagree (see Table 23).

Table 22

*Administrators Outlined Program and Reporting Procedures Response Rates*

| Outlined/Reporting Program | Responses | Percentages |
|---|---|---|
| Agree | 43 | 54.43% |
| Disagree | 17 | 21.52% |
| Strongly agree | 14 | 17.72% |
| Strongly disagree | 5 | 6.33% |
| Total | 79 | 100.00% |

*Note.* Out of 81 participants, 79 responded, 2 skipped

Table 23

*Anti-Bullying Program Trains Engaged By-Stander Response Rates*

| Train | Responses | Percentages |
|---|---|---|
| Agree | 36 | 46.15% |
| Disagree | 35 | 44.87% |
| Strongly agree | 6 | 7.69% |
| Strongly disagree | 3 | 1.28% |
| Total | 78 | 100.00% |

*Note.* 78 responded, 3 skipped

**Survey Question 25**

In the past year, do you feel that bullying has been reduced in the following areas?

Eighty-one participated in answering the question regarding decreased bullying in certain areas identified in Table 24. Of the 81 responses at least 40% agree that bullying has been reduced in areas such as bus, bus-stop, hallways, restrooms, and cyber-based areas in the schools (see Table 24).

Table 24

*Bullying Reduced Response Rates*

| Areas of Bullying Being Reduced | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Bus | 5.00% 4 | 21.25% 17 | 43.75% 35 | 5.00% 4 | 25.00% 20 | 80 | 3.24% |
| Bus-stop | 5.06% 4 | 17.72% 14 | 40.51% 32 | 6.33% 5 | 30.38% 24 | 79 | 3.39% |
| Hallways | 5.00% 4 | 36.25% 29 | 42.50% 34 | 5.00% 4 | 11.25% 9 | 80 | 2.81% |
| Playground | 5.06% 4 | 17.72% 14 | 34.18% 27 | 2.53% 2 | 40.51% 32 | 79 | 3.56% |
| Cafeteria | 7.59% 6 | 29.11% 23 | 36.71% 29 | 3.80% 3 | 22.78% 18 | 79 | 3.05% |
| Classrooms | 12.35% 10 | 44.44% 36 | 29.63% 24 | 3.70% 3 | 9.88% 8 | 81 | 2.54% |
| Restrooms | 6.25% 5 | 20.00% 16 | 50.00% 40 | 5.00% 4 | 18.75% 15 | 80 | 3.10% |
| Cyber-based | 2.47% 2 | 18.52% 15 | 40.74% 33 | 22.22% 18 | 16.05% 13 | 81 | 3.31% |

*Note.* 81 responded

Survey questions 13, 14, 15, 21, 22, 23, and 26 answered research question 4.

According to Roberts (2011), teachers are critical role players in the management and

prevention implementation process of school anti-bullying programs. Rhetorically,

teachers' perceptions towards bullying intervention are needed to determine how

supportive they perceived interventions would have been or how they will change

(Roberts, 2011). Resources are tools that help to prevent bullying in schools. When

bullying occurs in schools, teachers are more likely to use and implement intervention to

help school and local authorities design more effective programs. Understanding the

fundamental foundation of bullying intervention programs plays integral part in

preventing school bullying (Langevin & Prasad, 2012). Solutions to these challenges can

include teachers' perceptions from administered surveys to understand what resources are

not available and what resources are needed to reduce incidents of bullying.

The data collected from the participants' responses on questions identified above provided knowledge about bullying preventive solutions and strategies at its best practices within the state of Delaware. The responses revealed that Delaware has existing resources in place, and the outcomes of data collected from participants' responses are addressed below.

**Survey Question 13**

Do you need help or advice in planning and implementing a bullying prevention program?

Eighty percent of participants indicated that they do not need help or advice in planning and implementing a bullying program. Findings in Table 25 show that secondary teachers have clear insight and first-hand knowledge of the anti-bullying program based on data collected from the survey (see Table 25).

Table 25

*Help or Advice Planning or Implementing a Bullying Prevention Program Response Rates*

| Need Help | Responses | Percentages |
|-----------|-----------|-------------|
| Yes | 16 | 20.00% |
| No | 64 | 80.00% |
| Total | 80 | 100.00% |

*Note.* 80 participants responded, 1 skipped

**Survey Question 14**

Does your school have an anti-bullying program?

Data show at least 57% or more schools have anti-bullying programs. Effective anti-bullying programs contribute to reducing bullying within school environments

(Smith & Smith, 2014). Anti-bullying programs should be a priority mandated in the school improvement plan in order to address bullying school wide programs effectively (Smith & Smith, 2015) (see Table 26).

Table 26

*Does Your School Have an Anti-Bullying Program Response Rates*

| Anti-bullying Program | Responses | Percentages |
|---|---|---|
| Yes | 46 | 57.50% |
| No | 12 | 15.00% |
| Don't know | 22 | 27.50% |
| Total | 80 | 100.00% |

*Note.* 80 responded, 1 skipped

**Survey Question 15**

Do the school leaders train staff to be an active presence in the school?

Question 17 reflects the following responses: 20% strongly agree, 48.75% agree, 26.25% disagree, and 5% strongly disagree that school leaders train staff to be an active presence in the school. Overall, 48.75% agree that leaders train staff; Notar and Padgett (2013) believe when leaders influence and train their staff to address bullying, it prevents bullying (see Table 27).

**Survey Question 21**

Does the anti-bullying program promote positive relationships with students?

Out of 81 participants, only 78 responded to this question. Fifty-five percent agree that the anti-bullying programs promote positive relationships with students, 25.64% disagree 15.38% strongly agree, and 3.85% strongly disagree (see Table 28).

**Survey Question 22**

Is there a reporting process that helps school personnel in identifying the victim and the

bully?

Of the 81 participants, only 77 responded to the question. Four participants

skipped this question. The responses are as follows: 66.23% agree that there is a reporting

process that helps school personnel in identifying the victim and the bully, 22.08%

disagree, 10.39% strongly agree, and 1.30% strongly disagree (see Table 29).

Table 27

*School Leaders Train Staff Response Rates*

| Train | Responses | Percentages |
|---|---|---|
| Strongly agree | 16 | 20.00% |
| Agree | 39 | 48.75% |
| Disagree | 21 | 26.25% |
| Strongly agree | 4 | 5.00% |
| Total | 80 | 100.00% |

*Note.* 80 responded, 1 skipped

Table 28

*Anti-Bullying Program Promotes Positive Relationship Response Rates*

| Positive Relationships | Responses | Percentages |
|---|---|---|
| Agree | 43 | 55.13% |
| Disagree | 20 | 25.64% |
| Strongly agree | 12 | 15.38% |
| Strongly disagree | 3 | 3.85% |
| Total | 78 | 100.00% |

*Note.* 78 responded, 3 skipped

**Survey Question 23**

Does the anti-bullying program teach bullies how to problem solve?

Only 73 responded to this question, and eight participants skipped this question.

The responses collected from the 73 respondents reflect the following information:

50.68% agree the anti-bullying program teach bullies how to problem solve, 39.73%

disagree, 5.48% strongly agree, and 4.11% strongly disagree (see Table 30).

Table 29

*Reporting Process Helps Victim and Bully Response Rates*

| Reporting Process | Responses | Percentages |
|---|---|---|
| Agree | 51 | 66.23% |
| Disagree | 17 | 22.08% |
| Strongly agree | 8 | 10.39% |
| Strongly disagree | 1 | 1.30% |
| Total | 77 | 100.00% |

*Note.* 77 responded, 4 skipped

Table 30

*Anti-Bullying Programs Teach Problem Solving Response Rates*

| Solve Problems | Responses | Percentages |
|---|---|---|
| Agree | 37 | 50.68% |
| Disagree | 29 | 39.73% |
| Strongly agree | 4 | 5.48% |
| Strongly disagree | 3 | 4.11% |
| Total | 73 | 100.00% |

*Note.* 73 responded, 8 skipped

**Survey Question 26**

Does your current program provide strategies for conflict resolution?

Data collected indicated that 50.65% believe that programs provide strategies for conflict resolution in the state of Delaware Bullying Programs (see Table 31).

Table 31

*Conflict Resolution Response Rates*

| Conflict Resolution | Responses | Percentages |
|---|---|---|
| Agree | 39 | 50.65% |
| Disagree | 26 | 33.77% |
| Strongly agree | 9 | 11.69% |
| Strongly disagree | 3 | 3.90% |
| Total | 77 | 100.00% |

*Note.* 77 responded, 4 skipped

**Chapter 5: Discussion, Conclusion, and Recommendations**

This chapter provides a discussion of findings from the study of Secondary Teachers' Perceptions of Delaware Bullying Intervention Programs which concluded an overview of 81 participants that responded to 26 questions from the questionnaire survey entitled, "Teacher Bullying Survey". This section includes evidence of findings that support this research, as well as conclusions drawn and recommendations for further research on bullying based on those findings.

Bullying is a serious concern that can affect students' ability to function or focus on learning while in school (Ansary, Elias, Greene, & Green, 2015a). There is no "one best way" to explain or justify the problem. However, efforts should be considered and planned to moderately reduce bullying. One of the strategies or ways to reduce bullying is implementing a bullying intervention program. It is important to ensure that all schools implement programs that fit the school's need as well as establish data collection systems to assess effectiveness (Ansary, Elias, Greene, & Green, 2015b).

According to Craig et al. (2011), a review of 48 evaluated intervention programs revealed that almost half reported reductions in victimization, one-quarter reported some positive and negative effects, 15% reported change, and 4% reported only negative results (Merrell et al., 2008). The purpose of administering the Teacher Bullying Survey was to gain knowledge of teachers' perceptions of Delaware Ant-Bullying Programs at the secondary level. Data collected from the survey was used in this study to evaluate teachers' perceptions and address the following research questions:

**Research Question 1**. What are the attitudes of teachers about the state bullying intervention programs?

**Research Question 2**. What are the teachers' perceptions of the uniform definition of bullying?

**Research Questions 3**. What factors do teachers consider important for state bullying intervention programs?

**Research Question 4**. What are teachers' perceptions of resources available for state bullying intervention programs?

Based on their opinions to each answered question, data related to the research questions were descriptively summarized along with the number of responses and number of participants. Findings were used to develop a profile of experienced teachers to determine the effectiveness of the intervention programs located in the state of Delaware.

**Discussion**

Research question one asked about the attitudes of teachers in regards to the state bullying intervention programs. A Likert scale was used to determine this information.

Of the responses 73.42% indicated that school policies and rules related to bullying intervention programs were in place, 70% indicated that prevention programs existed and were in place at their school, 80% stated that they did not need any help with planning or implementing a bullying program, 48% agreed that leaders train staff, and 57.14% of teachers understood the underlying rules outlined in the bullying programs and reporting procedures. For the most part, teachers believed the current policy that is in place is effective (Roberts, 2011). Data indicated that the state of Delaware primary recipients tended to increase awareness and provide initiatives to prevent bullying in schools. Moreover, the responses showed that secondary teachers are concerned about ensuring that the programs are effective. According to Lester and Maldonado (2014),

teachers' viewpoints are necessary to investigate and examine in order to determine effective bullying intervention programs.

Research question two asked about teachers' perception of the uniform definition of bullying. Results showed that 57.14% understood a uniform definition of bullying as outlined in the school intervention program. Fifty-six percent have clear understanding of the rules and consequences of bullying. According to Vreeman and Carroll (2007), one of the key components to determine the effectiveness of these prevention policies is the interpretation of the policy by teachers. Therefore, teachers' attitudes and perceptions are imperative to the success of bullying initiatives (Marachi, Astro, & Benbenisty, 2007). Data collected from the responses showed teachers understand the meaning of the policy outlined in the intervention program policy in place at their current school.

Most of the data collected from the respondents indicated and reflected that teachers feel like the programs aim to prevent bullying; however, the programs can use more training. According to Whitson (2015), lawmakers defined bullying as unwanted aggressive behavior repeated over time (p. 51) for the past decades. Due to ongoing issues states now have anti-bullying laws on the books that address the bullying terms in detail and policies that clearly define unacceptable behaviors and disciplinary procedures, which shed light on the research question (Whitson, 2015).

Research question three asked what factors do teachers consider important for state bullying intervention programs. One factor that outweighed and stood out in teachers' responses indicated that anti-bullying programs needs more training on how to train engaged by-standers. Overall, 46.15% agreed that training was needed. According to Padgett and Notar (2013), peer bystanders provide information about 85% of instances

of bullying. The literature review found that bystanders represent the largest group in the issue a hand. A bystander usually accepts or participates in bullying and helps the targeted individual. These individuals are facilitators of the bully (Obermann, 2011).

According to Willford (2015), administrators serving as key intermediaries can lead to roles in improving school bullying programs. These programs consist of ongoing implementation of anti-bullying training strategies to reveal barriers toward successful intervention in bullying and study teachers' attitudes towards bullying, perceptions of its prevalence, beliefs on intervention, and intervention for the by-stander to help reduce and address bullying (Willford, 2015).

Research question four asked about teachers' perceptions of resources available for state bullying intervention programs. Results showed that 81% of respondents indicated that several initiatives are in place at their schools. These initiatives cover a broad range of ways, including: a bullying prevention committee, school assemblies, newsletters that address bullying, increased supervision, school policies and rules in place, discussion in the classroom, bullying prevention curriculum materials available, posting literature in the classrooms, and resources available to teach bullies how to solve problems; at least 56% stated schools provide strategies and resources.

According to data collected, policies exist, bullying exists, and accountability exists. It is clear that bullying is recognized but resources are being distributed in numerous ways as mentioned above. With regard to bullying among children as discussed and brought to our attention by many researchers, the media, and mandated policies, it is imperative to provide resources. This study makes an important contribution because it points to the need to address the issues of bullying so that resources and

training time can best prepare educators to understand and respond appropriately. Wheeler, Halbeslben, and Shanine (2010) stated that lack of resources is the number one stress trigger, and they provide a list of 74 resources which are scholar-documented to provide support for intervention programs. Data collected showed resources are in place. According to Wheeler et al. (2010) and Olweus and Limber (2010), bullying intervention programs were designed to reduce bullying and excluding resources can hinder positive outcomes.

**Limitations**

There were many possible limitations in this research, such as restricted access, no access, and undeliverable email addresses. There is also a potential impact based on limitations to the rights to fully administer the survey; this could cause a failure to make a generalization of the results due to lack of use of probability. This can reduce the quality of findings and have the ability to effectively answer all research questions (Creswell, 2012). Administering a survey through means of a third party is a limitation in this dissertation. Not being able to have complete access to teachers' email addresses could prevent the research from making and drawing conclusions about the population studied and data collection (Creswell, 2012).

The researcher was unable to see the secondary teacher list to verify data choices. For example, it was impossible to get a list of the population studied due to not having access, which limited the sample size. Lack of access to secondary teachers' emails, unpredictability, as well as validity and reliability of data collected affect the rate of responses. According to a report from the Research Information Network (Brine, 2010), the efficiency and quality of research can be hindered by lack of access. The researcher

faced barriers due to limited full access to one district's email addresses to utilize in the study. Several email addresses were returned undeliverable. According to Creswell (2012), email addresses could affect internal validity. This can limit the researcher's ability to draw valid responses from the sample.

Although the tables are used to represent the data from the questionnaire responses, it was not collected from all three counties: New Castle, Sussex, and Kent County. The questionnaires were collected to predict teachers' opinions on the effectiveness of Delaware Bullying Intervention Programs. The only county that requested to administer the survey themselves was New Castle County, and Kent County did not participate. It is possible that schools that administer the survey based on the discretion of the principals did not intend to participate, thus impacting the researcher's ability to accurately analyze the necessary outcomes.

However, the findings of the survey consisted of a large sample size. The author believes that if all counties participated in the survey, this report could be considered effective state-wide. In particular, the patterns of results reported are consistent with available data (Robers, Kemp, & Truman, 2013; Zhang, Musu-Gillette, & Oudekerk, 2016). The researcher appreciates the respondents who took time to participate in this study and shared valuable insights with the researcher.

**Conclusions**

The study was conducted to draw conclusions of teachers' perceptions of the state programs in Delaware. The survey was administered during the spring of 2016. Data collected provided a snapshot of valuable insight of participants' opinions as they understood the questions in regards to bullying prevention programs in place at schools.

The structure of this study focused on analyzing data to reveal whether or not the

Delaware Intervention Programs are effective.

Eighty-one secondary teachers participated in these findings. According to the

overall results of this study, secondary teachers identified that they have a clear

understanding of bullying and bullying does exist; however, 80% of the respondents

stated that intervention programs exist and they did not need help or advice. The findings

support the conclusions that teachers acknowledged that Delaware Bullying Intervention

Programs are effective; 58.02% feel safe, 57% understand reporting protocols, 52%

understand strategies, 56% understand the accountability and consequences of bullying,

and 50.65% indicated strategies are provided for conflict resolution.

**Implications**

Findings indicated that secondary teachers suggested training for active by-

standers. Training was a major factor in the study. An overview of data showed that

46.15% agreed that training is necessary and 44.87% disagreed that the anti-bullying

programs train individuals how to be engaged by-standers. A further consideration of

training is that by-standers could support a more effective program. Findings from this

study supported by data collected from participants call for more training. Effective,

ongoing training will help increase intervention by teachers.

School leadership actions are required to enforce anti-bullying prevention

programs to create some form of management tool as a framework for schools'

foundation to implement training. Training should adhere to more than a quick one-hour

presentation during teacher in-service week at the beginning of the school year that

merely serves as a check off of a list. Training needs to be ongoing and support the

overall goal to reduce bullying. According to Padgett and Notar (2013), the primary target should be by-standers, namely changing the by-stander attitudes because they do not understand what to do and may be encouraged by an audience.

If leaders act accordingly, they can help to acknowledge that inconsistent behavior contributes to bullying and start making efforts to promote a universal training in bullying prevention programs. Furthermore, Padgett and Notar (2013) support the understanding that by-standers contribute to the problem and further investigation is needed in supporting school-wide bullying intervention programs in making a positive step towards promoting effective programs.

**Recommendations**

Based on the conclusions of this research study, the following recommendations are suggested for bullying intervention programs.

The summary of the findings indicated that intervention programs are effective to some degree. The fact that there are policies in place at least forces individuals to recognize the seriousness in stopping bullying and that it is a mandated state and district law that makes people accountable and aware of the problem. However, at least 43% or more agreed that training is needed. It is suggested that leaders collect data on teachers' perceptions to determine necessary training to be implemented.

Researchers should continue investigating ongoing strategies in order to gather data nationwide and provide more in depth understanding regarding the structure of and strategic methods to integrate training for by-standers.

The researcher suggests incorporating training through professional development opportunities through-out the course of the year to strengthen existing prevention

programs. According to Hall and Hord (2015), it takes at least three to five years to see the full manifestation of a change.

Administration needs to become familiar with teachers' perceptions of training bystanders to ensure a universal policy is being enforced throughout the school. Provide opportunities to allow teachers to conduct a committee, provide an exit ticket after each training sessions, and revisit data collected in order to learn more about the issue. Establish clear obligations as related to deliverable outcomes. Create and distribute a questionnaire regarding by-standers. Once data is collected and understood, implement and train appropriately. Acknowledge that teachers feel like intervention programs are needed to train indirect and direct bystanders. Conduct an assessment of teachers and students regarding information pertaining by-standers and provide on-going training and in-service throughout the year.

**Summary**

Chapter 5 provided an overview of the research and summarized the findings of four research questions. This study consisted of 81 secondary teachers' perceptions regarding Delaware Intervention Programs. The researcher used a survey with 26 questions to gather data to conduct this study in order to determine if Delaware Bullying Programs were safe and effective. The results confirmed that secondary teachers who work in the state of Delaware agree that the intervention programs are effective and provide strategies and resources with limited training. In conclusion, recommendation was made for future research due to lack of training.

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Appendix A

Teacher Bullying Survey

Schools need to be safe places so that students can feel relaxed enough in them to learn. The purpose of this survey is to measure teachers' perceptions about bullying within the state of Delaware. Responses will be used for the purpose of the researcher dissertation research to determine whether intervention programs are effective at reducing bullying and improving the school climate. Survey is confidential.

1. What is your position?

☐ What is your position? Classroom teacher

☐ Teaching assistant

☐ guidance counselor

☐ social worker

☐ behavioral technician

☐ other

2. How long have you been at your school?

◯ How long have you been at your school? Under 12 months

◯ 1-2 years

◯ 3-5 years

◯ 6-9 years

◯ 10 years or more

3. Think about the past four weeks, then indicate the frequency with which bullying occurs in each of the following locations by clicking ONE response for each of them. If a location is not applicable to your child's school, do not response.

| | Not Once in 4 Weeks | Once or Twice in 4 Weeks | Every Week | Daily | Don't Know |
|---|---|---|---|---|---|
| Classrooms | ◯ *Think about the past four weeks, then indicate the frequency with which bullying occurs in each of the following locations by clicking ONE | ⦿ Classrooms Once or Twice in 4 Weeks | ◯ Classrooms Every Week | ◯ Classrooms Daily | ◯ Classrooms Don't Know |

|  | Not Once in 4 Weeks | Once or Twice in 4 Weeks | Every Week | Daily | Don't Know |
|---|---|---|---|---|---|
| response for each of them. If a location is not applicable to your child's school, do not response. Classrooms | Not Once in 4 Weeks | | | | |
| Hallways | ○ Hallways Not Once in 4 Weeks | ○ Hallways Once or Twice in 4 Weeks | ○ Hallways Every Week | ○ Hallways Daily | ○ Hallways Don't Know |
| School entrance and/or exits | ○ School entrance and/or exits Not Once in 4 Weeks | ○ School entrance and/or exits Once or Twice in 4 Weeks | ○ School entrance and/or exits Every Week | ○ School entrance and/or exits Daily | ○ School entrance and/or exits Don't Know |
| Library | ○ Library Not Once in 4 Weeks | ○ Library Once or Twice in 4 Weeks | ○ Library Every Week | ○ Library Daily | ○ Library Don't Know |
| Computer rooms | ○ Computer rooms Not Once in 4 Weeks | ○ Computer rooms Once or Twice in 4 Weeks | ○ Computer rooms Every Week | ○ Computer rooms Daily | ○ Computer rooms Don't Know |
| Gymnasium | ○ Gymnasium Not Once in 4 Weeks | ○ Gymnasium Once or Twice in 4 Weeks | ○ Gymnasium Every Week | ○ Gymnasium Daily | ○ Gymnasium Don't Know |
| Change room or locker room | ○ Change room or locker room Not Once in 4 Weeks | ○ Change room or locker room Once or Twice in 4 | ○ Change room or locker room Every Week | ○ Change room or locker room Daily | ○ Change room or locker room Don't Know |

|  | Not Once in 4 Weeks | Once or Twice in 4 Weeks Weeks | Every Week | Daily | Don't Know |
|---|---|---|---|---|---|
| Washrooms | ○ Washrooms Not Once in 4 Weeks | ○ Washrooms Once or Twice in 4 Weeks | ○ Washrooms Every Week | ○ Washrooms Daily | ○ Washrooms Don't Know |
| School bus | ○ School bus Not Once in 4 Weeks | ○ School bus Once or Twice in 4 Weeks | ○ School bus Every Week | ○ School bus Daily | ○ School bus Don't Know |
| Playground | ○ Playground Not Once in 4 Weeks | ○ Playground Once or Twice in 4 Weeks | ○ Playground Every Week | ○ Playground Daily | ○ Playground Don't Know |
| On the way to and from school | ○ On the way to and from school Not Once in 4 Weeks | ○ On the way to and from school Once or Twice in 4 Weeks | ○ On the way to and from school Every Week | ○ On the way to and from school Daily | ○ On the way to and from school Don't Know |
| Lunchroom/eating area/cafeteria | ○ Lunchroom/eating area/cafeteria Not Once in 4 Weeks | ○ Lunchroom/eating area/cafeteria Once or Twice in 4 Weeks | ○ Lunchroom/eating area/cafeteria Every Week | ○ Lunchroom/eating area/cafeteria Daily | ○ Lunchroom/eating area/cafeteria Don't Know |
| Parking lot | ○ Parking lot Not Once in 4 Weeks | ○ Parking lot Once or Twice in 4 Weeks | ○ Parking lot Every Week | ○ Parking lot Daily | ○ Parking lot Don't Know |
| Areas off school property | ○ Areas off school property Not Once in 4 Weeks | ○ Areas off school property Once or Twice in 4 Weeks | ○ Areas off school property Every Week | ○ Areas off school property Daily | ○ Areas off school property Don't Know |

| | Not Once in 4 Weeks | Once or Twice in 4 Weeks | Every Week | Daily | Don't Know |
|---|---|---|---|---|---|
| On field trips | ○ On field trips Not Once in 4 Weeks | ○ On field trips Once or Twice in 4 Weeks | ○ On field trips Every Week | ○ On field trips Daily | ○ On field trips Don't Know |

**1.** Indicate how often students are at risk of being bullied during each of the following periods by clicking ONE response for each period.

| | Never | Sometimes | Often | Always | Don't Know |
|---|---|---|---|---|---|
| Before school | ○ *Indicate how often students are at risk of being bullied during each of the following periods by clicking ONE response for each period. Before school Never | ○ Before school Sometimes | ○ Before school Often | ○ Before school Always | ○ Before school Don't Know |
| During classes | ○ During classes Never | ○ During classes Sometimes | ○ During classes Often | ○ During classes Always | ○ During classes Don't Know |
| Between classes | ○ Between classes Never | ○ Between classes Sometimes | ○ Between classes Often | ○ Between classes Always | ○ Between classes Don't Know |
| During break periods (spares, lunch recess) | ○ During break periods (spares, lunch recess) Never | ○ During break periods (spares, lunch recess) Sometimes | ○ During break periods (spares, lunch recess) Often | ○ During break periods (spares, lunch recess) Always | ○ During break periods (spares, lunch recess) Don't Know |
| After school | ○ After school Never | ○ After school Sometimes | ○ After school Often | ○ After school Always | ○ After school Don't Know |
| On school field trips/during | ○ On school field trips/during | ○ On school field trips/during | ○ On school field trips/during | ○ On school field trips/during | ○ On school field trips/during |

| | Never | Sometimes | Often | Always | Don't Know |
|---|---|---|---|---|---|
| | Never | Sometimes | Often | Always | Don't Know |
| school extracurricular activities | ○ school extracurricular activities | ○ school extracurricular activities | ○ school extracurricular activities | ○ school extracurricular activities | ○ school extracurricular activities |
| | Never | Sometimes | Often | Always | Don't Know |
| On weekends | ○ On weekends | ○ On weekends | ○ On weekends | ○ On weekends | ○ On weekends Don't Know |
| | Never | Sometimes | Often | Always | |

5. Indicate the degree to which each of the following bullying prevention initiatives is in place at your school this year by clicking ONE response for each initiative.

| | Not In Place | Being Developed | In Place | Not Sure |
|---|---|---|---|---|
| Bulling prevention committee | ○ *Indicate the degree to which each of the following bullying prevention initiatives is in place at your school this year by clicking ONE response for each initiative. Bulling prevention committee Not In Place | ○ Bulling prevention committee Being Developed | ○ Bulling prevention committee In Place | ○ Bulling prevention committee Not Sure |
| School assemblies, newsletters, that address bullying | ○ School assemblies, newsletters, that address bullying Not In Place | ○ School assemblies, newsletters, that address bullying Being Developed | ○ School assemblies, newsletters, that address bullying In Place | ○ School assemblies, newsletters, that address bullying Not Sure |
| Increased supervision of students outside classrooms | ○ Increased supervision of students outside classrooms Not In Place | ○ Increased supervision of students outside classrooms Being Developed | ○ Increased supervision of students outside classrooms In Place | ○ Increased supervision of students outside classrooms Not Sure |

|  | Not In Place | Being Developed | In Place | Not Sure |
|---|---|---|---|---|
| School policies and rules related to bullying | ○ School policies and rules related to bullying Not In Place | ○ School policies and rules related to bullying Being Developed | ○ School policies and rules related to bullying In Place | ○ School policies and rules related to bullying Not Sure |
| Regular classroom discussion on topics to do with bullying | ○ Regular classroom discussion on topics to do with bullying Not In Place | ○ Regular classroom discussion on topics to do with bullying Being Developed | ○ Regular classroom discussion on topics to do with bullying In Place | ○ Regular classroom discussion on topics to do with bullying Not Sure |
| Bullying prevention curriculum materials | ○ Bullying prevention curriculum materials Not In Place | ○ Bullying prevention curriculum materials Being Developed | ○ Bullying prevention curriculum materials In Place | ○ Bullying prevention curriculum materials Not Sure |
| Class exercises such as role playing, writing assignments | ○ Class exercises such as role playing, writing assignments Not In Place | ○ Class exercises such as role playing, writing assignments Being Developed | ○ Class exercises such as role playing, writing assignments In Place | ○ Class exercises such as role playing, writing assignments Not Sure |
| Development and posting of class rules | ○ Development and posting of class rules Not In Place | ○ Development and posting of class rules Being Developed | ○ Development and posting of class rules In Place | ○ Development and posting of class rules Not Sure |
| Peer-led interventions (e.g., peer mediators, mentors) | ○ Peer-led interventions (e.g., peer mediators, mentors) Not In Place | ○ Peer-led interventions (e.g., peer mediators, mentors) Being Developed | ○ Peer-led interventions (e.g., peer mediators, mentors) In Place | ○ Peer-led interventions (e.g., peer mediators, mentors) Not Sure |
| Involvement of students in bullying prevention committee | ○ Involvement of students in bullying prevention committee Not In Place | ○ Involvement of students in bullying prevention committee Being Developed | ○ Involvement of students in bullying prevention committee In Place | ○ Involvement of students in bullying prevention committee Not Sure |
| Student-led | ○ Student-led | ○ Student-led | ○ Student-led | ○ Student-led |

| bullying activities (presentations, conferences) | Not In Place bullying activities (presentations, conferences) Not In Place | Being Developed bullying activities (presentations, conferences) Being Developed | In Place bullying activities (presentations, conferences) In Place | Not Sure bullying activities (presentations, conferences) Not Sure |
|---|---|---|---|---|
| Individual counseling for students who have bullied others | ○ Individual counseling for students who have bullied others Not In Place | ○ Individual counseling for students who have bullied others Being Developed | ○ Individual counseling for students who have bullied others In Place | ○ Individual counseling for students who have bullied others Not Sure |
| Individual counseling for students who have been bullied | ○ Individual counseling for students who have been bullied Not In Place | ○ Individual counseling for students who have been bullied Being Developed | ○ Individual counseling for students who have been bullied In Place | ○ Individual counseling for students who have been bullied Not Sure |
| Group counseling for students who have bullied others | ○ Group counseling for students who have bullied others Not In Place | ○ Group counseling for students who have bullied others Being Developed | ○ Group counseling for students who have bullied others In Place | ○ Group counseling for students who have bullied others Not Sure |
| Group counselling for students who have been bullied | ○ Group counselling for students who have been bullied Not In Place | ○ Group counselling for students who have been bullied Being Developed | ○ Group counseling for students who have been bullied In Place | ○ Group counseling for students who have been bullied Not Sure |
| Information to parents (e.g., through newsletters) | ○ Information to parents (e.g., through newsletters) Not In Place | ○ Information to parents (e.g., through newsletters) Being Developed | ○ Information to parents (e.g., through newsletters) In Place | ○ Information to parents (e.g., through newsletters) Not Sure |
| School presentations, seminars, etc. | ○ School presentations, seminars, etc. Not In Place | ○ School presentations, seminars, etc. Being Developed | ○ School presentations, seminars, etc. In Place | ○ School presentations, seminars, etc. Not Sure |
| Encouragement of parents to participate directly in school bullying | ○ Encouragement of parents to participate directly in school | ○ Encouragement of parents to participate directly in school | ○ Encouragement of parents to participate directly in school | ○ Encouragement of parents to participate directly in school |

| prevention programs) | Not In Place bullying prevention programs) Not In Place | Being Developed bullying prevention programs) Being Developed | In Place bullying prevention programs) In Place | Not Sure bullying prevention programs) Not Sure |
|---|---|---|---|---|
| Meetings with community leaders and organizations | ○ Meetings with community leaders and organizations Not In Place | ○ Meetings with community leaders and organizations Being Developed | ○ Meetings with community leaders and organizations In Place | ○ Meetings with community leaders and organizations Not Sure |
| Invitations to local media to cover school's efforts | ○ Invitations to local media to cover school's efforts Not In Place | ○ Invitations to local media to cover school's efforts Being Developed | ○ Invitations to local media to cover school's efforts In Place | ○ Invitations to local media to cover school's efforts Not Sure |

6. Does your school have a bullying prevention program in place?
If yes, proceed to next questions. If no, proceed to question (How safe do you feel in your school?)

○ Does your school have a bullying prevention program in place? If yes, proceed to next questions. If no, proceed to question (How safe do you feel in your school?) yes

○ No

7. Who are the primary recipients of your bullying prevention program?

☐ Who are the primary recipients of your bullying prevention program? Students

☐ Classroom teachers

☐ School administrators

☐ Guidance counselors

☐ Bus drivers, cafeteria staff, caretakers

☐ Parents

☐ School board personnel

☐ Ministry of Education personnel

☐ Police

☐ Community volunteers

8. Who is involved in delivering the bullying prevention program in your school?

☐ Who is involved in delivering the bullying prevention program in your school? Students

☐ Classroom teachers

☐   School administrators

☐   Guidance counselors

☐   Parents

☐   School board personnel

☐   Ministry of Education personnel

☐   Professional consultants

☐   Police

9. Who is the lead on the bullying prevention committee?

[                              ]

Who is the lead on the bullying prevention committee?

10. People play various roles in creating and/or solving the problem of bullying.
Indicate which of the people/roles listed below are addressed in your bullying prevention program

☐   People play various roles in creating and/or solving the problem of bullying. Indicate which of the people/roles listed below are addressed in your bullying prevention program Individuals who bully

☐   Groups/gangs who bully

☐   Individuals who encourage bullying

☐   Individuals who intervene in bullying

☐   Parents

☐   School administrators

☐   Bus drivers, cafeteria staff

☐   Individuals who are victimized

☐   Peers not involved in bullying

☐   Guidance counselors

☐   Classroom teachers

11. Indicate the extent to which your bullying prevention programs are having the following results by clicking ONE response for each statement.

| | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know |
|---|---|---|---|---|---|

|  | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know |
|---|---|---|---|---|---|
| School personnel use more effective strategies to stop bullying. | ○ *Indicate the extent to which your bullying prevention programs are having the following results by clicking ONE response for each statement. School personnel use more effective strategies to stop bullying. Strongly Disagree | ○ School personnel use more effective strategies to stop bullying. Disagree | ○ School personnel use more effective strategies to stop bullying. Agree | ○ School personnel use more effective strategies to stop bullying. Strongly Agree | ○ School personnel use more effective strategies to stop bullying. Don't Know |
| Students use more effective strategies to stop bullying. | ○ Students use more effective strategies to stop bullying. Strongly Disagree | ○ Students use more effective strategies to stop bullying. Disagree | ○ Students use more effective strategies to stop bullying. Agree | ○ Students use more effective strategies to stop bullying. Strongly Agree | ○ Students use more effective strategies to stop bullying. Don't Know |
| Trustees, school council members are directly involved in solving the problem of bullying at our school. | ○ Trustees, school council members are directly involved in solving the problem of bullying at our school. Strongly Disagree | ○ Trustees, school council members are directly involved in solving the problem of bullying at our school. Disagree | ○ Trustees, school council members are directly involved in solving the problem of bullying at our school. Agree | ○ Trustees, school council members are directly involved in solving the problem of bullying at our school. Strongly Agree | ○ Trustees, school council members are directly involved in solving the problem of bullying at our school. Don't Know |
| Community members are | ○ | ○ | ○ | ○ | ○ |

| | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know |
|---|---|---|---|---|---|
| directly involved in solving the | Community members are directly involved in solving the Strongly Disagree | Community members are directly involved in solving the Disagree | Community members are directly involved in solving the Agree | Community members are directly involved in solving the Strongly Agree | Community members are directly involved in solving the Don't Know |
| Problem of bullying at our school. | ○ Problem of bullying at our school. Strongly Disagree | ○ Problem of bullying at our school. Disagree | ○ Problem of bullying at our school. Agree | ○ Problem of bullying at our school. Strongly Agree | ○ Problem of bullying at our school. Don't Know |
| The number of bullying incidents has decreased. | ○ The number of bullying incidents has decreased. Strongly Disagree | ○ The number of bullying incidents has decreased. Disagree | ○ The number of bullying incidents has decreased. Agree | ○ The number of bullying incidents has decreased. Strongly Agree | ○ The number of bullying incidents has decreased. Don't Know |
| The severity of reported bullying incidents has decreased. | ○ The severity of reported bullying incidents has decreased. Strongly Disagree | ○ The severity of reported bullying incidents has decreased. Disagree | ○ The severity of reported bullying incidents has decreased. Agree | ○ The severity of reported bullying incidents has decreased. Strongly Agree | ○ The severity of reported bullying incidents has decreased. Don't Know |
| The atmosphere at the school is generally more positive and peaceful. | ○ The atmosphere at the school is generally more positive and peaceful. Strongly Disagree | ○ The atmosphere at the school is generally more positive and peaceful. Disagree | ○ The atmosphere at the school is generally more positive and peaceful. Agree | ○ The atmosphere at the school is generally more positive and peaceful. Strongly Agree | ○ The atmosphere at the school is generally more positive and peaceful. Don't Know |

12. How safe do you feel in your school?

○ How safe do you feel in your school? Very

○ Somewhat

○ Not at all

13. Do you need help or advice in planning and implementing a bullying prevention program?

○ Do you need help or advice in planning and implementing a bullying prevention program? Yes

○ No

○ Don't know

14. Does your school have an anti-bullying program?

○ ○ Does your school have an anti-bullying program? Strongly Agree

○ ○ Agree

○ ○ Disagree

○ ○ Strongly Disagree

15. Do the school leaders train staff to be an active presence in the school?

○ ○ Do the school leaders train staff to be an active presence in the school? Strongly Agree

○ ○ Agree

○ ○ Disagree

○ ○ Strongly Disagree

16. Has your building administrator outlined the program and how to report bullying?

○ ○ Has your building administrator outlined the program and how to report bullying? Strongly Agree

○ ○ Agree

○ ○ Disagree

○ ○ Strongly Disagree

17. Do students/teachers understand the reporting procedures?

○ ○ Do students/teachers understand the reporting procedures? Strongly Agree

○ ○ Agree

○ ○ Disagree

○ ○ Strongly Disagree

18. Do students understand the strategies outlined in the anti-bullying program?

○ ○ Do students understand the strategies outlined in the anti-bullying program?

Strongly Agree

○ ○ Agree

○ ○ Disagree

○ ○ Strongly Disagree

19. Do teachers understand the strategies outlined in the anti-bullying program?

○ ○ Do teachers understand the strategies outlined in the anti-bullying program? Strongly Agree

○ ○ Agree

○ ○ Disagree

○ ○ Strongly Disagree

20. Does the anti-bullying program have clear rules outlining the consequences of bullying?

○ ○ Does the anti-bullying program have clear rules outlining the consequences of bullying? Strongly Agree

○ ○ Agree

○ ○ Disagree

○ ○ Strongly Disagree

21. Does the anti-bullying program promote positive relationships with students?

○ ○ Does the anti-bullying program promote positive relationships with students? Strongly Agree

○ ○ Agree

○ ○ Disagree

○ ○ Strongly Disagree

22. Is there a reporting process that helps school personnel in identifying the victim and the bully?

○ ○ Is there a reporting process that helps school personnel in identifying the victim and the bully? Strongly Agree

○ ○ Agree

○ ○ Disagree

○ ○ Strongly Disagree

23. Does the anti-bullying program teach bullies how to problem solve?

○ ○ Does the anti-bullying program teach bullies how to problem solve? Strongly

Agree

○ ○ Agree

○ ○ Disagree

○ ○ Strongly Disagree

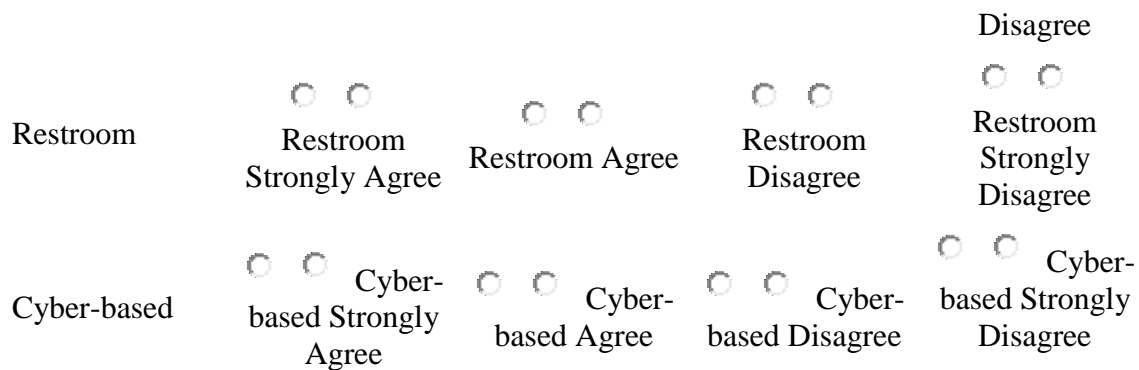24. Does the anti-bullying program train you how to be an engaged bi-stander?

○ ○ Does the anti-bullying program train you how to be an engaged bi-stander? Strongly Agree

○ ○ Agree

○ ○ Disagree

○ ○ Strongly Disagree

25. In the past year, do you feel that bullying has been reduced in the following areas?

|  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| Bus | ○ ○ *In the past year, do you feel that bullying has been reduced in the following areas? Bus Strongly Agree | ○ ○ Bus Agree | ○ ○ Bus Disagree | ○ ○ Bus Strongly Disagree |
| Bus-stop | ○ ○ Bus-stop Strongly Agree | ○ ○ Bus-stop Agree | ○ ○ Bus-stop Disagree | ○ ○ Bus-stop Strongly Disagree |
| Hallways | ○ ○ Hallways Strongly Agree | ○ ○ Hallways Agree | ○ ○ Hallways Disagree | ○ ○ Hallways Strongly Disagree |
| Playground | ○ ○ Playground Strongly Agree | ○ ○ Playground Agree | ○ ○ Playground Disagree | ○ ○ Playground Strongly Disagree |
| Cafeteria | ○ ○ Cafeteria Strongly Agree | ○ ○ Cafeteria Agree | ○ ○ Cafeteria Disagree | ○ ○ Cafeteria Strongly Disagree |
| Classroom | ○ ○ Classroom Strongly Agree | ○ ○ Classroom Agree | ○ ○ Classroom Disagree | ○ ○ Classroom Strongly |

Disagree

Restroom

Restroom
Strongly Agree

Restroom Agree

Restroom
Disagree

Restroom
Strongly
Disagree

Cyber-based

Cyber-based Strongly Agree

Cyber-based Agree

Cyber-based Disagree

Cyber-based Strongly Disagree

26. Does your current program provide strategies for conflict resolution?

Does your current program provide strategies for conflict resolution? Strongly Agree

Agree

Disagree

Strongly Disagree

(Retrieved from https://www.surveymonkey.com/s/sampleofTeacherBullyingSurvey)

Appendix B

Bullying Prevention Initiatives Response Rates

| Initiatives Answers Choice | Not in place | Being developed | In place | Not sure | Don't Know | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Bullying prevention committee | 18.52% 15 | 7.41% 6 | 46.91% 38 | 27.16% 22 | 0.00% 0 | 81 | 2.83% |
| School assemblies, newsletters that address bullying | 18.75% 15 | 11.25% 9 | 52.50% 42 | 17.50% 14 | 0.00% 0 | 80 | 2.69% |
| Increased supervision of students outside the classrooms | 18.52% 15 | 11.11% 9 | 58.02% 47 | 12.35% 10 | 0.00% 0 | 81 | 2.64% |
| School policies and rules related to bullying | 11.39% 9 | 5.06% 4 | 73.42% 58 | 10.13% 8 | 0.00% 0 | 79 | 2.82% |
| Regular classroom discussion on topics to do with bullying | 26.58% 21 | 11.39% 9 | 34.18% 27 | 27.85% 22 | 0.00% 0 | 79 | 2.63% |
| Bullying prevention curriculum materials | 25.32% 20 | 10.13% 8 | 36.71% 29 | 27.85% 22 | 0.00% 0 | 79 | 2.67% |
| Class exercises such as role playing, writing assignments | 32.91% 26 | 7.59% 6 | 29.11% 23 | 29.11% 23 | 1.27% 1 | 79 | 2.58% |
| Development and posting of class rules | 12.66% 10 | 6.33% 5 | 67.09% 53 | 13.92% 11 | 0.00% 0 | 79 | 2.82% |
| Peer-led interventions (e.g., peer mediators, mentors) | 30.86% 25 | 13.58% 11 | 34.57% 16 | 19.75% 16 | 1.23% 1 | 81 | 2.47% |
| Involvement of students in bullying prevention committee | 30.38% 24 | 11.39% 9 | 27.85% 22 | 30.38% 24 | 0.00% 0 | 79 | 2.58% |
| Student-led bullying activities, presentations, conferences | 31.65% 25 | 10.13% 8 | 27.85% 22 | 29.11% 23 | 1.27% 1 | 79 | 2.58% |
| Individual counseling for students who have bullied others | 15.19% 12 | 7.59% 6 | 58.23% 46 | 18.99% 15 | 0.00% 0 | 79 | 2.81 |
| Individual counseling for students who | 11.39% 9 | 11.39% 9 | 62.03% 49 | 13.92% 11 | 1.27% 1 | 79 | 2.82 |

| | | | | | | |
|---|---|---|---|---|---|---|
| have been bullied | | | | | | |
| Group counseling for students who have bullied others | 22.78% 18 | 11.39% 9 | 36.71% 29 | 29.11% 23 | 0.00% 0 | 79 | 2.72 |
| Group counseling for students who have been bullied | 21.525 17 | 10.13% 8 | 37.97% 30 | 30.38% 24 | 0.00% 0 | 79 | 2.77 |
| Information to parents (e.g. through newsletters) | 21.52% 17 | 11.39% 9 | 41.77% 33 | 24.05% 19 | 1.27% 1 | 79 | 2.72 |
| School presentations, seminars, etc. | 25.32% 20 | 8.86% 7 | 41.77% 33 | 24.05% 19 | 0.00% 0 | 79 | 2.65 |
| Encouragement of parents to participate directly in school bullying prevention programs | 26.58% 21 | 11.39% 9 | 22.78% 18 | 35.44% 28 | 3.80% 3 | 79 | 2.78 |
| Meetings with community leaders and organizations | 26.58% 21 | 10.13% 8 | 22.78 18 | 36.71% 29 | 3.80% 3 | 79 | 2.81 |
| Invitations to local media to cover school's efforts | 25.32% 20 | 8.86% 7 | 21.52% 17 | 39.24% 31 | 5.06% 4 | 79 | 2.90 |