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ABSTRACT

Education, Prevention, and Intervention of
Traditional and Electronic Bullying in Middle School

by

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M.S., Walden University, 2007
B.S., Austin Peay State University, 1997

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education
Teacher Leadership

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Abstract

This research examined the perceptions of middle-school students pertaining to traditional and electronic bullying in order to address the problem of bullying in schools. Past research has shown that bullying can impact students socially, emotionally, and academically. However, much less is known about the occurrences of specific traditional and electronic bullying behaviors. The purpose of this quantitative study was to identify bullying behaviors as measured by the *Survey of Bullying Behaviors*. The study was based on theoretical research regarding adolescent anti-social behavior and peer victimization. Survey research was used to gather data from middle school students in a rural area of the southern United States ($N = 400$). Inferential data were analyzed to determine if a statistical significance existed between genders or among grade levels for specific bullying behaviors, and the analyses revealed a significant difference by gender for harassment behaviors. Descriptive data were examined to identify incidences, locations, and reports of specific bullying behaviors. Verbal and social bullying were the highest reported incidences of personal and witnessed bullying experiences. The hallway and school bus were the most frequent responses for locations. Students most frequently responded that they never report bullying incidences due to lack of action by school adults. The findings were used to inform development of an anti-bullying program, *delete Bullying*, which was created for implementation at the middle-school level. The aim of this study was to establish positive social change at the local level and potentially in other schools by creating a program that could reduce bullying behaviors.

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DEDICATION

“If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours.”

Henry David Thoreau

This work is dedicated to my mother, Janice McGregor Bumpus, who was unable to see our shared dream through to fruition.

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SECTION 1: THE PROBLEM

Introduction

A resonating school bell at the end of the day could signal relief for students who are victims of traditional bullying because they can retreat into the safety of their home, or it could signal the beginning of the harassment victims of electronic bullying face as soon as texts, tweets, and postings hit cyberspace. This scenario may be all too familiar to many middle-school students. With a goal of providing positive social change, this project study addresses the problems of traditional and electronic bullying in middle school. This section describes bullying as a local problem as well as establishes bullying as an issue affecting the educational system. In order to gain insight into this behavior, particular attention is placed upon why students display bullying behaviors. Overall, this section provides evidence of the problems bullying creates for both victims and harassers.

Problem Definition

Research suggests that student bullying is a significant problem in today's schools and is increasingly recognized as a problem that should be addressed. Dillon and Lash (2005) define bullying as "repeated acts of aggression by individuals who have more power than their victims" (p. 34). By definition, traditional bullying can encompass a wide range of behaviors. Whitted and Dupper (2005) stated "Bullying is the most prevalent form of low-level violence in schools today" (p. 167). The rate of bullying continues to rise and this problem has contributed to decreased academic achievement, childhood depression, and school crimes.

In addition to traditional bullying, the advancements made in technology have allowed for electronic bullying to become a prevalent problem in schools today. Students can access the internet through social sites such as Twitter, Facebook, and MySpace to post harassing information while instant messaging, text messages, and e-mail can be directly utilized. Electronic bullying has been defined as a means of bullying in which peers use electronics to taunt, insult, threaten, harass, and/or intimidate a peer (Raskauskas & Stoltz, 2007). Strom and Strom (2005) noted that cyberbullying—electronic forms of peer harassment—is becoming increasingly rampant, and social site postings intended to undermine the reputation of a victim can be far more damaging than face-to-face altercations.

A final problem that closely relates to the increased prevalence of bullying in schools is that schools do not have effective intervention programs in place to prevent bullying from occurring or stop it once it does occur. Crothers and Kolbert (2008) observed that “lack of intervention may be particularly dangerous because children who engage in bullying may interpret the resulting adult nonintervention as tacit approval of their behavior” (p. 133). Also, the lack of effective education and interventions could prevent bullying from being reported, which according to research, could allow the consequences of bullying to quickly escalate into more serious and long term problems. Several studies have noted that continued episodes of bullying without a recognized means of intervention can lead to depressive or violent responsive behavior (Bauman & Hurley, 2005; Dake, Price, & Telljohann, 2003; Leary, Kowalski, Smith, & Phillips, 2003). The purpose of this study is to examine and address this problem by determining to what degree students are being bullied at a rural southeastern middle school and what,

if any, interventions are perceived to be in place to prevent or stop bullying from occurring.

This research focuses upon a rural southeastern middle school which will be referred to as *Riverview Middle School*. When it opened in 2006, it was the first middle school in the county. Since there was no formal disciplinary system in place on the first day of school, discipline issues were an immediate concern. Through trial and error a systematic method of dealing with disciplinary issues was developed. The administration was not consistent with punishments, however, and this inconsistency further complicated the discipline problems in the school.

The school's population consists of about 530 students in grades 6 through 8. Located in a low socio-economic area, this school struggles to obtain the latest in educational technology. One computer lab containing thirty computers must be shared with nineteen separate classrooms, and most classrooms only have one computer for teacher use. Many of the students, on the other hand, possess a personal technology portal: a cell phone. While cell phone use is against school policy, it can and does occur. According to Nolan (personal communication, June 28, 2008) cell phones were confiscated from students 64 times for use at school during the 2007-2008 school year. The problem with cell phone use at school goes beyond simple classroom disruption. With today's technology, students can check and send e-mail, send and receive text messages, post a blog, update a MySpace or Facebook page, surf the internet, or take a picture and send it around the class or around the world. Any or all of these activities can occur anywhere in the school, from the bathroom or locker room to the classroom. This ease of accessibility has led to a new form of bullying which is not

confined to the school grounds: electronic bullying. According to Wallace (personal communication, February 9, 2009) both traditional and electronic forms of bullying have been reported at Riverview Middle School, and students have sought counseling from the school counselor to aid in the emotional recovery process.

Several potential catalysts attributed to the problems of traditional bullying and electronic bullying at Riverview Middle School can be identified. First, the school was unable to establish firm and consistent discipline policies and procedures concerning either bullying instances or the documentation of discipline referrals. Second, there have been no programs pertaining to bullying education or prevention in place. Third, electronic bullying has not been identified in school policies or procedures, so students are unaware of its definitions or consequences. Last, cell phone use at school increases the potential of electronic bullying occurrences.

Nansel et al. (2001) reported that 30 % of middle and high school students were victims of bullying. The U.S. Department of Justice Web site provides data which showed students in rural areas report higher rates of bullying than students in urban or suburban areas (<http://www.ojp.gov>). Based on research conducted in Norway, Olweus (1993) found that “there were marked reductions- by 50 percent or more- in bully/victim problems during the two years following the introduction of the intervention program” (p. 113). However, Craig, Pepler, Connolly, and Henderson (2001) stated:

Because the forms of aggression change with age and differ by gender, we might expect that the type of victimization that children experience at the hands of their peers would reflect a similar developmental pattern, moving from physical victimization, to verbal and indirect victimization, to sexual harassment. (p. 243)

Knowing the prevalence of bullying and the well noted decrease of instances after intervention methods were in place as Olweus observed as well as the changes in behavior depicted by Craig et al. which could allude to students utilizing more technology in their harassment as students change along with technology, school leaders should design a program which blends both venues of bullying, traditional and electronic. Given the statistics stated and the rural location of Riverview Middle School, it is pertinent to incorporate methodology to collect data regarding a variety of both traditional and electronic bullying behaviors. Moreover, responding proactively to the problem of electronic bullying will highlight more of the issues which students are dealing with in today's technology rich society. Most importantly, creating a program which meets these needs may prevent repeated instances of bullying episodes which students have experienced at Riverview Middle School.

Problem Rationale

This project study was created to make a difference in the lives of students who were experiencing bullying or turned to bullying for a variety of reasons. Bullying is a problem that can be emotionally, socially, and academically detrimental. Drastic emotional effects are seen; as Rigby (2001) stated, "There is evidence that peer victimization is related to suicidal ideation" (p. 311). Social consequences are compounded by peers. Schuster (2001) discovered that "data suggest that peers have a strong negative bias with regard to rejected and victimized targets: Such targets are not only seen as personally responsible for failure, but also as not acknowledging this responsibility" (p. 297). Social abilities and academic performance have been linked as

Elliot, McKeivitt, and DiPerna (2002) observed a correlation between academic achievement and social skills functioning. In a middle school setting, each of these areas is becoming an even greater personal concern for students as they find themselves and their niche.

A positive social change can occur when bullying behaviors are addressed. As an immediate result, students learn how to deal with social problems as Larson (2005) stated:

Learning to manage anger and aggression sets the stage for making decisions about the alternative methods that can be used to resolve interpersonal problems and conflicts. Once students have had some experience with generating alternative solutions to problem situations, it is critical to give them a procedure that will lead them to the alternative that is in their best interest. (p. 145)

A program which envelopes this philosophy and provides an outlet and educational avenue for students who exhibit these behaviors can have both immediate and long-term impact. In a study which began with adolescents experiencing antisocial behaviors and followed them into adulthood, Robins (1966) revealed that children who exhibited antisocial symptoms did not adjust well as adults as evidenced by higher rates of crimes, alcoholism, divorce, social isolation, and psychiatric illness as well as by less professional success and a transference of adjustment problems onto their children. Not only does addressing bullying behaviors have an immediate impact upon those who are experiencing it, but it also affects the growth, development, and characterization for years and generations to come.

Special Terms

Several terms are key concepts within this study and need to be defined.

Traditional bullying is referred to as repeated face-to-face verbal and/or physical confrontations or hand written letters with harmful intent. *Electronic bullying* is referred to as the utilization of electronic sources such as text messaging, instant messaging, cell phones or telephones, Internet blogs, social sites such as Facebook and MySpace, or e-mail with harmful intent. Given the eternal nature of digital information, electronic bullying does not have to be a repeated act. *Cyberbullying* is a synonym for electronic bullying. Both types of bullying can occur as direct bullying or indirect bullying. *Direct bullying* is referred to as bullying which is directed toward the person being bullied, and the victim receives these experiences directly. *Indirect bullying* is referred to as bullying in which harmful information about an individual is said or sent to others, or it can also involve social ostracism.

Research and Guiding Questions

A problem appears to exist in some schools with the occurrence of a variety of bullying behaviors; however, bullying episodes can go unreported, and few preventions or interventions may be in place to deter this behavior (Brown, Birch, & Kancherla, 2005; Juvonen & Gross, 2008; Thomlison, Thomlison, Sowers, Theriot, & Dulmus, 2004). The guiding question will be: Do students at Riverview Middle School perceive bullying by other students to be a problem at their school?

Although this question will guide the study, the following specific questions will be answered as well:

1. How frequently do specific bullying behaviors occur at Riverview Middle School, and is there a significant difference in bullying occurrences between gender or among grade levels?
2. Where is bullying most likely to occur at Riverview Middle School?
3. How frequently are specific bullying incidences at Riverview Middle School reported to an adult?
4. To what degree are specific bullying interventions and/or prevention measures in place to address bullying behavior at Riverview Middle School?

The data collected to answer these questions could guide a project which addresses the identified problem areas. In addition, the answers to these research questions could support the potential need for more intervention and prevention strategies to address bullying, inform the specific target areas of concern, and identify specific intervention/prevention strategies which are needed.

Past research suggests that an exploratory and descriptive analysis is a necessary first step in establishing the typology of a school. Research shows that schools should begin addressing discipline and behavior problems with a needs assessment to identify specific perceptions of students and teachers/administrators. However, with regard to bullying, the increased use of electronic bullying is often overlooked and not included in the descriptive process. At Riverview Middle School, bullying behaviors are inconsistently recorded as discipline referrals, so an accurate account of the frequency and types of bullying behaviors which are exhibited at the school is unavailable. A descriptive analysis of these behaviors is needed in order to determine if specific problems exist, to what degree and where they exist, if these incidences are reported, and

if any preventions or interventions are in place. Examining the students' perceptions will provide data which can be analyzed to show the school community that this problem does exist, and it should be addressed. The analyzed data will also allow me to illustrate the students' perceived concerns regarding their physical and emotional safety at Riverview Middle School. Sagor (2000) argued that surveying students adds not only credibility and vitality to the descriptive analysis but also a relevant authenticity to the end product of the action research. If the data suggest a need to address the problem of bullying at Riverview Middle School, then informing that plan with the perceptions of key stakeholders, the students, would increase the likelihood of successful adoption and implementation by the students.

Literature Review

Bullying Defined

Bullying is a term that encompasses a variety of behaviors and definitions. The past research which follows is presented in order to explain the idiosyncrasies of bullying behaviors. Although the majority of research has been conducted in Norway, Olweus (1995) was one of the first theorists to conduct systematic research of bullying among schoolchildren. He described being bullied as "when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students" (p. 197). The hypotheses that bullying is a consequence of large class or school size, competition for grades and failure in school, and differences in appearance have received no support through empirical data. Olweus asserted that "the research suggests that personality characteristics, in combination with physical strength or weakness, are very important in

the development of bullying problems in individual students” (p. 197). By eliminating preconceived notions about bullying behaviors and identifying common characteristics of students who exhibit these behaviors through research, Olweus applied his findings to create a bullying prevention and intervention program for implementation in Norway’s schools.

Dillon and Lash (2005) define bullying as “repeated acts of aggression by individuals who have more power than their victims” (p. 34). Electronic bullying has been defined as a means of bullying in which peers use electronics to taunt, insult, threaten, harass, and/or intimidate a peer (Raskauskas & Stoltz, 2007). Electronic bullying encompasses the use of any electronic device such as a computer or a cell phone; however, cyberbullying is limited to computer use. Indirect bullying occurs when a bully inflicts psychological harm, and direct bullying is when a bully engages in physical harm.

Hillsberg and Spak (2006) identified three types of bullying— verbal, physical, and relational— and offered descriptions of each:

In surveys the most common type of bullying reported is verbal bullying. This type of intimidation can include name-calling, threats, racist or sexist remarks, and teasing. Students also report being physically abused in schools. Physical bullying can include hitting, hair pulling, biting, punching, and poking. Finally, a third type of bullying called relational bullying occurs when a student is excluded from his or her peer group. Relational bullying is most frequently observed in middle school and high school where the formation of cliques is prevalent. (p. 24)

It is important to consider all types of bullying when examining this issue. Physical threats and altercations may be the most obvious forms of bullying; however, the other

forms of bullying may result in either similar or more damaging results. The mental anguish that students feel from verbal and relational bullying can be as emotionally damaging as a visible bruise, and these types of bullying should be addressed as well.

Research has shown that bullying behaviors can be even more clearly defined.

Coy (2001) presented a secondary category for types of bullies:

Aggressive bullies are ones who are unable to control themselves or their emotions and tend to be the types of bullies who directly affect a victim. Passive bullies are ones who are followers of aggressive bullies. They tend to team up with a stronger peer and indirectly participate in the aggressive bully's behaviors. Occasionally, a passive bully will seek out a weaker victim to exploit; however, the passive bully rarely transitions into an aggressive bully. (p. 2)

Clearly, bullying is a self-serving behavior. Counseling could lead to more positive methods of dealing with the emotional rationalizations and reactions involved in both aggressive and passive bullying. Students who are aggressive bullies might benefit from anger management counseling to learn a variety of appropriate responses when faced with situations in which direct confrontations may occur. Students who are passive bullies may need to be counseled in appropriate peer behavior and shown various opportunities to channel their energies into positive activities.

Craig and Pepler (2007) observed, "Through our research, we understand bullying as a *destructive relationship problem*: Children who bully are learning to use power and aggression to control and distress others; children who are victimized become increasingly powerless and unable to defend themselves from this peer abuse" (p. 86). By this reasoning, it appears as though victims tend to relinquish power to their aggressors who in turn seek out more victims. This Canadian study of youth was used to depict a need for social networking to address bullying behaviors. Craig and Pepler argued that

the rural nature of many areas studied could have been a contributing factor to lack of behavioral support systems in place to address bullying behaviors. In a separate study to identify implications for preventions and interventions, Perren and Hornung (2005) viewed a larger picture of bullying behavior as they stated:

Our study of a sample of Swiss adolescents showed an overlap between antisocial behaviors and victimization experiences. Bullies or bully-victims were often also victims and/or perpetrators of violent delinquency. Our results suggest that pupils who are bullied (victims and bully-victims) have impaired peer relations, whereas bullies as well as perpetrators and victims of violent delinquency have impaired family relations. (p. 59)

In this study, 1107 Swiss students in grades 7-9 were surveyed about bullying activity. Both studies clearly point out the perilous cycle of victimization which bullying creates. This highlights the need for positive social change through educational and preventative measures. As this research identifies, reaching students within the bully/victim cycle impacts their lives as well as their peers and families, so improving the behaviors of the bully/victim would have a compounded effect in the school and home settings.

Cillessen and Mayeux (2007) rationalized the effects of expectations and perceptions at school transitions upon the role of peer status and aggression. Their study suggested that middle school is the age at which most bullying occurs. Noting this, Cillessen and Mayeux detailed their findings for students entering and leaving middle school in that overt aggression was more likely to occur in males than females. Further data revealed that males believed that overt aggressiveness in middle school would increase social standing in high school. Cillessen and Mayeux uncovered evidence of behaviors that teachers have witnessed for ages. Students believe that they must create an

image or name for themselves before entering high school, and many do so at the expense of other students.

Electronic Bullying

Despite the efforts of researchers to define traditional bullying, it appears to have advanced into a new arena. Beran and Li (2005) reported that based on their research results “bullying has gone digital” (p. 271). They theorized a symbiotic relationship between traditional bullying and cyber-harassment as they stated:

Many students who are victims of face-to-face harassment at school may also be targeted in cyberspace. Perhaps bullying begins at school and then extends into the home and community through the use of technology. It is also possible that bullying at a distance by using computers and cell phones then leads to face-to-face bullying. More specifically, as a result of not receiving consequences for engaging in cyber-harassment, students may then continue the harassment when in close contact with a student at school. In addition, cyber-harassment may alter bullying at school. For example, if “electronic bullies” remain undetected, their bullying behaviors at school may become more severe and directly, rather than indirectly, exerted against a victim. (p. 271)

Whichever way this theory is supported, it appears that traditional and electronic forms of bullying work as a scaffold to build up and support one another in a destructive approach. This suggests that school leaders must not only address bullying behaviors which occur during the day, but they must also be vigilant in addressing the goings on after the last bell of the day has rung. Regardless of the laborious task of investigation and parental involvement, administrators must link behavior outside of school to school consequences because whether admitted or not these behaviors affect the actions and attitudes of students daily and contribute to the overall school climate.

What happens, however, when the school day ends? Many students can retreat to the comfort and solitude of home to escape the sense of helplessness and recover from

the day's events. Due to technology, some students are unable to flee home or anywhere to escape the effects of bullying. Raskauskas and Stoltz (2007) explained:

Electronic bullying may have more impact on youth's emotional development and well-being than traditional bullying because of an even greater power imbalance created by the fact that many victims of electronic bullying may never know the identity of their bully. Another factor that can make electronic bullying more of a threat to psychological health than traditional bullying is transcendence beyond school grounds and 24-hr availability such that children are not even safe from bullying in their own home. (p. 565)

Electronic bullying poses an even greater hazard to academic success because it is an ever present existence in the lives of students who are victims. There is no safe haven from this type of bullying because victims can be targeted day or night at the click of a mouse, the dial of a phone, or the push of a button. Even if the victim is not aware of the electronic bullying when it occurs, he or she will be the next day because electronic bullying can reach the masses quickly and last much longer than, for example, a note on a wall that can be painted over.

According to Strom and Strom (2005), many middle school age students get on a computer or other electronic device when they get home from school. This coupled with lack of electronic use supervision can create a target for electronic bullying. Strom and Strom also noted that cyber bullies are not as easily recognized as face-to-face bullies may be. Their physical appearance may be obscured, but cyberbullies mentally and emotionally dominate and manipulate their victims by electronic means.

With increased access to technology, teens have greater opportunities to become victims of electronic bullying. Lenhart and Madden (2007) detailed a national survey of youth 12-17 where it was discovered that slightly over half (55%) of online users had a social networking website. These websites are used to share personal information, photos,

clips, and more. Increasingly, these sites are also being used for the purpose of bullying. Brydolf (2007) noted that students can use these social networking sites to broadcast insults and threats to an expansive audience which has made cyberbullying a national problem.

Victims may or may not be able to identify their harasser when electronic bullying is the method of delivery. Anderson and Strum (2007) observed cyber bullying has the benefits of anonymity which can be particularly damaging because victims are often unable to identify their attacker which could increase the amount of stress and fear because victims are not aware who they can or cannot trust. An online bully can be a former friend, an enemy, or a complete stranger. Unfortunately for victims, bullies can utilize impersonation tactics to avoid identification. Darden (2009) described online impersonation tactics as “stealing passwords, impersonating the person online, fake MySpace or Facebook pages,” and noted that “the bullying tends to magnify the longer it exists” (p. 55). When online bullying occurs, victims cannot be certain of the identity of the person engaging in the bullying behavior.

In research of 177 seventh-grade students in an urban area, Li (2007) reported that over 50% of students had experienced traditional bullying, and close to a fourth of those students had experienced cyber bullying. It is unclear how technology availability in regard to urban versus rural areas affects the likely increase or decrease of electronic bullying occurrences. However, it only takes one cell phone, one computer, or one digital picture to reach a global audience on the Internet.

Local Data

In the local setting of Riverview Middle School, discipline referrals for bullying

have been inconsistently categorized for the previous three years. In the school-wide information system utilized by Riverview Middle School to store and analyze discipline referral data, there are three standard categories in which bullying behaviors could be recorded: *Harassment/Bullying*, *Fighting/Physical aggression*, or *Other*. According to Nolan (2007), in the first year the school opened, 2006-2007, the total percentage of recorded referrals under each category can be seen in Table 1.

Table 1

2006-2007 Recorded Referrals

Percentage of Referrals	
Harassment/Bullying	4%
Fighting/Physical Aggression	17%
Other	15%

The following year, Nolan (2008) reported the percentages of these behaviors which are shown in Table 2.

Table 2

2007-2008 Recorded Referrals

Percentage of Referrals	
Harassment/Bullying	4%
Fighting/Physical Aggression	8.5%
Other	20%

For the most current school year, according to Nolan (personal communication, February 19, 2009) the percentages for the 2008-2009 school year are shown in Table 3.

Table 3

2008-2009 Recorded Referrals

Percentage of Referrals	
Harassment/Bullying	3.5%
Fighting/Physical Aggression	5.5%
Other	29%

The category of *Other* encompasses a broad spectrum of behaviors and some of which could possibly be unidentified bullying behaviors. This category has witnessed a steady rise over the past three years; however, it is unclear how much bullying behaviors may attribute to this increase. Within its specified category, the percentages for bullying behaviors appear to remain steady, but currently they have slightly declined.

Another issue which has been identified through local research is a discrepancy between the perceptions of bullying among students and teachers. According to Cherry (2009) in a 2008-2009 school safety survey, 88 % of teachers perceived bullying to occur not at all or minimally compared to only 48 % of students. Twice the number of students than teachers perceived bullying to occur moderately, with 20 % of students and 10% of teachers responding accordingly. There were no teacher responses for bullying behavior occurring extensively; however, 14% of students perceived bullying to occur extensively. At least two disturbing trends can be identified from these results. First, an overwhelming

majority of the teachers do not perceive bullying to be a problem or see it as a minimal problem at the school, but less than half of the student population responded in that regard. From this data, it could be said that either the students recognize bullying behaviors more so than do the teachers in the school, or students do not report these behaviors when they occur. Second, there were no teachers who perceived bullying to occur extensively, while there were several students reporting that it does occur extensively. This could further support the idea that these behaviors are occurring without adult knowledge.

Why Students Bully

Both traditional and electronic bullying are responses from individuals which in turn might provoke a social response. As an early twentieth century pragmatist, Cooley (1902) stated:

I do not see that life presents two distinct and opposing tendencies that can properly be called individualism and socialism, any more than that there are two distinct and opposing entities, society and the individual, to embody these tendencies. The phenomena usually called individualistic are always socialistic in the sense that they are expressive of tendencies growing out of the general life, and, contrariwise, the so-called socialistic phenomena have always an individual aspect. (p. 5)

With this thought in mind, it can be construed that individual behaviors are sown from seeds of social complexities and social fruits are harvested from individual fields. As pertaining to adolescent identity transformations connected with societal networks, this interlinking process is collaborated when Erikson (1959/1980) observed:

It is this identity of something in the individual's core with an essential aspect of a group's inner coherence which is under consideration here: for the young individual must learn to be most himself where he means most to others- those others, to be sure, who have come to mean most to him. The term "identity"

expresses such a mutual relation in that it connotes both a persistent sameness within oneself (selfsameness) and a persistent sharing of some kind of essential character with others. (p. 109)

Within the scope of a world where all things are related but somehow unequal, a stark reality exists of a pecking order and those who are left to feel inferior. Even while examining the positive aspects of feelings of inferiority, Ray (1957) noted that:

As an approach to understanding and regulating human conduct, Individual Psychology can be used by the least sophisticated. It holds that the average normal human being can dredge up from childhood memories of inferiorizing situations, of competing for the place of top dog or of the lion's share, of flights from reality into daydreams or books, or withdrawal from society of others to uncritical solitude and to feelings of resentment for the injustices of those in authority, and in disparagement and inferiority. (p. 19)

These feelings of inferiority can spur seclusion or aggression. They can be a catalyst of positive or negative means. Feelings of inferiority could ignite aggressive tendencies due to lack of self-worth and empathy toward other's feelings. Feelings of inferiority could spark reclusive tendencies due to an overwhelming sense of nothingness and devalue. Feelings of inferiority could trigger desire for achievement and goal setting due to a need to prove worthiness and superiority through self-action and self-determination. No predictions can be made about which of these scenarios would be most likely to occur. Applied to the thinking of individual and societal sameness, the idea of inferiority complex becomes quite troublesome. There would appear to be no end to this inferiority hierarchy because there would always be someone above and below the scale. Building upon these theorists' foundations of the individual and societal symbiotic relationship and counteracting that with a social scaffold of inferiority, researchers have taken a closer at how this behavior manifests into bullying behavior.

Rogers (1939) identified several factors which influence behavior: hereditary factor, organic influences, the family, social influences, and needs of the organism. Rogers found that behavioral elements such as adjusting to physical situations may have a hereditary influence. Passed along with physical and mental characteristics, heredity can influence to some extent behavior patterns as well. Rogers pointed out how organic factors such as body-chemistry can influence personality traits and behavior and stated “It is not surprising that in a so-called normal group of young people, the number of physical defects correlated significantly with feelings of inadequacy and inferiority” (p. 7). Rogers recognized several family influences upon behavior with marital problems, sibling rivalry, ordinal position, and discipline affecting delinquent behavior. Rogers regarded social influences as a strong contributor to behavior as “a child tends to be as honest or as deceitful as delinquent or non-delinquent, as the group of his companions” (p. 10). Rogers also identified the need to achieve and obtain satisfaction influences behavior. These needs must be satisfied on different levels, but the positive or negative aspects of the means to the end are not segregated.

In regard to bullying, these observations can be readily applied. By heredity, someone who is born to a parent or parents who themselves were bullies would have an increased likelihood to engage in bullying behaviors. This likelihood could be amplified by parents whose discipline style is overtly cruel or neglectful or with strained family relations. Differences whether internal or physically perceived can influence bullying behaviors by and individual or toward other individuals within a group, and, finally, a bully can gain a sense of accomplishment and success over a cowering victim.

Bullying behaviors can become recurring events when they receive intermittent reinforcements. Skinner (1953) stated:

The persistent behavior which we call teasing is generated by a variable-ratio schedule, which arises from the fact that the reinforcer responds only when a request has been repeated until it becomes aversive- when it acquires nuisance value. The contingency established by a social reinforcing system may slowly change. In teasing, for example, the mean ratio of unreinforced to reinforced responses may rise. The child who has gained attention with three requests on average may later find it necessary to make five, then seven, and so on. The change corresponds to an increasing tolerance for aversive stimulation in the reinforcing person. Contingencies of positive reinforcement may also drift in the same direction. When a reinforcing person becomes harder and harder to please, the reinforcement is made contingent upon more extensive or highly differentiated behavior. By beginning with reasonable specifications and gradually increasing the requirements, very demanding contingencies may be made effective which would be quite powerless without this history. The result is often a sort of human bondage. (p. 300)

The magnification of behavior is evident even when it has begun with teasing. As this behavior becomes reinforced, it gains in strength and control. For this reason, teasing, which is an initial stage of bullying, cannot be tolerated due to the escalating tendencies these behaviors can produce.

Why does this behavior begin? Glasser (1972) observed that “pleasure or pain is the basis of most of our behavior” (p. 55). Expanding upon this idea, Glasser added that “most anti-social behavior is an attempt to reduce the pain of loneliness by hurting or exploiting others” (p. 61). This transference of pain onto others is somehow seen as a reduction of one’s own pain, which would, in turn, develop into an increase of pleasure, thereby, creating a cycle in which a bully would derive pleasure from the pain of the victim. Glasser (1986) examined how a behavior can be the combination of various components. Some portions of aggressive behavior are more difficult to control, such as the physiological responses of a flushed face and increased heartbeat. The thoughts,

emotions, and actions which evolve into a behavior can be broken down and into a needs assessment. Glasser stated that:

Whatever total behavior we choose, it is always our best attempt to gain effective control of our lives, which means to reduce the difference between what we want at the time and what we see is available in the real world. (p. 53)

Unfortunately, many victims fall prey to bullies who seek out a balance that does not exist in their own lives. These bullying behaviors stem from a need which is based on either pain or control. If this need has no other way to be fulfilled, then the bullying behavior will continue.

Coleman (1996) described this kind of aggression as instrumental aggression, in which a child takes advantage of others through intimidation and coercion as a means of interaction or to get one's way. Heilbrun (2004) argued that this type of behavior is learned and that learning proceeds in stages with some attributes having no logical or necessary connection. A benign or even constructive trait, however, can become malignant when it is aligned with a newly acquired characteristic. Martin and Pear (2007) observed that "An individual's own behavior can also be a part of the environment influencing that individual's subsequent behavior" (p. 6). Therefore, aggressive bullying behavior can be learned by obvious or indirect means. This can become the way the person interacts socially and as a result affects subsequent social interactions which is why bully behavior is repetitive in nature and definition.

Brain based research adds chemical and neurological explanations of adolescent behavioral changes. Hazler, Carney, and Granger (2006) argued that "testosterone, cortisol and DHEA(s), along with environmental influences, have been shown to play interactive roles in the development of behaviors, of which bullying is an important one"

(p. 302). Middle school aged students are encountering a pivotal point in their lives when change is so prevalent in their environment and their bodies. Engaging in bullying behaviors can be an outlet for internal conflict which the adolescent does not otherwise know how to handle. Bath (2006) noted that “some youth who seem to enjoy intentional aggression such as bullying are lacking in empathy and use thinking errors or distortions to rationalize or justify their antisocial behavior” (p. 254). Bath also related that proactive aggression episodes like bullying occur when the thinking brain or the brain centre for logic and reasoning is in control. This information would suggest that active planning and critical thinking are involved in adolescent bullying behaviors. There is no doubt that a multitude of factors is involved in bullying behavior, and it would be improbable to identify a single source for why students bully. Rather, any one or a collective exposure to environmental or physiological factors can elicit a response of bullying behavior.

Victimization

Victims are the recipients of bullying behaviors, and some victimization trends can be identified in research. Graham and Bellmore (2007) noted that being a member of a minority group can lead to more victimization because an imbalance of power inherently exists within majority and minority contexts. Within school confines a litany of majority and minority cliques form and vary from ethnicity, gender, sexual orientation, extracurricular involvement, outward appearance, academic success, to social ranking. Hanish and Guerra (2000) stated that “some children exhibit behaviors that put them at elevated risk for being victimized by their peers; however, peers’ perceptions rather than individual behaviors, are crucial determinants of who gets victimized” (p. 539).

Therefore, bullying behavior occurs based upon the perceptions a perpetrator has toward

the outward appearance or behavioral traits of a victim. This idea is supported by Juvonen, Graham, and Schuster (2003) as they found that bullying behaviors witnessed by peers would be reported differently depending on the implicit stereotype associated with the bully's social category. Also, Frisen, Jonsson, and Persson (2007) noted that the most frequent cause of students to be bullied is due to their appearance. There is a sense among many adolescents that some of their peers are just asking to be made fun of; therefore, someone in a majority role is justified in acting out bullying behaviors.

A person's ethnicity often places him or her into a minority group. However, research data varies among studies about bullying behaviors across ethnic groups. In their research, Fitzpatrick, Dulin, and Piko (2007) found that bullying occurred among African American adolescents at a rate 3 times higher than average reports. Spriggs, Iannotti, Tonja, Nansel, and Haynie (2007) observed that bullying behaviors among adolescents consistently occur due to relational issues regardless of the ethnic representation within the peer group. It appears as though a situation may exist between being bullied for minority placement or being bullied for status in a segregated group. Bellmore, Witkow, Graham, and Juvonen (2004) offered that increased ethnic diversity lessens the negative consequences of victimization and that an ethnically diverse environment creates an atmosphere of acceptance in various social contexts. Ideally, adolescents should be embracing the characteristics that make them unique; however, it appears to be a difficult choice of whether the safe option is to blend in with the crowd or tout individualism.

A person's sexual orientation often places him or her into a minority group. Gay men and lesbian women are frequently targeted as victims. Waldner and Berg (2004) identified three indicators that can increase the risk for victimization: *target vulnerability-*

lack of physical size, strength, or mental capacities; *target gratifiability*- possession of something the perpetrator wants; and *target antagonism*- characteristics of the victim bring out anger, jealousy, or hatred. Waldner and Berg (2004) further stated that “Perpetrators seek out those who look ‘gay’ or are gender non-conforming” (p. 5). Adolescents who are open about their sexuality or are perceived to be homosexual fall within these targeted groups. Ryan and Rivers (2003) noted that adolescents who identified as lesbian, gay, or bisexual were more than four times likely than others to skip school because they felt unsafe. The basis of perceptions based on observation taking as much precedence as outward acknowledgement of sexual orientation is considerably troubling. Victims can be targeted simply because they “look” gay or exude that personae can initiate a harassing or violent response from a bully.

Various research has been conducted on the effect gender has on bullying behaviors. Seals and Young (2003) found that males were twice as likely to exhibit bullying behaviors than were females; however, females were more involved in mixed-gender group bullying. In relation to being bullied, Putallaz et al. (2007) stated that boys are generally more overtly victimized than girls, but girls are more relationally victimized than boys. These results support the beliefs that boys tend to seek out physical confrontations with their victims, but girls launch covert attacks with words and ostracism. Outward appearance can be another variable to the examination of gender data. Griffiths, Page, and Horwood (2005) noted that both boys and girls were at greater risk of being targets of bullying because they deviate from the ideals of adolescent appearance. Obviously, boys and girls suffer from the same fate of being bullied; however, the rationalization and means of delivery vary among these groups.

Middle School

It is not surprising that as middle school aged students seek to find themselves while identifying the differences and similarities which exist among them and their peers, they may fall victim to the broadest range of bullying. Carlyle and Steinman (2007) reported in their research which included 55 high schools and 91 urban middle schools that episodes of bullying occurrences peak in middle school. Often times, middle school students find themselves among a new peer group when transitioning from elementary school. In a study of 1985 sixth-grade students in urban Los Angeles, Graham, Bellmore, and Mize (2006) noted that young adolescents who are harassment victims are particularly susceptible to adjustment problems because middle school age students are focused on trying to find their place within their peer group. Bradshaw, Sawyer, and O'Brennan (2007) discovered that among elementary, middle, and high school students, middle school student experienced most of the forms surveyed, and they felt less safe and less like they belonged in the school than their elementary or high school counterparts. Further research has highlighted the importance of positive socialization experiences in middle school, as Nansel, Haynie, and Simons-Morton (2003) observed that victims and bully-victims exhibited a failure to develop positive peer relationships. This issue both concerned social, and it also hindered their adaptation to the middle school environment. Situations such as these occurring in middle school could be the catalyst for negative attitudes toward peers and school to linger resulting in even more ostracism for victims.

The egocentric nature of an adolescent may work against establishing a healthy transition and relationships in middle school. Schwartz, Maynard, and Uzelac (2008) noted that "egocentrism may be a powerful influence on behavior each time an individual

enters a new environmental context or dramatically new life situation” (p. 447). The self-centered thought processes involved in influencing behaviors may not relate to the consideration of the feelings or safety of others. Kingery and Erdley (2007) posited that the transient dynamics of middle school peer groups could be the reason both boys and girls experienced a significant decrease of mutual friends over time. As middle school students begin to expand their peer group interests and enter into personal relationships with others, appropriate dating behaviors may not be present in an egocentric minded adolescent. In a Canadian study of 663 adolescent boys and girls, Sears, Byers, and Price (2007) found that of the seventh graders who had started dating one-third reported to have either physically, sexually, or psychologically attacked the person with whom they were having a dating relationship. This could be a potentially dangerous learning curve for middle school students who are establishing a baseline for what dating should include and set a false precedence as being acceptable behavior.

Clearly, the middle school years are an important time for students who are establishing societal roles. Esplage, Bosworth, and Simon (2000) noted that an assessment of the sociocultural factors that may be contributing and maintaining bullying behavior is needed to gauge the social context within which victimization occurs. Deviance from appropriate societal roles may be seen as a target for bullying. Swearer, Turner, Givens, and Pollack (2008) reported that adolescent boys who were bullied by being called “gay” were more likely to experience greater levels of anxiety and depression, negative perception of the school climate, and other forms of verbal and physical bullying. Being called “gay” can be labeled on a victim for a variety of reasons: speech, actions, peer group, or appearance. Vessey, Horowitz, Carlson, and Duffy (2008)

noted from their research of 70 middle school students from diverse geographical regions that most bullying occurred from differences in appearance; however, bullying increased when victims differed in appearance and behaviors that varied from group norms. Since an issue of perceptions in differences has been identified as a way of targeting victims, tolerance of those who differ in any way from appearance to sexual orientation would appear to be the most appropriate means of bringing about an end to victimization. However, as middle school students struggle to be just like others in various cliques, tolerance of differences would appear to be a daunting task.

With middle school students making the perceptions of their peers of high importance, it should not be surprising that different acts of bullying are viewed as more malicious than others. Werner and Nixon (2005) discovered from their research of 122 middle school girls from a northwest suburban area that spreading rumors or gossip was viewed as being more damaging than social exclusion. These perceptions could be rationalized as the least of two evils. Spreading rumors and gossip would reach a greater quantity of the peer group and directly affect peer status whereas social exclusion could be a temporary or isolated event.

Bullying Prevention

Primary preventions create a school climate where students feel bullying problems are being validated and addressed. Various methods are utilized for the prevention of bullying behaviors. Recognizing that bullying is a multifaceted tool and adding prevention methods for each component increases the likelihood of implementing a program successfully. Hillsberg and Spak (2006) suggested that “if one defines literacy, in the broadest sense, as the ability to use written and spoken language to help understand

the human condition, then literature can be studied to both improve comprehension and peer relationships” (p. 25). Their prevention techniques integrate literature with the topic of bullying into classrooms which leads to relating the themes and ideas to the students’ own experiences.

Milsom and Gallo (2006) emphasized the importance of dramatic presentation and believed that “psychoeducational drama allowed students to learn vicariously through the actors and allowed for modeling positive attitudes and behaviors” (14). This dramatic effort places the focus on peer led prevention education. Newman-Carlson and Horne (2004) saw change more evident by empowering teachers and observed that:

Exposing teachers to the psychoeducational program significantly changes their belief in their skills and ability to influence their students. Those who participated in the bully prevention psychoeducational program demonstrated a significant increase in their sense of personal responsibility for their students’ learning and/or behavior. (p. 265)

This program emphasizes importance of the point Rowan (2007) stated “when acts of bullying are ignored, bullies feel empowered while victims lose confidence and trust in their teachers to keep them safe” (p. 183). Peers need to be able to convey the message of prevention;

however, teachers are ultimately responsible for making the classroom climate feel safe for all students.

While classroom and group approaches offer one way to establish preventative measures, others view a school-wide approach as an alternative. Coy (2001) described prevention and intervention programs available to schools, but most importantly stated “The development of a whole-school bullying policy might be one of the first steps in addressing the problem” (p. 5). Establishing a school-wide policy would reach the entire

population of students. This would promote consistency of rules and expectations which may not exist when preventions occur in isolated classrooms or groups.

Bullying Interventions

Even the best of prevention efforts are not always successful in thwarting bullying. Therefore, proven intervention methods must be in place for when incidents do occur. Henkin (2005) provides information about initiating discussions with student groups “we help them think about unfair situations like bullying and harassment and come up with strategies for responding to these situations” (p. 35). Indeed, students who are involved in bullying episodes benefit from having prior knowledge of how to react to a bully during and after the attack.

Students should have a working knowledge of the interventions that are in place. Davidson and Demaray (2007) reported in their research of 355 middle school students in a small mid-western community that the greater the perception of involvement in bullying interventions by school adults, students, and parents the less internalization distress from bullying; likewise, the lower the perception of involvement in bullying interventions by school adults, students, and parents, the greater the internalization distress from bullying. Students and all stakeholders should be educated about any and all interventions created and implemented by the school to ensure efficacy and positive school climate. Beaty and Alexeyev (2008) observed that students may refrain from reporting bullying because adults are not interested or not consistent in intervening in bullying behavior. Interventions which would, on the surface, appear to have an effect on bullying may not be as effective unless proper education for both students and teachers occurs.

Empowering victims with knowledge still does not punish the offender.

Consequences must be established and enforced for repeated behavior to cease. Davis (2005) observed that “effective consequences start small and escalate if students choose to repeat the behavior. Starting with small consequences allows staff to use those consequences consistently, gain parental support, and reduce incentives for students to lie about their behavior” (p. 79). The challenge is to provide consequences without reinforcing the behavior. This quandary of positive and negative reinforcements suggests that some students may need proactive attention to prevent the bullying from occurring because the student does not need to seek attention that bullying can offer. Werle (2006) argued that school-wide interventions should be comprehensive in that they meet needs of the school community with various services and supports. Layers of supports and services should be available to teachers and school adults so that when an intervention fails to produce a desired response a new support or intervention may be put into place.

Interventions on an individualized and school-wide level should be part of a layered framework. Farmer, Farmer, Estell, and Hutchins (2007) recommended that universal strategies be used as a broad means of promoting desired behaviors and narrow strategies be used for target youth who are at risk. For efficacy to occur on a school-wide level, this type of layered approach is necessary to establish the intervention services that at risk students will require as well as provide educational involvement school-wide.

School Wide Positive Behavior Support (SWPBS) offers layered intervention approaches. Sugai and Horner (2006) noted that SWPBS is suggested as a means to achieve implementation of effective interventions through primary, secondary, and tertiary support systems; data based decision making, and a comprehensive discipline

system. In their research of 178 teens in two middle Tennessee schools Lane, Wehby, Robertson, and Rogers (2007) found that SWPBS was incentives resulted in desired behavioral and academic changes in some groups; however, a broad range of incentives must be put into place to reach the greatest percentage of student populations. A single approach to SWPBS incentives cannot be expected to motivate all students to respond to the interventions. Layering of interventions and incentives provides the greatest opportunity for program efficacy.

Academic Effects

Even though preventions and interventions are actively utilized within a school setting, what happens to a student who has been verbally assaulted in the hallway during break time? Learning about the French Revolution, quadratic equations, the molecular structure of a cell, or one of Shakespeare's masterpieces may be the last thing the victim of a bully's wrath wants to do. Schwartz, Gorman, Nakamoto, and Toblin (2005) stated that "the suggestion that victimization by peers leads to distress and subsequent academic problems is broadly consistent with findings from related domain of inquiry" (p. 426). It is likely that the victim's entire school day will be affected by a single incidence of bullying.

Bullying can create a downward academic spiraling effect. The distress felt by the bullying can lead to academic decline which can translate into a feeling of academic failure. Ballard, Tucky, and Remely (1999) argued that students who are bullied tend to have decreased academic success. Likewise, Hoover and Oliver (1998) found from their research of fourth through eighth graders that 22% of students reported to have had academic difficulties due to bullying by peers. A sense of failure can also trigger low

self-esteem in these students. Owens, Shippee, and Hensel (2008) noted in a United States study of 1,105 public school adolescents that students who reported higher depressive affects also had lower grade point averages. Depression can lead to reclusion and social isolation which can further separate the gap between depression and academic success. Students who are unable to recover from this downward cycle can face serious academic repercussions. Randolph, Rose, Fraser, and Orthner (2004) observed in their United States study of 3,324 adolescents documented over an 11-year period that only 21% of students who were retained in middle school for poor academic performance and were not involved in extra-curricular activities went on to finish high school. It is apparent that students who withdraw from social activities face a greater risk of failure due to lack of social supports, and the most damaging academic effect from bullying could be students dropping out of school altogether.

The ultimate goal of the education system is to have students achieve academic success. Anything that could deter from this goal can be seen as a potential problem. Bullying behaviors can negatively affect academic achievement for students who are its victims. Social withdraw, depression, falling grade point averages, and failure are all issues that can prevent academic success.

Implications

Both traditional and electronic bullying are problems for many reasons which have been previously discussed. If specific forms of either traditional or electronic bulling currently exist at Riverview Middle School, then a program should be developed which addresses those specific problems. Kennedy (2005) stated that education and

prevention strategies should take place throughout the year to empower students who are involved in bullying situations. Elze (2003) noted that students who had been harassed at school felt greater comfort when they observed teachers and administrators acting on their behalf. Students go to school every day with concerns about tests, grades, and relationships; however, when students have concerns about their own personal or emotional safety, the problem cannot be ignored and must be addressed.

A project which addresses the problems of traditional and electronic bullying could have a positive social effect on social change. Glasser (2005) emphasized that understanding people's unique perspectives and their relevant interests gives a drastic amount of insight into what kind of approaches will be needed for success. Bullying is a social problem. Identifying the needs expressed by the population studied will also identify the areas where social change is warranted. Patchin and Hinduja (2006) discovered that more than 40% of youth told no one about being bullied, and those who did tell someone told another adolescent because they feared the consequences of telling a teacher or adult. Gill and Stenlund (2005) observed that atmospheres exist even in schools with anti-bullying programs where bullying is ignored or victims are left with a feeling of injustice due to the lack of a response or inadequate responses to bullying experiences. This situation could be attributed to a "boys will be boys" attitude by teachers and administrators or a lackadaisical approach to discipline. Either way, ignoring these issues can lead to compounded social effects.

If bullying is a perceived problem in the school, then clearly a negative social atmosphere exists in the school to some degree. This project will address the issues and seek to remedy the problem which will lead to a positive social change by deterring,

addressing, and/or eliminating bullying in the school. The survey results will provide the data needed to identify the participants' perceptions, regarding the frequency, types, locations, reporting, and preventions and interventions of bullying behaviors. The survey will allow the students' perceived concerns to be voiced when the results are disseminated to parents, faculty, and staff members. By raising awareness to possible problems of bullying at Riverview Middle School, I may contribute to positive change occurring if parents and teachers take a more serious approach to the problem. In addition, determining the types of bullying behaviors students experience, the frequency with which they occur, and where they are most likely to occur can guide a prevention addressed. Sagor (2000) noted that focusing on positive social behavior would not only contribute to the achievement of the shared goal but it would also have a school-wide effect. By focusing on modifying negatives behaviors into positive behaviors, students can not only learn how to behave properly at school but they can also learn how to become a well adjusted contributing member of society.

Summary

The issues Riverview Middle School experienced with bullying are not uncommon. Studies have shown that one in seven students have been bullied by their peers (Olweus, 1993). Traditional methods of direct and indirect bullying still exist; however, as technology use among adolescents has increased so has its use as a means of electronic bullying. This situation is concerning because of the negative emotional, social, and academic impact bullying instills in its victims. These effects continue throughout adulthood for many victims and perpetuate an endless cycle through families

of their own. The rationale of why bullying behavior exist ranges from individual, family, and societal factors which occur due to learned behavior or needs fulfillment. Various interventions and preventions address the traditional aspects of bullying in schools, but the crucial component of electronic bullying is not addressed. By creating a program which is inclusive of both traditional and electronic bullying behaviors and focuses on the approaches to educate, prevent, and intervene in these situations, positive social change can occur.

There are three remaining sections of this study. Section 2 will expound upon the research methodology which will be used to obtain the quantitative data which will guide the creation of the project. Section 3 will detail the project and the research which supports its content and processes. Section 4 will reflect upon the entirety of the project from conception to completion, and conclusions will be drawn.

SECTION 2: THE METHODOLOGY

Research Design and Approach

Quantitative methods were utilized to inform and guide the project study by providing descriptive data that were analyzed to determine the degree that specific bullying was a problem, reported incidences, and students' perceptions of specific preventions and interventions in place to prevent or stop bullying at Riverview Middle School. The data were analyzed to determine if an anti-bullying program was needed at Riverview Middle School and informed the project based on the perceived needs of the students in hopes of increasing its efficacy.

Descriptive data were obtained by a survey design which Fink (2006) defined as "information collection methods used to describe, compare, or explain individual and societal knowledge, feelings, values, preferences, and behavior" (p. 1). In a national survey of youth in the United States, Nansel, et al (2001) utilized descriptive statistics to determine that bullying is a serious problem for youth in the United States. This method is a preferred type of data collection because it provided data that can be analyzed to identify a problem, as well as, inform the project that was created to address that specific problem. The utilization of a survey design examined the problem as it existed, which could serve as baseline data for future research. Because bullying was a problem at Riverview Middle School, I can conduct the same survey study in the future to determine the program's success by utilizing a one-group pretest-posttest design after the treatment has been implemented. Briggs and Coleman (2007) argued that researchers should employ collecting data at two separate points in order to determine the impact of an

intervention. Overall, this design provided the data necessary to demonstrate that the problem of bullying existed at Riverview Middle School and informed the creation of a project which addressed the specific perceived needs of participants who were surveyed and will participate in the anti-bullying program.

Setting and Sample

The population from which the sample was drawn included students at Riverview Middle School. Students who participated in the survey were asked to answer honestly, and they were informed that the results could be used to create a program regarding bullying. Students with learning disabilities which affect their reading or comprehension ability had a special education assistant available to assist with reading the survey questions as needed.

The single-stage sampling method was utilized, and the entire population of students was invited to participate in the survey. With a population size of 530 students in sixth, seventh, and eighth grades the sample size should have included 223 students for 5% error and a 95% confidence level which is based on a sample size calculator retrieved from Scantron. Since the entire population of students was eligible to participate in the survey, the chances of the populations' true perceptions being represented were high. The stratification of the population included both male and female participants as well as a variety of income and educational level backgrounds. The school did not have any students who are English language learners, so this language barrier was not a survey concern. A special education assistant was available for students with reading disabilities in the event they needed help reading the survey. Since it was unclear how many students

had suffered traumatic experiences, the school counselor was available for any student who became emotionally disturbed by the survey experience; however, no students required counseling. The principal, who was the community partner for this study, acknowledged that this survey could be used as part of the Positive Behavior Support curriculum and was considered as such; therefore, parent consent was not required as specified by IRB approval. Students still received information about the study.

Instrumentation and Materials

The name of the instrument was *Survey of Bullying Behaviors* (see Appendix B). The survey used in this research was reproduced and adapted with permission from *Safety at Your School: Sample Survey for Students in Grades 7 to 12 About Bullying* (Ontario Ministry of Education, 2006). The modifications made by this researcher were based on the literature review presented in section 1. The *Survey of Bullying Behaviors* included questions with scaled responses as well as multi-item responses. Colvin, Tobin, Beard, Hagan, and Sprague (1998) advised that schools should systematically assess the extent to which bullying behavior may be present. The provided Likert and multiple choice responses varied from frequency of experiences to identifying specific bullying behaviors and locations.

Identifying information responses were provided at the beginning of the survey to specify grade level (6th grade, 7th grade, or 8th grade) and gender (boy or girl). The 20-question survey contains sub-questions for various questions and utilizes an ordinal rating scale. A total of 54 questions were on the survey which includes all questions and sub-questions. Within the survey, 14 questions offered frequency responses of not once in 4

weeks, once or twice in 4 weeks, every week, many times a week, or don't know; 32 questions offered responses of never, sometimes, often, or always; two questions offered responses of never, sometimes, often, always, or they don't notice it; four questions had listed responses; one question offered responses of very unsatisfied, unsatisfied, satisfied, or very satisfied; and one question offered responses of very poor, poor, good, or very good. All of these responses were used to guide the project.

There were two questions, both with six sub-questions, which addressed the first guiding question regarding the frequency of specific bullying behaviors occurring. The questions related to both traditional and electronic bullying instances and the frequency of these behaviors were analyzed. This separation assisted in identifying specific behaviors that students perceived to be a problem, and it helped determine whether traditional or electronic bullying occurred more frequently at the school or if they occurred somewhat at the same rate. An evaluation of these behaviors guided the project in the direction of which specific behaviors needed to be addressed through education and prevention strategies.

There were four questions, one contained 11 sub-questions and another with six sub-questions, which addressed the second guiding question regarding the location of bullying incidences. These questions ranged from locations at school to times of the day. This differentiation aided in understanding where bullying incidences were most likely to occur and at what time. An evaluation of the responses guided the project as to the locations in the school where students felt either threatened or safe which emphasized a need for prevention strategies within the program.

There were six questions which addressed the third guiding question regarding the frequency of bullying incidences being reported. These questions ranged from stating how frequent an act was reported to identifying reasons as to why incidences are or are not reported. This aided in understanding how frequently bullying behaviors may go undetected by adults. An evaluation of these responses guided the project as to the confidence students had in reporting bullying incidences.

There were eight questions, one with 10 sub-questions, which addressed the fourth guiding question regarding preventions and interventions in place to deter or stop bullying from occurring. These questions asked respondents to specify educational preventions and interventions which were or were not in place. Questions ranged from the responses of teachers and administrators toward bullying to satisfaction with the current system in place pertaining to bullying prevention and intervention. An evaluation of these responses guided the project by identifying weaknesses that existed which were used to build a foundation of preventions and interventions.

The concepts which were measured by this survey pertained to both traditional and electronic bullying. Christ and Stodden (2005) argued that constructs of appropriately grouped survey items offer a reliable and efficient measurement. Question items were grouped by the concept which they address. The concepts were constructs from the guiding questions presented in section 1.

Concept One

The first concept measured addressed the guiding question: How frequently do specific bullying behaviors occur at Riverview Middle School? One question from the

survey which addressed this contained six sub-questions and asks: Have you been bullied by other students... physically, verbally, socially, electronically, by harassment? The responses under this concept helped determine the frequency of different forms of traditional and electronic bullying.

Concept Two

The second concept measured addressed the guiding question: Where is bullying most likely to occur at Riverview Middle School? One question from the survey which addressed this has multiple sub-questions for each area and asks: Where and how often does bullying occur? Just a few of the responses for this question were classrooms, hallways, library, computer rooms, gym, bathroom, and lunchroom. The responses under this concept helped identify the areas in which students most likely perceived as threatening and places they avoided.

Concept Three

The third concept measured addressed the guiding question: How frequently are specific bullying incidences at Riverview Middle School reported to an adult? One question from the survey which addressed this asked: How often do you report bullying? The responses under this concept helped determine the frequency of reported incidences, the perceived confidence level students had in adults who received reports, and adult reaction when bullying behaviors were reported.

Concept Four

The fourth concept measured addressed the guiding question: To what degree are specific bullying intervention and or prevention measures in place to address bullying behavior at Riverview Middle School? One question from the survey which addressed

this asked: How often do adults at your school... notice bullying, try to stop bullying, ignore bullying, talk openly about bullying, discipline bullies, etc. The responses under this concept helped determine students' perceptions of the existence and effectiveness of prevention and intervention strategies at the school.

Spivak and Prothrow-Stith (2001) stated that before addressing the issues of youth violence several key factors which outline those behaviors must be identified because bullying indicates a need for prevention and/or intervention. The key factors indicated through this survey were frequency, location, reporting, and preventions/interventions. The concepts measured by this survey provided an outline of bullying occurrences at Riverview Middle School.

The survey results were calculated by the Online company SurveyMonkey.com and the Statistical Package for the Social Sciences (SPSS) computer program. A descriptive analysis was conducted for all question items to determine the percentage of students answering for each response. In the first concept area, the answers to the questions identified the frequency of specific bullying behaviors. In the second concept area, the answers to the questions identified specific locations of bullying behaviors. In the third concept area, the answers to the questions identified the frequency with which specific bullying behaviors were reported. In the fourth concept area, the answers identified the preventions and interventions students felt were available to prevent, address, or stop bullying from occurring.

The scores of the survey were calculated based on the ordinal responses. Most questions only needed responses dealing with frequency; however, some questions required more specific responses to clearly identify behaviors or locations. Allowing

participants to select from a multi-item response list allowed for scores to reflect a variety of behaviors and locations pertaining to bullying. The responses utilizing Likert type responses were examined for frequency, percentages, and mode. The responses utilizing a multi-item list were also examined for frequency, percentages, and mode.

Scores that represented bullying occurrences likely mean that bullying is a problem at Riverview Middle School. Scores that represented an absence of bullying occurrences likely mean that bullying is not a problem at Riverview Middle School. Scores that represented bullying locations likely mean that bullying occurs at those locations. Scores that represented an absence of avoidance of particular areas likely mean that bullying is not a problem in those areas. Scores that represented infrequent reporting of bullying incidences likely mean that students do not report bullying when it occurs. Scores that represented frequent reporting of bullying likely mean that students do report bullying incidences. Scores that represented confidence in teachers and administrators in reaction to bullying incidences likely mean that students perceive preventions and interventions in place. Scores that represented a lack of confidence in teachers and administrators likely mean that students do not perceive that sufficient preventions and interventions are in place.

Since I modified the survey instrument, several processes were implemented to ensure the reliability and validity of the survey instrument. A panel of experts, three university professors with prior experience in survey design, served to critique the directions and questions on the survey for readability, comprehension, and clarity. Modifications were made to the survey based on the feedback from the panel. Reliability was insured by conducting a pilot test after IRB approval with ten student participants,

and then a retest occurred with the same group. Roberts, Priest, and Traynor (2006) noted that content validity is important to measure when the study is designed to ascertain the participants' attitudes and that this can be obtained through a pilot test. The retest occurred within the same week as the pilot test. Since many of the responses were stated within the time frame of four weeks, waiting a longer period of time to retest may have allowed for bullying incidences to occur which had not happened before the original survey completion. Also, waiting another week may have discounted a bullying incidence which had happened four weeks prior at the time of the first pilot testing. This time frame for the test-retest decreased the likelihood for experiences which could have intervened in response changes. The test-retest responses were examined to determine if the two sets of data remained the same on a percentage basis, and no modifications were necessary based on the responses of the participants in the pilot test. To ensure internal consistency, sets of items measured the same construct. Questions two and ten measured the construct of witnessing bullying occurrences. Kimberlin and Winterstein (2008) argued that "having multiple items to measure a construct aids in the determination of the reliability of measurement and, in general, improves the reliability or precision of the measurement" (p. 2277). I implemented these measures to aid in the reliability and validity of the survey instrument, and the raw data are available by request. All data related to the variable of students' perceptions pertaining to bullying.

Data Collection and Analysis

The data collection took place at Riverview Middle School. The school's computer lab was utilized in order to complete the online survey format. Bradshaw,

Sawyer, and O'Brennan (2007) stated that "Web-based administration of the survey may have resulted in more accurate data regarding the participants' attitudes and experiences with bullying" (p. 379). Four school days were used to complete the survey. Sixth grade students completed the first day, seventh grade students completed the survey the second day, eighth grade students completed the survey the third day, and the fourth day was used for students who were absent on any of the previous days. Teachers were given a scheduled time to bring their class to the computer lab for survey completion. The Invitation to Participate letter which explained the rationale for the survey as part of the curriculum and how the results will be used as part of student research was read by the facilitator, the school counselor, at the beginning of the survey. I placed a hyperlink on every computer which took students directly to the survey site. This aided in decreasing the time it took to get to the survey site, and it ensured that all students completed the correct survey. The facilitator directed students to click on the hyperlink, and read the directions and definitions provided. The surveys were completed anonymously, and students marked response answers by clicking the computer mouse in the appropriate response boxes. After all questions on the screen had been answered, the program continued to the next screen until all survey questions had been answered. The computer program saved and analyzed all data through the password protected site. When completed, the participants were thanked for their participation and continued with the planned guidance workshop.

Overall, the descriptive statistic analysis provided the necessary information to guide the creation of this project study. It was necessary to analyze the distribution of responses in order to gain a clearer view of students' perceptions pertaining to bullying at

Riverview Middle School. Hardy and Bryman (2004) argued that a descriptive analysis must always be used to learn about the distributional properties of one's data. The data was examined for frequency, percentages, and mode. The percentages and mode of specific bullying behaviors determined the most frequent types of traditional and electronic bullying occurring at the school, and those behaviors were addressed through a project with education and prevention strategies. The percentages and mode of locations of bullying occurrences determined where these behaviors are most likely to occur. Locations with higher percentages reported for bullying were targeted for greater supervision, and educational resources were created to teach appropriate behaviors and responses to behaviors while in those locations. The percentages and mode of reporting incidences of bullying determined if a need exists to educate students about the importance of reporting these behaviors, or if the results are due to the lack of interventions. The percentages and mode of preventions and interventions in place determined if either or both of these strategies were a necessary component of the project.

The data was also disaggregated by grade level and gender in order to test whether these differences were statistically significant. Somers' d test was utilized to determine if a significant difference existed among the three grade levels, six, seventh, and eighth, for reported incidences of bullying. Somers' d was also used to determine if a significant difference existed between gender for reported incidences of bullying. Besag (1980) argued that chi square does not represent a direct measure of data; however, Somers' d gives an actual measurement of the data with a meaning that can be found directly through observation. Identifying statistical differences among grade levels will determine the types of bullying incidences which are significant for each grade level.

This assisted in developing a targeted program for each grade level which addressed the identified specific types of bullying. Identifying statistical differences among gender determined if boys or girls were more or less likely to experience various types of bullying. Again, this assisted in a targeted program approach in which components of the program addressed gender specific bullying issues.

Assumptions, Limitations, Scope and Delimitations

Assumptions

1. The results represent a true representation of the participants' perceptions.
2. Students can differentiate between horseplay and bullying.
3. Students can differentiate between harmless teasing and bullying.
4. Students can differentiate between a joke and a racist joke.
5. Students can differentiate between wanted and unwanted physical contact.
6. Some students know the meaning of electronic bullying.
7. Some students can recognize electronic bullying.
8. Students respond in a truthful manner.
9. The responses given relate to the time period stated in the questions.

Limitations

1. The actual number of participants from the population was unpredictable.
2. All of the eligible participants were not surveyed
3. A true representation of the population's perceptions may not have been obtained.

4. The small size and rural location of the school decreases the ability to make generalizations based on the findings.
5. The low socio-economic area may contain less access to technology.
6. Some degree of dishonesty or inaccurate answering should be expected.
7. A language barrier may exist for some students due to a learning disability or non-native English speakers.
8. Due to prior experiences, emotional distress may have skewed the responses of some students.
9. There are potential technical glitches which may have arisen while completing the online survey.

Scope and Delimitations

1. The scope is limited to the concepts measured on the survey.
2. Delimitations would include the narrow boundaries of the study which will be confined to the student population of Riverview Middle School.

Rights of Participants

Measures were taken for the protection of the participants' rights. After IRB approval, a pilot test was completed in order to obtain feedback about the survey's language and content. Participation in the pilot test was voluntary and participants did not receive compensation for completing the questionnaire. Participants were chosen by a random draw. Completing the survey during the pilot test or the actual survey did not pose a physical threat of harm to the participants; however, a school counselor was available for any students who needed to discuss any emotional disturbances which the

reading or answering questions may have created. Names did not appear on any survey to ensure the privacy and anonymity of the participants. IRB approval of the community partner's inclusion of the survey with the school's PBS curriculum ensured that neither assent nor consent will be needed. I have kept all documentation relating to this study on password protection, and paper documentation has been kept under lock and key. Overall, every effort has been made to protect the rights of each participant in the study.

Results

Sample

The population for this project study targeted 501 middle school (sixth, seventh, and eighth grades) students at Riverview Middle School which is part of a rural school district in northwest Tennessee. Of the targeted group, 400 participants completed the online survey resulting in a response rate of 79.8%. The demographics of the non-respondents are as follows: sixth grade, 11 boys and 11 girls; seventh grade, 17 boys and 20 girls; eighth grade, 20 boys and 22 girls. It is unclear how the sample was affected due to the missing data from these 101 students. Data from the online results were entered and formatted into the SPSS computer program for analysis. All participants ($N=400$) responded to each question on the survey, so response bias was not an issue in the data analysis. The demographics of the surveyed population was 190 (47.5%) boys and 210 (52.5%) girls. There were slightly more female participants than male participants ($n=20$); however, participation by grade level was more closely balanced. The characteristics of the survey participants with frequencies and percentages are presented in Table 4.

Table 4

Demographic Characteristics of Participants

Characteristics	<i>f</i>	%
Gender		
Boy	190	47.5
Girl	210	52.5
Grade		
Sixth	136	34
Seventh	131	32.8
Eighth	133	33.2

*Data Analysis**Concept one measurements.*

Concept one measurements addressed the guiding question: How frequently do bullying behaviors occur at Riverview Middle School? Participants were asked questions based upon personal bullying incidences and witnessed bullying incidences occurring during the previous four week period. The mode for all personal bullying occurrences was “Not once in four weeks” as shown in Table 5; however, the other findings suggest that bullying is a problem at Riverview Middle School. As evident in the following table, a number of students had experienced various forms of bullying during this period.

Table 5

Personal Bullying Incidences

	Not once	Once or twice	Every week	Many times	Don't know
Bullying Type	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
Physical	248(62)	55(13.8)	16(4)	13(3.2)	68(17)
Verbal	175(43.8)	94(23.5)	41(10.2)	34(8.5)	56(14)
Social	202(50.5)	74(18.5)	34(8.5)	29(7.2)	61(15.2)
Electronic	275(68.8)	24(6)	12(3)	7(1.8)	82(20.5)
Racial	265(66.2)	27(6.8)	12(3)	11(2.8)	85(21.2)
Harassment	210(52.5)	77(19.2)	21(5.2)	27(6.8)	65(16.2)

As previously discussed, studies have found that one in seven students is a victim of bullying; however, these results suggest that bullying occurs at a higher rate at Riverview Middle School for all categories except electronic and racial bullying. The reason for this discrepancy is unclear; although, some examples of this research has consistently dealt with urban and suburban public schools (Bauer, Lozano, & Rivera, 2007; Limber, 2004). However, the most recent report from the United States Department of Education (2009) reported that 32% of students reported being bullied during the school year. The participants in this study were asked to only report on incidences occurring during the past four weeks. According to the findings of this research, almost a fourth (23.5%) of the participants experienced verbal bullying once or twice in four weeks and 18.7% experienced verbal bullying either every week or many times a week. The second greatest response rate was for social bullying which was reported to have

been experienced by 34.2% of the participants. Close to a third of the participants (31.2%) reported to have experienced harassment with the majority of the occurrences happening once or twice. Electronic bullying was the least reported type of bullying, 10.8% of participants; however, this category also had the second highest percentage (20.5%) of “I don’t know” responses. The frequency of this response in each category suggests that bullying education is warranted due to students not being able to identify specific occurrences. Even if other factors were involved in this answer choice such as not wanting to identify the behavior as bullying, lack of question clarity, or dishonest answer selection, an educational program would label and define these bullying behaviors so that they could be more easily identified. Also, bullying preventions are warranted due to the reported frequency of most types of bullying.

Inferential statistical data were used to provide more specific data about personal bullying incidences. Since determining the frequency of these behaviors was the first guiding question, an in-depth examination of these data was performed. Non-parametric testing was conducted to determine if a statistical significance existed between gender and personal bullying incidences as well as between grade level and personal bullying incidences. This testing served to determine if a specific grade level or gender reported these incidences at a statistically different rate. If warranted, this data could provide a targeted approach in the project for the specified group or groups. Using the SPSS program Somers’ d tests were conducted on each set of data. Table 6 provides the results of this testing.

Table 6

Somers' d Test Results

	Gender	Grade Level
Bullying Type	Approx. Sig.	Approx. Sig.
Physical	.695	.780
Verbal	.355	.284
Social	.949	.901
Electronic	.738	.967
Racial	.953	.368
Harassment	.040	.942

The only category in which a statistical significance was evident with $p < .05$ was gender and harassment with an approximate significance of .04. According to these statistics, this suggests that girls are more likely to experience harassment bullying than are boys. These results could be due to boys not reporting their experiences as bullying as frequently as girls, or there could be a knowledge gap between girls and boys pertaining to what constitutes harassment. This difference could be addressed through an educational component about bullying by harassment for both genders.

Participants were also asked if they had witnessed any bullying episodes. While the data regarding personal bullying incidences related that bullying was occurring, the responses to witnessing bullying were far greater in frequency. Responses for witnessing bullying are shown in Table 7.

Table 7

Witnessed Bullying Incidences

	Not once	Once or twice	Every week	Many times	Don't know
Bullying Type	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
Physical	105(26.2)	121(30.2)	83(20.8)	54(13.5)	105(26.2)
Verbal	72(18)	92(23)	98(24.5)	91(22.8)	72(18)
Social	83(20.8)	99(24.8)	100(25)	79(19.8)	83(20.8)
Electronic	149(37.2)	71(17.8)	42(10.5)	33(8.2)	149(37.2)
Racial	166(41.5)	69(17.2)	57(14.2)	40(10)	166(41.5)
Harassment	123(30.8)	88(30.8)	70(17.5)	51(12.8)	123(30.8)

The mode for these categories was as follows: witnessed physical bullying “Once or twice a week”, witnessed verbal bullying “Every week”, witnessed social bullying “Every week”. These results differ greatly from the mode for all personal bullying responses which was “Not once in four weeks”. The frequency and percentage of witnessed bullying incidences were particularly greater. The mode for the categories of Electronic, Racial, and Harassment follows more closely with the data from personal bullying experiences in that the mode for each was “Not once in four weeks”. However, the frequency and percentages for witnessed bullying experienced were either almost doubled or tripled of those for personal experiences. Table 8 details the comparison of the total frequencies and percentages of responses of experiences with personal bullying and witnessed bullying.

Table 8

Personal and Witnessed Bullying Totals

	Total Personal	Total Witnessed
Bullying Type	<i>f</i> (%)	<i>f</i> (%)
Physical	84(21)	258(64.5)
Verbal	169(42.2)	281(70.3)
Social	137(34.2)	278(69.6)
Electronic	43(10.8)	146(36.5)
Racial	50(12.6)	166(41.4)
Harassment	125(31.2)	209(61.1)

In previous sections of this research, various sources have provided diverse rationales for reporting or not reporting incidences of bullying (Beaty & Alexeyev, 2008; Davidson & Demaray, 2007; Juvonen, Graham, & Schuster, 2003; Rowan, 2007). The occurrence of higher rates of witnessed reports could be for several reasons: some students do not want to admit to being personally bullied, some students do not feel that their personal experiences are bullying episodes, some students do not know if what they experienced was bullying, more students witness bullying than actually experience it, or students are more comfortable reporting bullying of others than of themselves. These are only a few of the possibilities which could relate to this data. Regardless of the reasoning, over half of the participants reported witnessing bullying in most categories. With such a high frequency of witnessed bullying instances, a negative atmosphere in the school environment may exist.

Concept two measurements.

Concept two measurements address the guiding question: Where is bullying most likely to occur? Participants responded to questions about bullying incidences at various locations around the school. Combined responses of “often” and “always” for the locations of “hallway” and “school bus” reveal the greatest percentage of frequently reported incidences with “hallway” (60%) and “school bus” (57.3%). The responses with the highest reported occurrence rates are shown in Table 9.

Table 9

Bullying by Location

	Never	Sometimes	Often	Always
Location	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
Hallway	30(7.5)	130(32.5)	153(38.2)	87(21.8)
School bus	42(10.5)	129(32.2)	118(29.5)	111(27.8)
Gym	54(13.5)	185(46.2)	112(28)	49(12.2)
Classroom	63(15.8)	234(58.5)	74(18.5)	29(7.2)
Lunchroom	86(21.5)	167(41.8)	86(21.5)	61(15.2)
Bathroom	97(24.2)	147(36.8)	86(21.5)	70(17.5)

As evidenced in the table, bullying occurs with a great deal of frequency in several areas of the school. The locations of “hallway” (21.8%) and “school bus” (27.8%) have the highest percentages of “Always” responses, and the locations of “hallway” (38.2%) and “school bus” (29.5%) have the highest percentages of “Often” responses. This could be due to the unstructured nature of these environments, or insufficient adult supervision in

these areas. In contrast, the locations with greater structure and supervision of “classroom” (58.5%) and “gym” (46.2%) have the highest percentages of “Sometimes” responses. Overall, bullying episodes occur at a variety of locations with a frequency warranting education and prevention measures to be taken to help reduce these incidences.

Concept three measurements.

Concept three measurements address the guiding question: How frequently are specific bullying incidences reported to an adult? Participants responded to questions pertaining to reporting personal and witnessed bullying experiences. The mode for how frequently bullying had been reported was “Never”. Table 10 shows the responses for the question: How often do you report bullying?

Table 10

Reported Bullying

	Never	Sometimes	Often	Always
Question	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
Report bullying	191(47.8)	156(39)	28(7)	25(6.2)

Only 6.2% of the participants stated that they always reported bullying compared to 47.8% of participants who stated that they never report bullying. As previous data have shown, bullying incidences are occurring; however, most of these incidences are not being reported. When asked why they did nothing when they had personally experienced bullying, 19.2% of participants responded “It wouldn’t have made a difference”. When asked why they did nothing when they had witnessed bullying, 62.2% of participants

responded "I didn't want to get involved". With a low rate of students reporting bullying incidences along with negative attitudes in relation to reporting bullying, evidence exists which shows that prevention and intervention strategies are warranted to create an open line of communication between students and school adults.

Concept four measurements.

Concept four measurements address the guiding question: To what degree are specific bullying interventions and or preventative measures in place to address bullying behavior? For the question pertaining to the frequency of something being done when a student complains about bullying, the mode was "Sometimes". For both of the questions about the frequency which teachers stop bullying and the frequency which administrators stop bullying, the mode was "Always"; however, almost a fourth of students (24.5%) reported that teachers don't notice bullying. Table 11 shows the frequency results of various situations pertaining to bullying involving all school adults.

Table 11

Actions of School Adults

	Never	Sometimes	Often	Always
Action	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
Notice bullying	48(12)	255(63.8)	73(18.2)	24(6)
Ignore bullying	262(65.5)	98(24.5)	31(7.8)	9(2.2)
Talk about bullying	128(32)	182(45.5)	64(16.2)	25(6.2)
Discipline bullies	61(15.2)	123(30.8)	68(17)	148(37)
Discipline victims	207(51.8)	110(27.5)	47(11.8)	36(9)
Bully students	312(78)	63(15.8)	10(2.5)	15(3.8)

The data show that students perceive that school adults always notice bullying only 6% of the time, and always discipline bullies only 37% of the time. Possibly of greater significance is that almost one fourth (24.5%) of participants responded that bullying is sometimes ignored which is the same percentage as participants who reported that teachers do not notice bullying. Combined, these percentages show that students perceive that almost half of the time bullying incidences are either not noticed or ignored by adults. Unfortunately according to participants, it was found that students who were victims of bullying were disciplined at some degree of frequency slightly less than half (48.3%) of the time. This could be due to the high response rate of students who did not know how to respond to bullying occurrences as previously discussed because only 26.8% of participants said that they had fought back when being bullied. If bullying victims receive disciplinary action for some reason, then this could be one reason why students are reluctant to report bullying. Even with these results, students responded with a mode of “Satisfied” when asked about the bullying preventions in place; however, 19.8% responded “Unsatisfied” and another 14.2% responded “Very unsatisfied”. In all, over a third of the participants (34%) had a negative perception of the school’s prevention strategies. Overall, the data show that the prevention and intervention strategies which are in place are not effective, and additional prevention and intervention strategies are warranted.

Some of the most disturbing data relates to teachers bullying students. As previously shown in Table 11, a total of 22.1% of participants acknowledged that teachers bullied students with some degree of frequency. This could be attributed to students wanting to

attach negative connotations to teachers they generally dislike or teachers who have disciplined them in the past. However, this percentage appears rather high for mere inaccurate responses or playing around; therefore, some merit must be given to the perceptions of students that some teachers bully students to some degree. This trend, along with ignoring and not noticing bullying, could be a catalyst to negative school environment. This data shows that professional development training pertaining to bullying is warranted.

In conclusion, the data have provided sufficient evidence that an anti-bullying program is needed at Riverview Middle School. Specifically, a program which provides bullying education, prevention strategies, and intervention strategies components would address the areas specified in the findings. Additionally, a professional development component is necessary to increase the adult knowledge base and help alleviate teacher-student bullying incidences. An assessment component would assist in program evaluation in order to make data-driven decisions and changes if needed. Overall, the goal of this project study is to create a program which specifically meets the needs identified from this research.

SECTION 3: THE PROJECT

Project Description

The project derived from the research previously presented in section 2 is an anti-bullying program which encompasses aspects of traditional and electronic bullying while engaging positive student support through four components: education, prevention, intervention, and assessment. Integrating each component has created a layered effect which seeks to encompass all aspects of bullying in the school environment. Education about both traditional and electronic bullying is an important first step in identifying the problem. The core of the program is in the prevention strategies of the grade level lesson sessions. However, sequential consequences are outlined as intervention strategies are obviously necessary. On-going assessment, which is meant to be evaluated in a formative and summative manner, can continually identify the program's effectiveness and areas for change. While each has a specific purpose, the components work collectively to deter and decrease bullying instances that affect students during the school day.

The project was chosen as an anti-bullying program due to the supporting data of this research. As previously shown in Table 8, the totals of personal bullying incidences and witnessed bullying incidences detail a problem with bullying occurring in the school. With a high occurrence of bullying episodes witnessed in the school, these totals suggested the existence of a negative school environment. As previously shown in Tables 5 and 7, verbal bullying was the highest category in reported instances of personal and witnessed incidences, and the second most common form of bullying was social bullying. These forms of bullying could occur more frequently since these behaviors can occur

covertly, teachers may not address these behaviors as often, or the behaviors are seen as expected and acceptable adolescent behavior.

Various forms of bullying were found to be occurring at several locations with great frequency. As previously shown in Table 9, the hallway and school bus locations have the highest percentage of bullying incidences. Obviously, this warrants more supervision in these areas, but these locations possess their own challenges. The only adult on the school bus is the driver, whose main job is to safely transport students to and from school. This focus on driving safety impedes the ability of the driver to thoroughly supervise the behaviors of all students on board which increases the need for students to be taught acceptable and unacceptable behaviors.

As previously shown in Table 10, levels of reporting bullying incidences were very low due to the students' perceived lack of confidence in adults' actions to the reports. These results could be attributed to two of the most common responses for why students did not report bullying when it was experienced personally and witnessed which were "It wouldn't have made a difference" and "I didn't want to get involved." Confidence in school adults and the disciplinary system is necessary for adequate reporting of bullying behaviors. The students perceive that there is no reason to risk the possible social negative consequences of telling an adult if an acceptable response does not occur. Also, it was discovered, as shown in Table 11, that some teachers may be responsible for bullying students as well which could set the climate for bullying behavior in students. Because the data came from one group of students, more data may be needed to show this is an actual problem. As teachers are educated and become more aware of students' bullying behavior, they may become more self-aware of their own

behavior as well. To ensure the issue is addressed, part of the Professional Development Outline (see Appendix A) will include an informative component to deter teacher on student bullying. Overall, enough evidence was shown in the data that a complete approach was necessary to address bullying issues in the school.

The project is a curriculum program plan which has not been implemented. Within this plan, the problem of bullying in the school is addressed through four components: education, prevention, intervention, and assessment. The education component includes a professional development session outline to educate school adults on the types of bullying, climate of the school, prevention curriculum, intervention strategies, and assessment. The expected outcome is a decrease in teacher to student bullying, an increase in teacher awareness, and an increase in supervision particularly in areas with noted instances of bullying. This component also includes educational material for parents and care givers. The prevention component contains a separate curriculum for each grade level comprised of four units. The expected outcome is a decrease in bullying instances due to an increase in student involvement and reporting of incidences. The intervention component contains a disciplinary approach to acts of bullying which involve sessions with the school counselor. By counseling the student about alternative behaviors, the expected outcome is a decrease in bullying behavior. The assessment component is intended to periodically evaluate the program in order to make adjustments if needed. The expected outcome is for the assessment artifacts to show a decrease in bullying instances and an increase in the confidence level students have toward adult actions to bullying incidences. The goal of this plan is to address the problem of bullying identified in this research through these four components.

Project Rationale

This project was chosen due to the potential to positively influence the lives of students at Riverview Middle School and possibly beyond. When implemented over the course of a school year, the program should address the problem of bullying at this school based on current research (D’Zurilla, Nezu, & Maydeu-Olivares, 2004; Horner, Sugai, Lewis-Palmer, & Todd, 2001). It will do so by establishing clear and concise definitions of bullying for teachers. They will also know specific actions to take when bullying occurs and when to involve administrators. Students will also be aware of these measures as well as the consequences which will follow. Parents and caregivers will receive educational resources so that they will be aware of the potential hazards of a cell phone or home computer. Together, students, teachers, administrators, as well as parents and caregivers, will become knowledgeable about the program and reap the benefits of an improved learning environment.

By preventing bullying instances, positive social change can occur. Nakkula and Toshalis (2006) observed that “empathy and compassion develop alongside the adolescent’s ability to recognize and incorporate the needs of others” (p. 89-90). Embracing this idea through character education would have a compounded effect on students by creating an outside sense of self and support for one another. A positive and safe school environment must be cultivated. Stephens (2002) noted that “comprehensive and collaborative strategies must be set in place to support the safety and success of all school children” (p. 53). As these characteristics continue to intertwine, a relationship between academic functioning and social skills is evidenced as Elliot et al. (2002)

acknowledged that “the social skills of individual students influence not only their academic functioning, but also the school environment. The collective effect of socially skilled individuals is the construction of socially supportive environments” (p. 154).

Improving the sociability of students has cost responses as Biglan, Brennan, Foster, and Holder (2004) detailed, “Interrupting the life course of multiple problem youth is likely to have a tremendous payoff for society. This payoff also translates into improved lives for these youth and the victims and family members they hurt by their problems” (p. 56).

While this evidence shows the great costs that could be lifted from society by controlling deviant behaviors like bullying, a price tag cannot be placed on the difference change can make in the life of one adolescent. By reaching students who are at the greatest risk and exhibit problem behaviors positive social change can occur- one student at a time.

Literature Review

Literature on Theory

Targeting someone and becoming a target of social exclusion can be an emotionally charged event. The emotions of the aggressor may be more visually apparent in some types of bullying than others. Direct conflict could present observable an emotional state; whereas, indirect conflict by electronic means would result in an unclear gauge of emotional context. Zhang (2007) observed that “research suggests that not only do emotions elicited by the choice situation impact judgment and decision making, but incidental emotions generated by sources irrelevant to the choice situation also influence the decision” (p. 2). Bullying episodes are predominately emotionally charged; however, given Zhang’s observations more may be involved in the actions of the harasser than just

the conflict with the victim. Based upon these examples and the reported results from Section 2, the need for behavioral counseling as part of the anti-bullying program is apparent. Students need to learn alternative behaviors rather than aggression when emotional episodes occur.

The theory of planned behavior offers insight into how counseling can influence behavior. Ideally, all students would follow the school rules and behave accordingly. Some students seem to have more self-discipline than others when it comes to behavior. A potential goal in education would be for more students to have a desire to behave in a positive manner. Therefore, as more students exhibit these positive behaviors, even more students would want to emulate this behavior. When explaining the theory of planned behavior, Ajzen (2001) noted that “people act in accordance with their intentions and perceptions of control over the behavior, while intentions in turn are influenced by attitudes toward the behavior, subjective norms, and perceptions of behavioral control” (p. 28). An inference of this theory could be that behavior can be affected by the atmosphere and behavior of others which can influence attitudes and decisions pertaining to certain behaviors. Past research has shown that utilizing planned behavior theory can assist in behavioral changes (Higgins & Marcum, 2005; Walker, Courneya, & Deng, 2006). Application of this theory would be for counseling and educational opportunities to focus on establishing negative attitudes toward bullying behaviors. By doing so, this would influence positive intentions and perceptions to control bullying behavior.

This project is also grounded in the cognitive behavior theory. It could be unrealistic to think that bullying behaviors would completely stop through education, so methods of changing behaviors must be integrated. Past research has noted that cognitive

behavior theory can target and change behaviors to establish positive relationships (Hamamci, 2007; Ronen, 2001). Addressing the root of these behavioral issues could increase the likelihood of a more permanent instead of temporary change in behavior. While these theories provide a basis for grounding the project, there are certain issues relating specifically to bullying behaviors which must be taken into consideration and addressed.

The very nature of bullying involves social exclusion. This type of bullying can leave individuals feeling like they have no one to turn to, and if electronic bullying is used to achieve social exclusion these individuals may not know who they can trust. Sources have noted that there are negative connotations and feeling associated with social exclusion which could increase the likelihood of anti-social behavior or aggression (Abrams, Hogg, & Marques, 2005; Twenge & Baumeister, 2005). This could be an explanation for the rationale of bully-victims. As students are excluded from the social norm, their anger may turn to aggression toward others who have bullied them or those who are viewed as weaker targets. This is only one explanation for these behaviors while other sources noted that social ostracism creates an unhealthy state of being within the victims of this type of bullying (Major & Eccleston, 2005; Williams & Govan, 2005). While some students may choose to exist outside of social groups, being ostracized from a group can come with detrimental consequences. Schools are just a microcosm of society and the same stigmas which exist in a society will exist in the school. As the data in Section 2 have shown, verbal and social bullying occur with the greatest frequency which is evident of an even greater social problem in the school. The education and

prevention components along with the counseling content of the project will seek to address these inclusion and exclusion tactics among students.

Literature on Practices

To change this type of behavior, this program incorporates behavior modification techniques including rewards and punishments previously discussed in Section 1 by behavior theorists Skinner and Glasser. Gottfredson (2001) noted that “research implies that principals and faculty control behavior by setting rules, communicating clear expectations for behavior, consistently enforcing rules, and providing rewards for rule compliance and punishments for rule infractions” (p. 90). Rewards are established for motivational purposes. This may cause students to improve their behavior or sustain positive behavior due to motivation for rewards. Dishion and Kavanagh (2003) found that supporting motivation can be a major part of changing behavior. Punishments act as consequences for deviant behavior. In regard to adolescent behavior, sources have noted that punishments are necessary and effective measures in response to negative behaviors (Martin & Pear, 2007; Nakkula & Toshalis, 2006). While the main component of the program based on this research is education prevention, proper planning necessitates a course of action if bullying behaviors occur.

Specifically in regard to bullying behaviors, studies have shown that programs which include education preventions coupled with punishment interventions are an effective method of dealing with bullying in schools (Hallford, Bortrager, & Davis, 2006; Orpinas, Horne, & Staniszewski, 2003; Singh, Lancioni, Joy, Winton, Sabaawi, Wahler, & Singh, 2007; Smith, Schneider, Smith, & Ananiadou, 2004). In their study of mostly 12 year-old adolescents in the Southwest United States, Hallford et al. (2006)

found that the anti-bullying program “Bullyproof” effectively increased bullying awareness and decreased bullying incidences. The research of Orpinas et al. (2003) examined a site-based anti-bullying program in the Southeast United States which the findings showed effectively reduced bullying occurrences. Seventh grade students at risk of expulsion were the participants in the research of Singh et al. (2007) and the findings suggested that bullying behaviors were reduced after program implementation. Finally, Smith et al. (2004) found through a review of 14 studies which met the criteria of including whole-school anti-bullying interventions, adequate bullying data, and quantity of participants that evidence showed that the anti-bullying programs studied had a positive effect on student behavior. Each of these studies included programs which incorporated punishments to some degree, and success in decreasing bullying behaviors was achieved.

In relation to punishments used to deter bullying behaviors, both Rigby (2002) and Conn (2004) argued that schools should address bullying behaviors through educational methods to establish clear definitions of these behaviors and through consequences for bullying offenses. The interventions planned within this project rely on behavior changes occurring from a system based upon punishment and reward. The goal is for behavioral changes to occur, at least in part, due to the presentation of punishments. Past research has shown that programs which incorporate punishments for bullying offenders can help reduce bullying incidences (Crothers & Kolbert, 2008; Leff, 2007). The threat of punishment may be enough to deter some bullying behaviors, or bullying behaviors may decrease once punishments have been received. Since this strategy may

not work for every student, additional resources have been included to influence behavioral changes.

The intervention strategies within this program are based upon education counseling and punishment in reaction to bullying behaviors. Ultimately, the goal of establishing rewards and punishments is to deter and end bullying behaviors. Nissman (2006) noted that “ The students who can replace a bullying demeanor with one that is thoughtful and mannerly will have more chances of gaining acceptance, and respect in whatever place in society he wishes to pursue” (p. 136). For some students, a system of rewards and punishments may not adequately affect behavior to reach this goal of social success, and past researchers have noted that reward and punishment systems may not be effective in establishing ownership and internalization of behaviors for permanent behavioral changes to occur (Beaudoin & Taylor, 2004; Kohn, 1993). It should be noted as well that Hemphill, McMorris, Toumbourou, Herrenkohl, Catalano, and Mathers (2007) reported that out-of-school suspension can lead to an increase of negative behaviors up to 12 months after the time of the suspension. While the findings of this study represented a low percentage of the American adolescents studied, awareness should still exist that removing students from a supervised school environment for a period of time to possibly an unsupervised home environment may not produce a desired behavioral result.

Establishing a connection with the school counselor is a crucial step in discovering why behaviors occur and continue to occur. Spending time with a trained professional can help to resolve why behaviors are exhibited in certain situations. Employing a school counselor in specific diagnostic and therapeutic techniques may also

resolve issues which cannot be addressed through a reward-punishment discipline system. Various sources have noted that identifying the underlying foundation of exhibited negative behaviors is a crucial component to ending an undesirable behavior (Crone, Horner, & Hawken, 2004; Greene & Ablon, 2006; Watson & Steege, 2003). A crucial element of intervention is the utilization of a school counselor. Simply continuing to punish a student may not achieve the desired result of a change in behavior. Since the primary goal of the program is to deter bullying behaviors, a school counselor could delve into the reasons behind the behaviors. The school psychologist could provide cognitive-based interventions (CBIs) for repeat offenders. Smith and Daunic (2006) observed that when implemented appropriately strategies that promote changes in behavior with cognitive components such as social problem solving instruction can be effective in helping students become successful in social endeavors.

Counseling sessions with students who repeatedly exhibit bullying behaviors can identify why these behaviors occur. Analyzing bullying behaviors through counseling can establish the root of the behavior and a baseline for when these behaviors may be present. This could provide an opportunity for a school counselor to teach alternative behaviors when those situations arise in the future. Research has shown that utilizing counselors in middle school is an effective method of targeting deviant behaviors and presenting alternate positive behaviors (Akos & Ellis, 2008; Stomfay-Stitz & Wheeler, 2007). Counseling provides methods that do not just try to deter the behavior due to unwanted consequences; rather, counseling could help change students attitudes about exhibiting in negative behaviors. If students internalize positive behavioral changes and learn alternative behaviors when situations arise that would have triggered negative actions,

then more effective and long-term behavioral change may occur. This creates a network of interventions instead of just relying on the reward-punishment aspect of the program. The aspiration for this project is that utilizing a school counselor to provide one-on-one counseling customized to the specific type of deviant bullying behavior can help deter these behaviors from recurring.

The theories presented here which serve as the framework for this project study have been authenticated in various other programs and research. A comprehensive school-wide approach was chosen so that a collective assortment of strategies may affect the total school environment. Without this approach, key areas of student behavior or education may be overlooked. Past research has supported utilizing school-wide strategies to effectively change negative behaviors (Cohen, Kincaid, & Childs, 2007; McNamee & Mercurio, 2008; Sugai & Horner, 2006). Employing a school-wide approach to behavioral change could provide consistency to the school environment and behavioral expectations. This also allows for program infiltration into existing supports and systems instead of operating independently which may lead to more simplified implementation and increased effectiveness.

Individual behavior plans offer opportunities for students to become involved in their own behavioral management. This adds a component of accountability for the student who has repeatedly participated in bullying behaviors. With the student adding input into the plan, a sense of ownership may become present which could increase the likelihood of successful goal achievements. Research has shown that individual behavior plans can play an integral role in addressing and changing negative behaviors (Crone, Hawken, & Bergstrom, 2007; Killu, 2008). The goal of these plans is for students to

become self-sufficient and self-disciplined to the point at which regular supervision and meeting is no longer necessary. Parent involvement is another key component to individual behavior plans. Parents are directly involved in plan creation as well. Past research has shown that behavioral changes are more likely to occur when parental involvement takes place (Achilles, McLaughlin, & Croninger, 2007; Murray, Low, Hollis, Cross, & Davis, 2007). Parents can be continually informed about behavioral progress and goal achievements. Having parents actively involved in behavior plans establishes a connection between home and school which may allow for more consistency in plan integration.

While great emphasis has been placed upon bullying behaviors being displayed within the school environment, education about bullying may provide a way to reduce these instances. Educational opportunities can be available through various methods: meetings, workshops, professional development, newsletters, or curriculum. While each of these and others present a setting for education, an effective method for direct student training is through curriculum instruction. Research has shown that incorporating an educational curriculum is an effective method for behavioral change in adolescents (Gatins & White, 2006; Kearney & Bensaheb, 2006; Nabors, Iobst, & McGrady, 2007). Behavioral expectations can be taught in the same manner that academic curriculum is taught. Schools and school systems do not assume that students automatically possess all required academic knowledge which is why they are taught these things. Assumptions should not be made about students' knowledge of behavioral expectations either; these should be taught as well. Curriculum which incorporates active participation in bullying prevention can enlist the help of the majority of the school's population.

As this research has shown, the majority of the school is neither a bully nor a victim. The majority represents the bystanders who are not directly involved in bullying episodes. Encouraging onlookers to stand up to others in order to establish positive peer pressure could help deter this behavior from occurring. Research has shown that bystanders can play a key role in dissuading bullying behavior (Hazler, Carney, & Granger, 2006; Piotrowski & Hoot, 2008). Soliciting positive responses from bystanders can help emphasize the importance of a positive school climate. If students buy-in to this importance, then they may be more likely to take measures to ensure the absence of negative behaviors. Peer pressure could be used to reinforce positive behavior with the goal of maintaining a school climate free of bullying.

The Project

Overview

The project created based on this research is an anti-bullying curriculum program plan. The intent of the program is integration into the middle school curriculum; however, implementation has not yet occurred. The program contains four components: education, prevention, intervention, and assessment. The education component provides information to stakeholders about bullying and school data. The prevention component contains the curriculum lessons for sixth, seventh, and eighth grades. The intervention component outlines behavioral consequences, and the assessment component contains tools to evaluate the program. Collectively, the components of the program plan are expected to decrease bullying behavior when implemented over the course of the school year.

Component 1: Education

The educational component was created so that educational information can be available and presented to parents and care givers, students, faculty, administration, staff, and bus drivers. Part of this component is a brochure (see Appendix A) containing information about traditional and electronic bullying which is intended for use with all groups. Definitions and examples have been provided for clarification of what actions and behaviors are considered bullying. Steps to take if bullying occurs and where to find consequences of bullying have been included as well. This information is intended to be shared with stakeholders in various ways upon program implementation. Parents and care givers could receive program information at grade level Open House meetings which occur prior to the beginning of the school year. Bus drivers and staff members could receive program information at meeting sessions prior to the beginning of the school year. Students could receive program information on the first day of school.

A professional development session outline was created to introduce the program to teachers and administrators. Upon implementation, this experience can provide teaching professionals necessary information about the program. The program research, strategies, and components have been outlined, and teachers and administrators can experience how the program complements the current discipline system.

Component 2: Prevention

The core of the prevention component was created as a series of four units pertaining to types of traditional bullying and four units pertaining to types of electronic bullying for each grade level, sixth, seventh, and eighth (see Appendix A). Each unit contains a lesson plan for teachers which addresses a specific form of bullying and

introduces a new BFFS (Bully Free Friends Strategies). According to the data from Section 2 and Table 15, students are reluctant to report bullying or help victims of bullying. BFFS are methods to encourage a healthy school environment where the majority of students will react positively in personal or witnessed bullying situations. This method is expected to impact bullying behaviors by initiating responses from students who formerly did not know what to do or were reluctant to get involved. The lesson sessions also include teaching handouts that incorporate literature, role play, initiated responses, cooperative learning, and writing. Guidelines for teachers and administrators have been outlined as well. Visibility and supervision during transition times and reaction to every bullying situation have been stressed throughout the lessons.

Component 3: Intervention

While some instances of bullying need to be approached independently, basic interventions have been established by the intervention component (see Appendix A). These interventions are contingent upon the number of bullying offenses a student incurs. The program intervention strategies have been detailed here as they would be enforced during program implementation. Upon the first offense, a student will have one counseling session with the school counselor to determine the cause of the behavior. More counseling sessions may be recommended by the counselor if necessary. A parent contact will be made, and In School Suspension (ISS), Saturday School (SS), or Out of School Suspension (OSS) will be assigned based upon the severity of the act. For the second offense, at least three counseling sessions will be held with the school counselor. A parent contact will be made, and either ISS, SS, or OSS will be assigned at the discretion of the administration. Also, a referral will be made to the Student Assistance

Team (SAT). The SAT will be responsible for creating an individualized behavior plan for the student. If a third offense occurs, then five sessions will be held with the school counselor which includes at least one meeting after the student has been released from either ISS or OSS because either or both will be assigned by the administration. A series of cognitive-behavioral sessions must be completed by the school psychologist. The school's psychologist will determine the number of sessions and follow up with any further testing or interventions that are deemed appropriate. The student and parents will be required to attend a SAT review meeting to examine the individual behavior plan. With any additional incidences, the student will be placed in the tertiary support system involving the juvenile court system.

Component 4: Assessment

Formative and summative assessments were created to evaluate the program and allow for changes to be made. For a summative assessment the *Survey of Bullying Behaviors* (see Appendix A) was adapted to assess changes in the school environment which could be attributed to the implementation of the anti-bullying program. The survey was created for use at the beginning and end of the school year. For formative assessment purposes the *Program Check-Up* (see Appendix A) questionnaire was created for key stakeholders, parents, students, teachers, and administrators, to provide a voice in evaluating program effectiveness, strengths, and weaknesses. This questionnaire was designed to be completed at various times during the school year by each group. Also, upon program implementation, several measures can be utilized which already exist for formative assessment. The school has established a Positive Behavior Support (PBS) system of school discipline, and PBS meetings occur monthly to view discipline referral

data. Data provided from discipline referrals can be tracked for students who exhibit bullying behaviors, and the SAT can provide data for students on individual behavior plans. Monthly monitoring of bullying occurrences and survey completion is intended to differentiate bullying behaviors before, during, and after program implementation. The intent of these assessments is that the data can be evaluated to make adjustments to any portion of the program which shows evidence of needed change. Collaboratively, the PBS primary preventions team, the SAT, and school counselor would assess the program's efficacy and implement changes as they are warranted or identified.

Needed Supports

Various supports were necessary in the creation of the program (see Appendix A). Opportunities for all stakeholders to be present in the school were needed so that the distribution of educational materials could be planned. An alternative flexible class schedule needed to be in place in order to accommodate the grade level teaching sessions and assessments. A structural disciplinary system was needed in order to format the intervention strategies for integration into the existing system. Integral staff positions were needed to assign the duties specified in the intervention component.

Several supports will be necessary for program implementation. A school counselor and school psychologist will be needed for counseling and cognitive behavior assessments. The Positive Behavior Support (PBS) primary preventions team at the school will be needed to chart and track bullying incidences. This team meets on a monthly basis to identify problem areas, times of day, and students within the school. The School-Wide Information System (SWIS), which is an Internet database system, is used to chart all discipline referrals. Patterns of behavior are identified in regard to specific

students using this information. Students who are recognized as needing additional support systems are referred to the Student Assistance Team (SAT). This team meets individually with parents and students to establish an individualized behavior plan. The primary preventions team and the SAT will be a crucial component of the program.

PBS is a district-wide initiative in the Riverview Middle School district. The program is supported by ongoing teacher training, Ed Excellence support, and financial funding. Since this program can be viewed as a correlating program to the PBS system already in place, administrative support will be necessary to validate the use of the program. Overall, the program should be a complementary component to the discipline system already in place.

Potential Barriers

Barriers to the successful implementation of the program exist. The program is dependent upon teacher buy-in. Teachers must be vigilant in addressing every instance of bullying in order to maintain consistency and have behavioral changes occur. The administrators involved must adhere to the punishment and counseling schedule outlined within the program for offenders. Deviating from the program plan could be seen as complacency by students and faculty alike. Another barrier would be a break down in the effectiveness of the SAT interventions. Some students may not respond to the plan established by the SAT and require additional interventions at the tertiary level. Finally, if bullying occurs outside the immediate presence of an adult, then addressing the instance is contingent upon it being reported. Students must report instances of bullying before modes of interventions can be applied. These are some of the potential barriers which face a successful implementation of this program.

Implementation Plan

Time Table

The implementations which would occur first would be Component 1: Education along with the initial phase of Component 4: Assessment. The education component would be introduced to all stakeholders and the initial survey for students would be completed at the beginning of the school year. Education of faculty and administration would occur as professional development before the start of the school year. Likewise, bus drivers and staff would be exposed to information sessions during their meetings. Parents would get information during each grade level's Open House night which occurs before the first day of school. Informational brochures would be available as well for parents not in attendance. Students will receive the educational information at the opening assembly on the first day of school.

The second step in implementation would be Component 3: Intervention. The students would be made aware of the sequential consequences of bullying on the first day of school during first period rules instruction time. School rules are already taught during this time, and utilizing this period to emphasize consequences of bullying behavior will help align the program with the discipline system currently in place. This way, students will know what consequences to expect when bullying occurs.

The third implementation step would be Component 2: Prevention. The program consists of four units of traditional bullying curriculum (Unit 1A-4A) for each grade level and four units of electronic bullying curriculum (Unit 1B-4B) totaling twenty-four units for sixth, seventh, and eighth grades combined. Accommodations should be made so that

a unit from each curriculum may be taught at the beginning of the year and each new grading period.

The final portion of the implementation plan would be to complete the process of evaluation for Component 4: Assessment. As a formative evaluation, ongoing assessment would take place during the monthly primary preventions team meetings during SWIS data review, and during the SAT meetings for students who were referred to this team. In addition to this data, the *Program Check-Up* questionnaire will be completed by students, teacher, and administrators at the end of each grading period. Parents and other stakeholders will have opportunities to complete the questionnaire at PTO meetings and sporting events. These formative assessments will provide consistent evaluations of program efficacy. As a summative evaluation, all stakeholders who initially completed a survey prior to the start of the school year will again be surveyed to compare data before and after program implementation. This will allow for comparisons to the data collected at the start of the school year, and changes can be made to the program as evidence shows it is needed.

Evaluation Plan

A quantitative project evaluation design will be utilized for this program. This type of evaluation has been identified as an effective method of providing data for analysis purposes (Briggs & Coleman, 2007; Fink, 2006; Myatt, 2007). The evaluation has been planned to take place in a formative and summative manner. The evaluation is outcomes based to assess the expected outcome of knowledge about bullying to increase,

reports of bullying to increase, adult actions to bullying to increase, and instances of bullying to decrease.

The *Survey of Bullying Behaviors* (see Appendix B) which was used in this research was modified to be used for project evaluation. The summative survey is intended to be used before and after project implementation. Utilizing the same survey will provide a consistent measurement of bullying behaviors, and a project effect can be determined from data comparisons. Descriptive analyses can be used to organize, simplify, and interpret the data. Since the surveys provide frequencies instead of raw scores, nonparametric analytical tools will be used to disaggregate the data. The data will be examined to determine if the frequency of reported bullying incidences differs from the survey completed at the beginning of the year to the end of the year. Other aspects pertaining to program effectiveness will be examined as well. Evaluating this data can provide needed information to determine program effectiveness. The data will be presented to key stakeholders, students, parents, teachers, and community members, through the Positive Behavior Support Newsletter. This evaluation information would benefit these stakeholders by identifying strengths and weaknesses of the program so that specific areas of improvement can be targeted each year of the program based on the evaluation.

The *Program Check-Up* questionnaire (see Appendix A) was created to provide on-going assessment of program strengths and weaknesses. Another benefit of this formative assessment is that it presents a voice for the perceptions of all stakeholders. Areas of improvement or change can be identified and addressed in singular or multiple areas with the specific needs of particular groups in mind. Specific stakeholders can be

targeted for feedback at certain times during the year, or all stakeholders can be targeted each time the questionnaire is given. Ideally, the questionnaire would be completed at the end of each grading period which would allow for mid-semester and end-of-semester evaluation. Program needs may be identified through these formative assessments which could lead to immediate changes in policy or procedure. Students could benefit from these changes happening in a timely manner instead of only relying on a summative assessment at the end of the year. Teachers and administrators could benefit from these assessments by integrating changes which may need lead to improved communication or consistency. The results from the questionnaire would be provided to stakeholders through the Positive Behavior Support Newsletter.

Project Implications

This project, the anti-bullying program *delete Bullying*, addresses the needs of learners at Riverview Middle School by increasing the education and awareness levels regarding traditional and electronic bullying. As previously stated, students have reported both forms of bullying to be occurring according to this research. Teachers have also struggled with an inconsistent discipline system at the school. The project created from this research has various implications once implemented.

Upon implementation, this project will impact all school stakeholders. It will establish clear guidelines for students and teachers to follow. By establishing the policies set forth within the program, administrators will be able to address instances of bullying in a fair and consistent manner. Families and community members will be able to feel secure in knowing that bullying problems within the school are being addressed and

measures are being taken to lower and hopefully end bullying episodes. This project has the potential for immediate and extended social change due to behavioral changes of students at school which may continue in a positive manner as students grow and become productive members of society. By establishing the program created through this project, an environment which is more conducive to learning can be established at Riverview Middle School. In a larger context, Riverview Middle School can serve as a pilot school of implementing this anti-bullying program which could have positive implications for other middle schools.

Summary

This project details an anti-bullying program plan which addresses aspects of traditional and electronic bullying. The program plan encompasses four main components: education, prevention, intervention, and assessment. The education of all stakeholders about traditional and electronic bullying is stressed in Component 1. Prevention of bullying behaviors occurs primarily through four unit based instructional lesson sessions for each middle school grade level in Component 2. Intervention strategies are outlined in Component 3, and program assessment occurs through the completion of surveys in Component 4. The program is based upon a reward and punishment system; however, a counseling module exists for students with repeated bullying offenses. The program is intended to be implemented over the course of the school year with the education component beginning prior to the start of school. The surveys used to assess the program, the questionnaire, and the data gathered will be used to make adjustments to the program and determine its effectiveness. In closing, each

element of the program has a crucial role in a collective effort of ending bullying behavior in the school. Positive social change can occur from students' positive behavioral changes at school which could continue as they grow into productive members of society.

SECTION 4: THE REFLECTIONS

Project Strengths

This project contained several strengths which could lead to successful implementation and prevention of bullying behaviors as well as assisting in a decrease of bullying episodes. First of all, the project was data-driven, so it was created to meet the specific needs identified by the surveyed population. This targeted approach should enhance the efficacy of the program when implemented. All stakeholders were considered in the educational component of the project which can establish consistency and ownership in program implementation. The project included methods of evaluation which allow for transformation and improvements in the program. Within these evaluations, all stakeholders had an opportunity to provide input for change. Overall, the project encompassed a school-wide approach so that a positive social culture could be created and nourished.

Project Limitations

While grounded in research, this project had some limitations. The survey asked students to report on incidences which occurred during the past four weeks to gauge a current state of the school environment; however, those four weeks may have seen a rise or decline in the average number of bullying incidences at the school. Therefore, the data gathered may not truly represent an accurate assessment of yearly trends.

Because this program was targeted toward middle-school-age students, this experience could be the first anti-bullying education experience these students have

received. It is unclear if beginning behavioral education at this age level will have a less productive effect than if the educational process had been started earlier. This project is intended to educate adolescents who may have already formed negative or anti-social behaviors which may or may not be corrected by this project. In addition, even though the project included prevention and intervention strategies, students inclined to engage in deviant behavior may continue this type of behavior. Since the program has not been implemented and assessed, there is no way to know if the prevention and or intervention strategies will be effective in deterring bullying behavior. Also, students who are involved in bullying behavior may not respond to the personalized behavior plans established by the Student Assistance Team.

The project relies heavily on school adults and students working together to identify and address bullying behaviors. It is unclear if sufficient buy-in will occur from these adults and students in order for the program to be successful. Students will need to place importance on standing up for one another and against negative behaviors. School adults will need to place importance on vigilance of supervision and behavior management strategies. A failure or lack of adequate participation from either group could limit the effectiveness of the project.

Recommendations

Bullying is a problem that spans across all age groups; however, this study's focus was upon middle school level students. One recommendation to address this problem differently would be to begin an anti-bullying program in elementary school and then have it scaffold into middle school and high school. This plan would provide early

interventions and behavioral modifications. It would also provide a saturated environment which would make it evident to students that bullying is not tolerated on any level. Another recommendation would be for the survey to ask students about both short and long term time spans. This type of questioning would allow for a current snapshot of events and a long term vision of how current events compare to the rest of the year. A final recommendation which could address the other limitations previously identified would be for the project to be implemented in the school. Implementation would provide answers to many questions about participation, buy-in, and effectiveness.

Scholarship

Scholarship has taken on different meaning for me during this process.

Scholarship was not merely learning; it was also learning how to learn. The task of this research required new skill sets which run the gamut of description, analysis, synthesis, and judgment. Thinking about topics, sources, references, and data was an obvious requirement from the beginning; however, scholarship became using meta-cognition to reveal undiscovered knowledge pathways that appeared by reflecting on the way I think about topics, sources, references, and data. Reading a vast quantity of material was a necessity; however, scholarship was reading for the identification of pertinent content and supportive literature. Writing mechanics was compulsory; however, scholarship was writing for the reader to gain new perspective, new insight, or at the utmost- new knowledge.

Scholarship was also learning an expansive amount of knowledge on the subject of bullying. I learned about all of the different forms of bullying and how bullies use

these tactics to harm their victims. I discovered reasons why adolescents bully others and the effects these bullying incidences can have on those who are harassed. I discerned characteristics that may predispose teens to become bullies, to become victims, or to become both a bully and a victim. I gained knowledge of the best methods to confront and prevent bullying behaviors. I created instruments to assess bullying behaviors, and a curriculum to education students for bullying prevention purposes. Because of this scholarship, bullying episodes took on an entirely different facet beyond mere action and reaction. The research that provided this scholarship taught me to objectively view adolescent behaviors, the catalysts of these behaviors, and the sequential consequences which transpire from the occurrence of these behaviors.

Scholar

I have learned that I am a scholar on adolescent bullying behavior. Stating this creates an uncomfortable feeling within me. While I have no problem confidently expressing various facts and views about the topic, it seems rather narcissistic to proclaim myself as a scholar. My schema of a scholar represents a great mind that spends years in search for knowledge and more years in sharing that knowledge. However, once I think about it, I have spent years in search of this knowledge and writing about the knowledge I have gained, and this doctoral project will be shared publicly. So maybe I can confidently say I am a scholar after all. I have become a scholar through this process because I can read about someone's views or research and then consider how that differs from my own views or research. I have presented new information to the education profession which heretofore did not exist. I have created a research based curriculum that is readily available to be implemented by a school. I can state my own opinion as someone who is

contributing to the professional knowledge base on an educational topic. I have become a quotable source in the area of my research. This process has pushed me to be more than I ever thought I could be; I am a scholar.

Becoming a scholar was no easy task. I discovered that scientific writing does not lend well to the literary devices I love to litter across lengthy lines of prose. It is doubtful that any appreciation will be found within the scientific community for the alliteration and irony in the previous sentence, but I revel in the intricacies of manipulating written language. It was a struggle for me to write without feeling like my voice and style were being heard- just the facts. Fortunately though, I do enjoy writing, and I do not think that this type of undertaking would be possible without this interest. Another struggle was the statistical undertaking. Even though my online survey offered immediate descriptive results, it still posed an entirely different set of obstacles. There was no way to directly transfer the data into SPSS, so I first had to export the data into Excel. Then, I had to clean up the data into the right format of cells, columns, and rows. Next, I had to import that data into SPSS where it also had to be cleaned up into the correct format. This took hours and hours, and without helpful instructions from my committee it probably would have taken days and days. However, that task was definitely one of the most stressful yet fulfilling portions of this learning process and transformation into a scholar.

Project Development and Evaluation

When teaching from a textbook, consideration for the research, content, and mapping which went into the development of the curriculum being taught rarely occurs. I found that developing a project also develops a heightened appreciation of the vigorous

work involved in the production of a research-based product. The project development required deliberation about how all stakeholders may be impacted by the contents created by my research. There is no answer key available to the project developer; the right answers and the right decisions are born from hours of critical analysis and evaluation. Formative and summative evaluation was necessary during the development process as well as a key component of the project. As I completed sections of the study, I sent them to my committee for evaluation and review. This allowed me to make continually write, edit, and revise. During my doctoral courses, I became accustomed to critical critique of my work, so I did not view editing comments as a personal insult; they served to improve the quality of my study. The guidance and suggestions I received from my committee and reviewer were always much appreciated.

As I developed the project and evaluation, it was important for me to keep a teacher's perspective in mind. Since teachers would be the ones who spent the most time teaching the curriculum and having students complete evaluations, I wanted to make sure that it could be easily integrated into their school day. To increase the likelihood of buy-in, I wanted the teachers to have very little in the way of preparation for each lesson. However, it was also a high priority for me to have the lessons be engaging for the students to increase motivation and learning. To ensure continued student interest throughout grades sixth, seventh, and eighth, I created separate activities for each grade level. Even though students would be learning about the same aspects of bullying each year, they would apply their knowledge in a different way. As a teacher and a researcher, it was my desire to create a project that would have quality, substance, sustainability, and success.

Project Developer

Most people can identify a need, but only a few undergo the task of developing a project which addresses a need. I have learned that a great deal is at stake when writing program curriculum. The goal is for students to learn the material, place it in their working memory, and act upon it. The curriculum had better fulfill the need it is supposed to address if it is going to impact students' for the rest of their lives. This burden was placed upon me as the project developer, and teachers, parents, and administrators trust that I have developed a program that will meet the needs of the learners, impact the school environment, and lead to positive social change. I have learned that I am accountable, and the quality of my ability to review topics which inform my research directly relates to the efficacy of my own research and project development.

I have always been able to create new activities to engage my students in the learning process; however, I was not sure if I could construct an entire curriculum out of my own ideas. While the lessons were the most time consuming portion of the project, it was also challenging to envision all of the other components which were necessary to the structural stability of the project. I tried to objectively look at the project, and add components that I would want in a newly introduced program. As one example of this introspection, the reference guide sheets for teachers and administrators were a direct result of thinking about how confusing it might be to comprehend how all four components fit into the scope and sequence of the school year. Overall, I believe that I developed a quality project, but I realize in the true sense of publication as books are revised with new and improved editions my project should be an evolving work.

Leadership and Change

Leadership is born from a desire for change. I chose bullying as the general topic of this research, and a research study would have contributed to the knowledge base of this problem in society. However, a project study gave me the opportunity to express real leadership through project development with hopes that change can occur from project implementation. I discovered that I needed to provide a solution for the participants who responded that they dealt with bullying every week. Change was needed. A program for change to occur was needed. That is why this research informed a project to address the troubling issues these students face every week, and it takes leadership to make words on a page see a plan through to fruition.

Leadership without change is no different than a follower being at the front of the line. I am the type of person who always wants to be at the head of the line, so taking on the leadership role was easy. Being an effective leader was another task altogether. While I was obviously the one doing all of the work on this project, I had many constituents to keep in mind throughout the process. The feedback from my committee directed the content and the needs of the school population guided the context. I learned that being an effective leader means leading with constant consideration for those who are being led. Through this process I have gained the perspective that positive change can ensue from determined leadership which places betterment of others above self.

Practitioner

I have learned that many of the students who come into my classroom may have just been victimized in the hallway. I now know that some of my students are absent because they are afraid to come to school. I realized that sometimes when students ask to

go to the bathroom during class, they are trying to avoid a bullying experience during class changes. I have learned that one or some of my colleagues bully students. While I may have speculated about some of these situations, I discovered that they are true.

This process has taught me that I must be a vigilant observer of all aspects within the school environment. Just having my own classroom in order can no longer be satisfying. I cannot ignore the knowledge that I have acquired about the severity of the impact bullying behaviors can have and about the levels of bullying occurring in the school. My goal as a practitioner is to facilitate the implementation of the project created from this study. Exhibiting teacher leadership skills will be crucial in changing negative student behaviors and negative adult behaviors. As a practitioner researcher, I know it is my responsibility to lead that change.

Reflection

This work has been an enlightening experience into students' everyday world. This research has shown that students are subjected to bullying while walking down the hallway, sitting in the classroom, riding on the bus, and more. This is not what school is supposed to be like. Students might fear pop quizzes, but they should not fear for their safety. Students might neglect their homework, but they should not be neglected by teachers. Students might decide what to wear to school, but they should not have to decide whether they should even go to school. The work contained in this research is important; it is important to the participants in this study, and it should be important to all educators. Learning about the prevalence of bullying at this school has fueled the

determination to end bullying at this school and educate others about the devastating effects bullying has upon the victims of this type of abuse.

The knowledge I gained about the complexity of bullying as an adolescent problem made me consider what I could have done differently with this study. Several limitations were placed on me as a doctoral student trying to complete my degree. I felt as though I had to balance the need to create a well-designed study with the need to actually complete the study within a specified timetable. With more time and resources, I would have expanded the study. I would have included parents, teachers, administrators, and possibly community members to establish a complete picture of the social environment from which the students' behaviors were derived. Gaining these added perspectives would have allowed for greater focus and application in project development as it pertained to these specific populations.

There were also barriers and frustrations that I had to overcome as a doctoral student in an online program. There was always a definite isolation felt being an online student. As we were all working hard to write, gain approvals, and revise, my cohorts were little help in the online classroom for conversation or assistance. While family and friends were there for support, they really had no idea what I was going through or having to do. Even though the other doctoral students would have been the only ones to understand my frustrations, that support group was absent from the process due to lack of discussion participation. Also, I recall very much wanting to sit in a classroom with a computer and SPSS and have an instructor in person guiding me through the program. It was a struggle to get all of my data into that program, and then I had to figure out what to

do with it once it was there. However, my greatest frustration did result in my greatest success when I finally completed the statistical testing.

There were other unexpected highlights throughout this journey. While I found many references through Walden's library, there were sources I needed that I had to get from the local university. I loved walking the aisles of the library locating the stacks and stacks of books I needed and then scouring their pages when I got home to find gems of information. Somehow those trips to the library made me feel much more scholarly than sitting at my desk in front of the computer. I also took great pleasure in knowing that my undertaking could have a direct, positive impact on society. I felt as though my work could do more than sit on a shelf and gather dust. Rather, it could actively change the way a school or perhaps schools address the problems of bullying.

Future Research

Based upon the findings of this research, there are several implications, applications, and directions for future research. Since this project has not been implemented, the program's effectiveness should be evaluated after implementation at the middle school level. Also, implementation should occur in various settings, urban, suburban, and rural, to examine if effectiveness is population dependent. Future studies are also needed to examine if program effectiveness is dependent upon having a positive behavior support system already in place prior to implementation. Overall, other schools should study the problem of bullying in their own settings and make changes as warranted by the data collected.

An implication of this research would be for the project to be implemented at the school that was the setting for the study. Since the data used represented this school's population, a logical next step would be for the anti-bullying program to be implemented this school year. Immediate implementation would ensure that the majority of students who participated in the study may benefit from the program. Eighth grade students who completed middle school would be the minority not exposed to the program. Also, with the majority of students repeating the survey from the previous year, the data and results could be compared to the findings in this study.

Since this study was based upon the perceptions and needs of middle school students, other research is needed for both elementary and high school students. While much of the research presented here would apply to both populations, more in-depth research is needed as it pertains to the specific characteristics of elementary and high school students. Research into elementary bullying behaviors may provide more insight to how these behaviors develop into the behaviors evident in middle school. As the research in this study has suggested, bullying behaviors first occur in elementary grades. Researching these behaviors when they first begin and developing a program which addresses the particular needs of elementary students would be a logical outcome of this research. Also, other basis for bullying that may become more prevalent with age such as sexuality and homosexuality could be addressed in high school. To provide consistency throughout the grade levels, the same research and program development for high school students could be completed.

There are various methods available to ensure future applications of this research. I plan to share my research and findings professionally in several ways. First, I would

like for my study to be published so that the educational community can learn from my research and become aware of the problems bullying behaviors create for bullies, victims, and bystanders. Next, I plan to share my research and data through professional conferences in order to emphasize the attention that should be placed upon this type of research. Then, I want to publish the anti-bullying program I created, *delete Bullying*, for use in other middle schools. This would generate opportunities to speak at other schools during professional development sessions about my program or the topic of bullying in general. Taken as a whole, these venues will allow me to continue the research and learning I began with this study and personally progress as a scholar, leader, practitioner, and agent of change.

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APPENDIX A: PROJECT

delete **Bullying:**
An Anti-bullying Program
for Middle School Students

Bullying

There are lots of ways to bully, but in all cases students who bully other students want to hurt or upset them (it's not an accident). Usually they hurt or upset them repeatedly and have an advantage over them. Sometimes a group of students will bully a student.

Types and Examples of Bullying

- **Physical bullying** can be hitting, pushing, shoving, slapping, kicking, tripping, or beating others up.
- **Verbal bullying** can be name-calling, hurtful teasing, insulting, or threatening.
- **Social bullying** can be excluding others from the group, gossiping, spreading rumors, setting others up to look foolish, or making sure other ignore someone.
- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.
- **Racial bullying** can be treating others differently because of their racial or ethnic background by saying negative things or telling racist jokes.
- **Harassment bullying** can be touching, pinching, grabbing, or making crude comments about someone's body that makes them feel uncomfortable.

delete **Bullying: Education**
Professional Development Outline

- I. Review of Literature
 - A. Traditional Bullying
 - 1. Types of bullying
 - 2. Data
 - 3. Teacher on student bullying
 - B. Electronic Bullying
 - 1. Sources used
 - 2. Data
- II. Program Overview
 - A. Component One: Education
 - 1. Informational brochure
 - 2. Methods of distribution
 - a. open house
 - b. bus driver, faculty, and parent meetings
 - B. Component Two: Prevention
 - 1. Grade level lessons
 - 2. BFFs methodology
 - 3. Utilize activity schedule to teach lessons
 - C. Component Three: Intervention
 - 1. Discipline referrals
 - 2. Student Assistance Team (SAT) referrals
 - 3. School counselor sessions and suspension information
 - D. Component Four: Assessment
 - 1. Survey schedule
 - 2. Data review
- III. Grade Level Lesson Presentations
 - A. Sixth Grade Lesson
 - B. Seventh Grade Lesson
 - C. Eighth Grade Lesson

IV. Grade Level Sessions

A. Review lesson plans and handouts

V. Summation

A. Questions and Answers



Bullying: Education Needed Supports

While it is expected that this program could be integrated into various school environments, certain structural supports are needed.

- Discipline referral system- to record bullying behavior and execute consequences
- Database for discipline referrals- to examine and analyze referral data
- Primary team- teachers and an administrator who meet monthly to examine referral data
- Student assistance team (SAT)- teachers and an administrator who meet bi-weekly or monthly to manage individual behavior plans
- School counselor- to counsel students who have received discipline referrals for bullying
- School psychologist- to perform behavioral assessments on students who repeatedly engage in bullying behaviors despite efforts of an individual behavior plan
- Primary team, SAT, and school counselor responsible for program evaluation and implementation of program changes as needed

delete Bullying: Prevention

Administrator Guide

- Use this guide as a quick reference for key components to successful program implementation.

I. Education

- Parents- Open House
- Teachers- Professional development
- Bus drivers and Staff- meetings prior to year beginning
- Students- Opening assembly

II. Prevention

- Opening assembly- BFFs and program introduction
- Schedule curriculum dates for beginning of each grading period
- Set examples for diligent supervision of students particularly in hallway during class changes

III. Intervention

- 1st Offense- at least one session with school counselor, parent contact, assign SS, ISS, or OSS
- 2nd Offense- at least three sessions with school counselor, parent contact, assign SS, ISS, or OSS, referral to SAT
- 3rd Offense- at least five sessions with school counselor, parent meeting required for SAT review, assign ISS or OSS, referral to school psychologist for behavioral assessment
- 4th Offense- tertiary supports initiated

IV. Assessment

- First survey completed at the beginning of the year
- Discipline referrals throughout year
- SAT individualized plans
- Final survey at the end of the year

delete

Bullying: Prevention

Teacher Guide

- Use this guide as a quick reference for key components to successful program implementation.

I. Supervision

- Diligent supervision must occur at all times in all school areas
- Be on particular alert in the hallways during class changes
- Maintain proper management strategies in the classroom

II. Prevention- Traditional

- Unit 1A: Verbal Bullying
- Unit 2A: Social Bullying
- Unit 3A: Harassment Bullying
- Unit 4A: Physical Bullying
- BFFs- Initiate intolerance and group responses to bullying
- One unit taught at the beginning of each grading period

III. Prevention- Electronic

- Unit 1B: Text Messages
- Unit 2B: Digital Photos
- Unit 3B: E-mail and IM
- Unit 4B: Websites
- BFFs- Initiate intolerance and group responses to bullying
- One unit taught at the beginning of each grading period

IV. Responses

- Acknowledge and react to all bullying incidences
- Report bullying incidences through discipline referrals
- Refer students to SAT for repeated behaviors

V. Assessment

- First survey completion at the beginning of the year
- Ongoing through referrals and SAT
- Final survey at the end of the year

 **Bullying: Prevention****6th Grade Unit 1A: Verbal Bullying**

Bully Free Friends Strategies: BFFs stick up for their friends in a positive way.

- **Verbal bullying** can be name-calling, hurtful teasing, insulting, or threatening someone.

Step 1: Opener- Present the BFFs statement and definition of verbal bullying. Begin the discussion by asking students to recall times when they felt that they may have been verbally bullied. Remind them not to use names when recalling the event to the class. If no one volunteers to share, then have them think about an incident that they may have witnessed or what they think would happen if someone was being verbally bullied.

Step 2: Activity- Pass out the handout for Unit 1A. Read and discuss the example of a student conversation. Have students identify the point(s) in the conversation where kidding around turns to verbal bullying including supporting details. Have students complete the rest of the handout independently. Review and discuss responses.*Be aware that some situations could be considered either kidding around or verbal bullying depending upon how things were being said and how they were perceived by the other person. This should be part of the discussion.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being verbally bullied.

delete Bullying

6th Grade Unit 1A: Handout

Bully Free Friends Strategies: BFFs stick up for their friends in a positive way.

- **Verbal bullying** can be name-calling, hurtful teasing, insulting, or threatening someone.

Name _____

Date _____

Read the following situation. Decide when the conversation turns to verbal bullying.

Mary- Where did you get that shirt?

Latisha- Oh, I don't remember. I've had it a while. Why, do you like it?

Mary- No. Not really. I mean it's sort of elementary school. Don't you think?

Latisha- Well, I never thought about it. I was running late this morning and it was the first thing I grabbed.

Mary- I'd rather be late for school before I showed up looking like that.

Latisha- It's not that big of a deal.

Mary- You're such an idiot! Of course it's a big deal. You look like you're in first grade and I've got to be around you all day. I mean seriously, you look like a freak.

Latisha- It's just a shirt.

Many students claim that they are just kidding around when they are actually participating in verbal bullying. Read the following situations. Decide if what is happening is Kidding Around (write-KA) or Verbal Bullying (write VB). Discuss your answers.

_____ 1. Billy and Shawn are talking about last night's baseball game. Shawn tells Billy that it was his fault that they lost the game because Billy struck out with the bases loaded.

_____ 2. Gloria told Amanda that she had better not be talking to Jill's boyfriend during study hall or else she would regret it.

_____ 3. Joe told Christine that her hair was so greasy he could use it on his skateboard.

_____ 4. Lots of times when Hanna gets on the bus, Greg says, "Hey don't sit on my side of the bus cause you might make it drag the ground," and then he laughs. Hanna smiles and sits down somewhere else.

_____ 5. Stephanie always asks Georgia what she made on tests and quizzes. If Stephanie scores higher than Georgia she tells her that she's stupid, but if Georgia scores higher she tells Stephanie she's stupid.

delete

Bullying

7th Grade Unit 1A: Verbal Bullying

Bully Free Friends Strategies: BFFs stick up for their friends in a positive way.

- **Verbal bullying** can be name-calling, hurtful teasing, insulting, or threatening someone.

Step 1: Opener- Present the BFFs statement and definition of verbal bullying. Begin the discussion by asking students to recall times when they felt that they may have been verbally bullied. Remind them not to use names when recalling the event to the class. If no one volunteers to share, then have them think about an incident that they may have witnessed or what they think would happen if someone was being verbally bullied.

Step 2: Activity- Pass out the handout for Unit 1A. Have students complete the sentences that describe situations in which students may be verbally bullied. Share several answers for each sentence, and discuss likenesses and differences in the situations students described.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being verbally bullied.

delete Bullying

7th Grade Unit 1A: Handout

Bully Free Friends Strategies: BFFs stick up for their friends in a positive way.

- **Verbal bullying** can be name-calling, hurtful teasing, insulting, or threatening someone.

Name _____ Date _____

Complete the following sentences which describe verbal bullying situations.

1. Students get made fun of for what they wear because _____

2. Students get made fun of for who they hang out with because _____

3. Students get made fun of for how much money they have because _____

4. Students are threatened when they _____

5. Students are insulted if they _____

6. One thing I wish other students would stop saying to each other is _____

delete Bullying

8th Grade Unit 1A: Verbal Bullying

Bully Free Friends Strategies: BFFs stick up for their friends in a positive way.

- **Verbal bullying** can be name-calling, hurtful teasing, insulting, or threatening someone.

Step 1: Opener- Present the BFFs statement and definition of verbal bullying. Begin the discussion by asking students to recall times when they felt that they may have been verbally bullied. Remind them not to use names when recalling the event to the class. If no one volunteers to share, then have them think about an incident that they may have witnessed or what they think would happen if someone was being verbally bullied.

Step 2: Activity- Pass out the handout for Unit 1A. Have students complete the sentences that describe situations in which students may be verbally bullied. Share several answers for each sentence, and discuss likenesses and differences in the situations students described. Have them answer the questions. Discuss answers. During the discussion, be sure to discuss situations that some students may think is okay and just kidding around, but some students say it makes them feel uncomfortable.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being verbally bullied.

delete Bullying

8th Grade Unit 1A: Handout

Bully Free Friends Strategies: BFFs stick up for their friends in a positive way.

- **Verbal bullying** can be name-calling, hurtful teasing, insulting, or threatening someone.

Name _____ Date _____

List names students are called and/or things that are said to students that you would consider verbal bullying situations.

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

1. What makes these words or sayings offensive? _____

2. Why do students say these things to one another? _____

3. How do you feel when someone goes too far with kidding around? _____

4. What do you do when someone goes too far with kidding around? _____

5. What could be said in these situations instead of the words above? _____

delete Bullying

6th Grade Unit 2A: Social Bullying

Bully Free Friends Strategies: BFFs try to include everyone, and they do not spread rumors.

- **Social bullying** can be excluding others from the group, gossiping, spreading rumors, setting others up to look foolish, or making sure other ignore someone.

Step 1: Opener- Present the BFFs statement and definition of social bullying. Begin the discussion by asking students to recall times when they felt that they may have been socially bullied. Remind them not to use names when recalling the event to the class. If no one volunteers to share, then have them think about an incident that they may have witnessed or what they think would happen if someone was being socially bullied.

Step 2: Activity- Divide the class into three groups by the color of their eyes (brown, blue, other). Have the groups sit together in one area of the classroom with a label card for their group's eye color. The cards should have written on them: Brown= In Group (popular), Blue= Out Group (not popular), Other= Wanna Be's (want to be popular). Give them the handout for Unit 2A. After completion, discuss answers and why students get into groups and how that can be good or bad. What makes someone popular or not popular? Ask groups how it felt to get the label they received.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being socially bullied.

delete Bullying

6th Grade Unit 2A: Handout

Bully Free Friends Strategies: BFFs try to include everyone, and they do not spread rumors.

- **Social bullying** can be excluding others from the group, gossiping, spreading rumors, setting others up to look foolish, or making sure other ignore someone.

Name _____

Date _____

Read the following descriptions and situations. Write your answers on the blank. Write **BROWN** for the In Group (popular). Write **BLUE** for the Out Group (not popular). Write **Other** for the Wanna Be's (want to be popular).

- _____ 1. Students in this group are usually athletes.
- _____ 2. Students in this group are often by themselves.
- _____ 3. Students in this group have trouble making friends.
- _____ 4. Students in this group have friends- just not the ones they want.
- _____ 5. Students in this group do not have any problems.
- _____ 6. Students in this group try to act like other students.
- _____ 7. Students in this group don't really care about other groups.
- _____ 8. Students in this group often talk about people in their own group.
- _____ 9. Students in this group often talk about other groups.
- _____ 10. Students in this group have the most problems.

1. Why did you have a hard time picking a group for some of these questions? _____

2. What do you think about the groups at your school? _____

delete

Bullying

7th Grade Unit 2A: Social Bullying

Bully Free Friends Strategies: BFFs try to include everyone, and they do not spread rumors.

- **Social bullying** can be excluding others from the group, gossiping, spreading rumors, setting others up to look foolish, or making sure other ignore someone.

Step 1: Opener- Present the BFFs statement and definition of social bullying. Begin the discussion by asking students to recall times when they felt that they may have been socially bullied. Remind them not to use names when recalling the event to the class. If no one volunteers to share, then have them think about an incident that they may have witnessed or what they think would happen if someone was being socially bullied.

Step 2: Activity- Beginning at the front of the class, whisper a complex sentence into the student's ear. Have them whisper it to the next student, and continue this until everyone around the room has been told the sentence. Give them the handout for Unit 2A. Tell them to follow the directions and write what their neighbor whispered to them on the blank. Write the original statement on the board. Ask for examples of differences. This is the same thing that happens with rumors and gossip, and it can be very hurtful to others. Guide the students with the rest of the handout.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being socially bullied.

delete Bullying

7th Grade Unit 2A: Handout

Bully Free Friends Strategies: BFFs try to include everyone, and they do not spread rumors.

- **Social bullying** can be excluding others from the group, gossiping, spreading rumors, setting others up to look foolish, or making sure other ignore someone.

Name _____

Date _____

There are two types of information sources that you need to consider: newspapers and tabloids. Newspapers report facts, but tabloids report gossip, rumors, and plain old lies. Identify where you would find the following statements by writing the number for each statement inside the appropriate box.

Newspaper

Tabloid

1. An eye witness reported seeing a guy carrying an MP3 player as he left room 101.
2. Chip told Sam that Whitney had told him that she thought Steve was the thief because he's creeps her out.
3. Sandra said that her MP3 player was missing. The last place she had it was room 101.
4. Meg said that she had heard that an alien abducted the MP3 player.
5. Tom made reward posters for information leading to finding the thief.
6. The assistant principal reviewed the video tapes from the camera in front of room 101.
7. Susan said that Sandra is a drama queen and she probably made the whole thing up just to get attention.
8. The video tape showed a tall hairy figure that proves Big Foot does exist.
9. The video tape showed a guy carrying an MP3 player and putting it in his locker.
10. Gus said that the student who took the MP3 player was going to prison for about ten years, and he was pretty sure that was true because he'd heard it from three other people.

How can spreading tabloid information hurt other people? _____

delete Bullying

8th Grade Unit 2A: Social Bullying

Bully Free Friends Strategies: BFFs try to include everyone, and they do not spread rumors.

- **Social bullying** can be excluding others from the group, gossiping, spreading rumors, setting others up to look foolish, or making sure other ignore someone.

Step 1: Opener- Present the BFFs statement and definition of social bullying. Begin the discussion by asking students to recall times when they felt that they may have been socially bullied. Remind them not to use names when recalling the event to the class. If no one volunteers to share, then have them think about an incident that they may have witnessed or what they think would happen if someone was being socially bullied.

Step 2: Activity- List on the board several student responses to the following questions:

When are people more likely to get left out of something?

How do you think that makes them feel?

How do you know whether or not to believe something you hear about someone else?

How can you tell the difference between the truth and a rumor?

How would it make you feel if everyone said things about you that were not true?

What would you want others to do?

Give students Unit 2A handout and have them complete the activity. Share responses.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being socially bullied.

delete

Bullying

8th Grade Unit 2A: Handout

Bully Free Friends Strategies: BFFs try to include everyone, and they do not spread rumors.

- **Social bullying** can be excluding others from the group, gossiping, spreading rumors, setting others up to look foolish, or making sure other ignore someone.

Name _____

Date _____

Using the cells below, draw a cartoon that shows someone being either socially excluded or having a rumor spread about them. Be sure to include a solution to this problem in the cartoon.

--	--	--

--	--	--

delete Bullying

6th Grade Unit 3A: Harassment

Bully Free Friends Strategies: BFFs respect the differences of others and their personal boundaries.

- **Harassment bullying** can be touching, pinching, grabbing, or making crude comments about someone's body that makes them feel uncomfortable. It can also be racial jokes or negative comments about someone's physical appearance.

Step 1: Opener- Present the BFFs statement and definition of harassment bullying.

Begin the discussion by asking students to recall times when they felt that they may have been socially bullied. Remind them not to use names when recalling the event to the class. If no one volunteers to share, then have them think about an incident that they may have witnessed or what they think would happen if someone was being harassed.

Step 2: Activity- Give students Unit 3A handout. Guide students as they complete the questions. Discuss and share answers. Be sure to include the school's hands off policy in the discussion.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being harassed.

delete

Bullying

6th Grade Unit 3A: Handout

Bully Free Friends Strategies: BFFs respect the differences of others and their personal boundaries.

- **Harassment bullying** can be touching, pinching, grabbing, or making crude comments about someone's body that makes them feel uncomfortable. It can also be racial jokes or negative comments about someone's physical appearance.

Name _____

Date _____

Complete the chart with things about yourself that you cannot change and things about yourself that you can change.

Cannot Change	Can Change

1. What is something from the first box that someone might harass you about and why?

2. What is something from the second box that someone might harass you about and why? _____

3. Why is it wrong to harass others about things they cannot change? _____

4. Why is it wrong to harass others about things they can change? _____

delete Bullying

7th Grade Unit 3A: Harassment

Bully Free Friends Strategies: BFFs respect the differences of others and their personal boundaries.

- **Harassment bullying** can be touching, pinching, grabbing, or making crude comments about someone's body that makes them feel uncomfortable. It can also be racial jokes or negative comments about someone's physical appearance.

Step 1: Opener- Present the BFFs statement and definition of harassment bullying.

Begin the discussion by asking students to recall times when they felt that they may have been socially bullied. Remind them not to use names when recalling the event to the class. If no one volunteers to share, then have them think about an incident that they may have witnessed or what they think would happen if someone was being harassed.

Step 2: Activity- Give students Unit3A handout. You will need a deck of playing cards. Give each student one card while making sure that most of the class gets numbered cards and only a few students get a face card. Have the students complete the handout as you give them the following directions.

1. Look at your card and draw it in the space on question number one.
 2. Announce to the class how it would be if it was okay to harass everyone who had a face card. Discuss.
 3. Have them choose what card they would want to have (numbers and face cards only) and complete number two.
 4. Announce to the class how it would be if it was okay to harass everyone who choose a heart card from the hearts suit. Discuss.
 5. Have students complete the follow-up questions and then discuss the answers.
- *Be sure to include the school's hands off policy in the discussion.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being harassed.

delete Bullying

7th Grade Unit 3A: Handout

Bully Free Friends Strategies: BFFs respect the differences of others and their personal boundaries.

- **Harassment bullying** can be touching, pinching, grabbing, or making crude comments about someone's body that makes them feel uncomfortable. It can also be racial jokes or negative comments about someone's physical appearance.

Name _____

Date _____

1. Draw what your card looks like.

2. Draw the card you would like to have.

3. How did it feel when you were judged by the card you were given? _____

4. Even though you were able to choose your next card, how did it feel when you were judged by that card? _____

5. Why is it unfair to judge or harass others about things that they cannot change? _____

6. Why is it unfair to judge or harass others about things that they can change? _____

7. What are some positive things about people being different? _____

delete Bullying

8th Grade Unit 3A: Harassment

Bully Free Friends Strategies: BFFs respect the differences of others and their personal boundaries.

- **Harassment bullying** can be touching, pinching, grabbing, or making crude comments about someone's body that makes them feel uncomfortable. It can also be racial jokes or negative comments about someone's physical appearance.

Step 1: Opener- Present the BFFs statement and definition of harassment bullying.

Begin the discussion by asking students to recall times when they felt that they may have been socially bullied. Remind them not to use names when recalling the event to the class. If no one volunteers to share, then have them think about an incident that they may have witnessed or what they think would happen if someone was being harassed.

Step 2: Activity- This lesson will incorporate role play where students will create scenes in which harassment might occur. It is very important to set clear boundaries about how these scenes should be played out. It is recommended that boys play the female role in some instances to avoid incidental contact. Inform the students that the language should remain PG as well. Place students in groups of four or five, and assign the situation to be acted out. The situations are invading personal space, crude comments about appearance, and racial harassment. Inform the class that they have eight minutes to plan their scene. Give students the Unit 3A handout to complete as groups present.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being harassed.



Bullying

8th Grade Unit 3A: Handout

Bully Free Friends Strategies: BFFs respect the differences of others and their personal boundaries.

- **Harassment bullying** can be touching, pinching, grabbing, or making crude comments about someone's body that makes them feel uncomfortable. It can also be racial jokes or negative comments about someone's physical appearance.

Name _____

Date _____

The situations to be acted out are about invading personal space, crude comments about appearance, and racial harassment. For each group, write what makes what happened harassment and what the victim and witnesses involved could have done about it. Remember: do not respond with negative behaviors for retaliation.

Group 1: Topic-_____

Acceptable response _____

Group 2: Topic-_____

Acceptable response _____

Group 3: Topic-_____

Acceptable response _____

Group 4: Topic-_____

Acceptable response _____

Group 5: Topic-_____

Acceptable response _____

Group 6: Topic-_____

Acceptable response _____

Group 7: Topic-_____

Acceptable response _____

delete Bullying

6th Grade Unit 4A: Physical Bullying

Bully Free Friends Strategies: BFFs speak out in a positive way when intentional contact occurs.

- **Physical bullying** can be hitting, pushing, shoving, slapping, kicking, tripping, or beating others up.

Step 1: Opener- Present the BFFs statement and definition of physical bullying. Begin the discussion by asking students to recall times when they felt that they may have been physically bullied. Remind them not to use names when recalling the event to the class. If no one volunteers to share, then have them think about an incident that they may have witnessed or what they think would happen if someone was being physically bullied.

Step 2: Activity- Give students Unit 4A handout. You will need poster boards and markers for this activity. Direct students to complete Part A. Discuss answers and ask students what appropriate reactions to these types of bullying would be. Remind students that horseplay is not allowed, and it should not be used as an excuse for physical bullying. Then place students in groups of three and have them sketch their ideas for a poster which may be placed in the school. Assign half of the groups to make their poster about behaviors in the lunchroom and the other half should be about the stairway. Inform them that the best posters will be chosen to be displayed in these areas. After allowing students a few minutes for planning, give students posters and materials.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being physically bullied.

delete Bullying

6th Grade Unit 4A: Handout

Bully Free Friends Strategies: BFFs speak out in a positive way when intentional contact occurs.

- **Physical bullying** can be hitting, pushing, shoving, slapping, kicking, tripping, or beating others up.

Name _____ Date _____

List examples of physical bullying that might occur in each of these locations. What would someone do to someone else in the...

Hallway _____

Classroom _____

Gym _____

Bus _____

Lunchroom _____

Bathroom _____

Stairway _____

Plan the design of your poster here.

When someone...	You should...

delete Bullying

7th Grade Unit 4A: Physical Bullying

Bully Free Friends Strategies: BFFs speak out in a positive way when intentional contact occurs.

- **Physical bullying** can be hitting, pushing, shoving, slapping, kicking, tripping, or beating others up.

Step 1: Opener- Present the BFFs statement and definition of physical bullying. Begin the discussion by asking students to recall times when they felt that they may have been physically bullied. Remind them not to use names when recalling the event to the class. If no one volunteers to share, then have them think about an incident that they may have witnessed or what they think would happen if someone was being physically bullied.

Step 2: Activity- Give students Unit 4A handout. You will need poster boards and markers for this activity. Direct students to complete Part A. Discuss answers and ask students what appropriate reactions to these types of bullying would be. Remind students that horseplay is not allowed, and it should not be used as an excuse for physical bullying. Then place students in groups of three and have them sketch their ideas for a poster which may be placed in the school. Assign half of the groups to make their poster about behaviors in the hallway and the other half should be about the bathroom. Inform them that the best posters will be chosen to be displayed in these areas. After allowing students a few minutes for planning, give students posters and materials.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being physically bullied.

delete Bullying

7th Grade Unit 4A: Handout

Bully Free Friends Strategies: BFFs speak out in a positive way when intentional contact occurs.

- **Physical bullying** can be hitting, pushing, shoving, slapping, kicking, tripping, or beating others up.

Name _____ Date _____

List examples of physical bullying that might occur in each of these locations. What would someone do to someone else in the...

Hallway _____

Classroom _____

Gym _____

Bus _____

Lunchroom _____

Bathroom _____

Stairway _____

Plan the design of your poster here.

When someone...	You should...

delete

Bullying

8th Grade Unit 4A: Physical Bullying

Bully Free Friends Strategies: BFFs speak out in a positive way when intentional contact occurs.

- **Physical bullying** can be hitting, pushing, shoving, slapping, kicking, tripping, or beating others up.

Step 1: Opener- Present the BFFs statement and definition of physical bullying. Begin the discussion by asking students to recall times when they felt that they may have been physically bullied. Remind them not to use names when recalling the event to the class. If no one volunteers to share, then have them think about an incident that they may have witnessed or what they think would happen if someone was being physically bullied.

Step 2: Activity- Give students Unit 4A handout. You will need poster boards and markers for this activity. Direct students to complete Part A. Discuss answers and ask students what appropriate reactions to these types of bullying would be. Remind students that horseplay is not allowed, and it should not be used as an excuse for physical bullying. Then place students in groups of three and have them sketch their ideas for a poster which may be placed in the school. Assign half of the groups to make their poster about behaviors in the classroom and the other half should be about the gym. Inform them that the best posters will be chosen to be displayed in these areas. After allowing students a few minutes for planning, give students posters and materials.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being physically bullied.

delete Bullying

8th Grade Unit 4A: Handout

Bully Free Friends Strategies: BFFs speak out in a positive way when intentional contact occurs.

- **Physical bullying** can be hitting, pushing, shoving, slapping, kicking, tripping, or beating others up.

Name _____ Date _____

List examples of physical bullying that might occur in each of these locations. What would someone do to someone else in the...

Hallway _____

Classroom _____

Gym _____

Bus _____

Lunchroom _____

Bathroom _____

Stairway _____

Plan the design of your poster here.

When someone...	You should...

 **Bullying****6th Grade Unit 1B: Text Messages**

Bully Free Friends Strategies: BFFs do not send hurtful texts, and they delete texts they receive that have hurtful content about someone else.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Step 1: Opener- Present the BFFs statement and definition of cyber bullying. Begin the discussion by asking students what text messages they receive are usually about. For students who do not have cell phones, have them come up with ideas about what they would text to their friends. Ask students how text messaging could be used for cyber bullying.

Step 2: Activity- Have students generate a definition of bad mouthing. Inform students that the person who is being bad mouthed about will find out about it. Inform students to never write anything in a text message that they would not want to be read over the intercom at school. Text messages can be forwarded and read by others, even the person who was being bad mouthed. Give students Unit 1B handout. Direct them to write appropriate responses for each text message. Discuss answers and why someone would choose to bully this way.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being cyber bullied by text messaging.

delete Bullying

6th Grade Unit 1B: Handout

Bully Free Friends Strategies: BFFs do not send hurtful texts, and they delete texts they receive that have hurtful content about someone else.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Name _____ Date _____

Write appropriate responses to each text message below.

- | | | | |
|---------|--|----------|--|
| 1. text | did u c the new girl? shes so ugly & i heard her dads n prison | response | |
| 2. text | b sure 2 tell joe tmrw what chris said abt him n the hall | response | |
| 3. text | omg shanas new hair color makes her look like a skunk | response | |
| 4. text | dave is such a idiot he failed the science test again | response | |

5. Why would someone choose to bully this way? _____

6. How could someone get caught bullying this way? _____

delete Bullying

7th Grade Unit 1B: Text Messages

Bully Free Friends Strategies: BFFs do not send hurtful texts, and they delete texts they receive that have hurtful content about someone else.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Step 1: Opener- Present the BFFs statement and definition of cyber bullying. Begin the discussion by asking students what texts messages they receive are usually about. For students who do not have cell phones, have them come up with ideas about what they would text to their friends. Ask students how text messaging could be used for cyber bullying.

Step 2: Activity- Have students generate a definition of gossip and a definition of rumors. Determine if they think they are the same or different. Tell the students that if they tell gossip or spread rumors they bear a responsibility to the people involved. Remind them that they should not write anything in a text that they would not want to read over the intercom at school. Give students Unit 1B handout. Tell students to write gossip about a fictitious person. Have them give their papers to another student and write a response to the text. Continue trading papers until all text boxes are filled. Students should not get their own paper back until the last text has been written. Tell students to read all of the messages and see what their original text started.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being cyber bullied by text messaging.

delete Bullying

7th Grade Unit 1B: Handout

Bully Free Friends Strategies: BFFs do not send hurtful texts, and they delete texts they receive that have hurtful content about someone else.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Name _____ Date _____

Write a gossip text message that is not about a real person. Give your paper to someone else and write a response to their message. Be sure to write your name beside each message you write. Give the paper back to the original owner when you fill in the last text message.

Your name

1. Look at what you started. How are you responsible for all of the other texts? _____

2. Think about how many other people have seen what you wrote. What could be the consequences of these texts? _____

delete Bullying

8th Grade Unit 1B: Text Messages

Bully Free Friends Strategies: BFFs do not send hurtful texts, and they delete texts they receive that have hurtful content about someone else.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Step 1: Opener- Present the BFFs statement and definition of cyber bullying. Begin the discussion by asking students what texts messages they receive are usually about. For students who do not have cell phones, have them come up with ideas about what they would text to their friends. Ask students how text messaging could be used for cyber bullying.

Step 2: Activity- Have students generate a definition of threats. Ask students what types of threats they might receive from other students. Remind students that they should not write anything in a text that they would not want to read over the intercom at school. Give students Unit 1B handout. Place students in pairs. Tell them that they will complete this activity by trading their papers back and forth with their partner like they would do by sending text messages. Be sure to alternate who begins the text for each topic. When completed discuss which part was easier to do- writing negative comments or coming back with an appropriate response. Talk about how sometimes people find it easier to say hurtful things than to find a way to get along with others. Discuss positive text responses.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being cyber bullied by text messaging.

delete Bullying

8th Grade Unit 1B: Handout

Bully Free Friends Strategies: BFFs do not send hurtful texts, and they delete texts they receive that have hurtful content about someone else.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Name _____

Date _____

One group member will write a threatening text message on the stated topic. The other group member will write an appropriate response to the message. Be sure to take turns who begins the message so you can use both papers.

1. Stay away from my boyfriend/girlfriend

text

response

2. You'd better not...

text

response

3. Next time I see you...

text

response

4. Don't hang around...

text

response

delete Bullying

6th Grade Unit 2B: Digital Photos

Bully Free Friends Strategies: BFFs never take, send, or share photos that either make themselves and/or others look bad or are shameful.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Step 1: Opener- Present the BFFs statement and definition of cyber bullying. Begin the discussion by asking students what types of pictures they like to take and send to others. For students who do not have digital cameras or cell phones, have them come up with ideas about what they could send to their friends. Ask students how digital photos could be used for cyber bullying.

Step 2: Activity- Begin the discussion by informing students of the following information: 1. Having a cell phone or digital camera comes with some responsibility. 2. Some students have not been responsible with this technology and they have gotten into trouble. 3. Teens in cities around the country have faced charges ranging from misdemeanors to pornography for taking and sending revealing pictures of themselves or others. 4. This is something that law enforcement has begun to look at in our area as well. 5. Delete any revealing pictures sent to you. Give students Unit 2B handout. Place students into groups and have them discuss and complete the handout together. As you ask for answers from each group, discuss similarities and differences in the answers groups describe. **Step 3: Closer-** Lead the discussion about what BFFs could do if they witnessed someone being cyber bullied by digital photos.



Bullying

6th Grade Unit 2B: Handout

Bully Free Friends Strategies: BFFs never take, send, or share photos that either make themselves and/or others look bad or are shameful.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Name _____

Date _____

With your group, write appropriate responses for things you could do in the following situations.

1. What would you do if someone asks or dares you to take a revealing picture of yourself? _____

2. What would you do if you knew some of your friends had been taking inappropriate pictures of themselves and sending them to others? _____

3. What would you do if someone sent you an inappropriate picture? _____

4. What would you do if you knew someone had posted an inappropriate picture of someone else on the Internet? _____

5. What would you do if someone posted an inappropriate picture of you on the Internet? _____

delete Bullying

7th Grade Unit 2B: Digital Photos

Bully Free Friends Strategies: BFFs never take, send, or share photos that either make themselves and/or others look bad or are shameful.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Step 1: Opener- Present the BFFs statement and definition of cyber bullying. Begin the discussion by asking students what types of pictures they like to take and send to others. For students who do not have digital cameras or cell phones, have them come up with ideas about what they could send to their friends. Ask students how digital photos could be used for cyber bullying.

Step 2: Activity- Begin the discussion by informing students of the following information: 1. Having a cell phone or digital camera comes with some responsibility. 2. Some students have not been responsible with this technology and they have gotten into trouble. 3. Teens in cities around the country have faced charges ranging from misdemeanors to pornography for taking and sending revealing pictures of themselves or others. 4. This is something that law enforcement has begun to look at in our area as well. 5. Delete any revealing pictures sent to you. Give students Unit 2B handout. Place students into groups and have them discuss and complete the handout together. As you ask for answers from each group, discuss similarities and differences in the answers groups describe.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being cyber bullied by digital photos.



Bullying

7th Grade Unit 2B: Handout

Bully Free Friends Strategies: BFFs never take, send, or share photos that either make themselves and/or others look bad or are shameful.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Name _____

Date _____

With your group, write appropriate responses for things you could do in the following situations.

1. What would you do if someone asks or dares you to take a revealing picture of yourself? _____

2. What would you do if you knew some of your friends had been taking inappropriate pictures of themselves and sending them to others? _____

3. What would you do if someone sent you an inappropriate picture? _____

4. What would you do if you knew someone had posted an inappropriate picture of someone else on the Internet? _____

5. What would you do if someone posted an inappropriate picture of you on the Internet? _____

delete Bullying

8th Grade Unit 2B: Digital Photos

Bully Free Friends Strategies: BFFs never take, send, or share photos that either make themselves and/or others look bad or are shameful.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Step 1: Opener- Present the BFFs statement and definition of cyber bullying. Begin the discussion by asking students what types of pictures they like to take and send to others. For students who do not have digital cameras or cell phones, have them come up with ideas about what they could send to their friends. Ask students how digital photos could be used for cyber bullying.

Step 2: Activity- Begin the discussion by informing students of the following information: 1. Having a cell phone or digital camera comes with some responsibility. 2. Some students have not been responsible with this technology and they have gotten into trouble. 3. Teens in cities around the country have faced charges ranging from misdemeanors to pornography for taking and sending revealing pictures of themselves or others. 4. This is something that law enforcement has begun to look at in our area as well. 5. Delete any revealing pictures sent to you. Give students Unit 2B handout. Place students into groups and have them discuss and complete the handout together. As you ask for answers from each group, discuss similarities and differences in the answers groups describe.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being cyber bullied by digital photos.



Bullying

8th Grade Unit 2B: Handout

Bully Free Friends Strategies: BFFs never take, send, or share photos that either make themselves and/or others look bad or are shameful.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Name _____

Date _____

With your group, write appropriate responses for things you could do in the following situations.

1. What would you do if someone asks or dares you to take a revealing picture of yourself? _____

2. What would you do if you knew some of your friends had been taking inappropriate pictures of themselves and sending them to others? _____

3. What would you do if someone sent you an inappropriate picture? _____

4. What would you do if you knew someone had posted an inappropriate picture of someone else on the Internet? _____

5. What would you do if someone posted an inappropriate picture of you on the Internet? _____

 **Bullying****6th Grade Unit 3B: E-mail and IM**

Bully Free Friends Strategies: BFFs remind E-mail and IM senders to keep it clean when the content is about other people.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Step 1: Opener- Present the BFFs statement and definition of cyber bullying. Begin the discussion by asking students what types of E-mails or IM (instant messages) they send to others. For students who do not have computer access, have them come up with ideas about what they could send to their friends. Ask students how E-mail and IM could be used for cyber bullying.

Step 2: Activity- Inform students that E-mail and IM can be used to bully the same way as texting. E-mails or IMs that are hurtful or threatening should be printed out and brought to school to be investigated. Some of the same rules for computer use at school should be followed by students at home. Give students Unit 3B handout and a copy of the school's or district's Acceptable Use Policy (AUP). Place students into pairs. Using the AUP, have them complete the scavenger hunt. The teacher will need to become familiar with the AUP to recognize correct and incorrect answers as they are discussed.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being cyber bullied by E-mail or IM.

delete Bullying

6th Grade Unit 3B: Handout

Bully Free Friends Strategies: BFFs remind E-mail and IM senders to keep it clean when the content is about other people.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Name _____ Date _____

Using the Acceptable Use Policy (AUP) with your partner, complete the scavenger hunt questions.

1. What section describes the use of inappropriate language? _____
Write a summary about what is written in this section. _____

2. What section describes illegal activities? _____
Write a summary about what is written in this section. _____

3. What section describes the process of search and seizure? _____
Write a summary about what is written in this section. _____

4. What section describes due process? _____
Write a summary about what is written in this section. _____

***Remember:** What you do when you think no one will find out is a good example of what kind of person you really are.

 **Bullying****7th Grade Unit 3B: E-mail and IM**

Bully Free Friends Strategies: BFFs remind E-mail and IM senders to keep it clean when the content is about other people.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Step 1: Opener- Present the BFFs statement and definition of cyber bullying. Begin the discussion by asking students what types of E-mails or IM (instant messages) they send to others. For students who do not have computer access, have them come up with ideas about what they could send to their friends. Ask students how E-mail and IM could be used for cyber bullying.

Step 2: Activity- Inform students that E-mail and IM can be used to bully the same way as texting. E-mails or IMs that are hurtful or threatening should be printed out and brought to school to be investigated. Some of the same rules for computer use at school should be followed by students at home. Give students Unit 3B handout and a copy of the school's or district's Acceptable Use Policy (AUP). Place students into pairs. Using the AUP, have them complete the scavenger hunt. The teacher will need to become familiar with the AUP to recognize correct and incorrect answers as they are discussed.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being cyber bullied by E-mail or IM.

delete

Bullying

7th Grade Unit 3B: Handout

Bully Free Friends Strategies: BFFs remind E-mail and IM senders to keep it clean when the content is about other people.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Name _____ Date _____

Using the Acceptable Use Policy (AUP) with your partner, complete the scavenger hunt questions.

1. What section describes the use of inappropriate language? _____
Write a summary about what is written in this section. _____

2. What section describes illegal activities? _____
Write a summary about what is written in this section. _____

3. What section describes the process of search and seizure? _____
Write a summary about what is written in this section. _____

4. What section describes due process? _____
Write a summary about what is written in this section. _____

***Remember:** What you do when you think no one will find out is a good example of what kind of person you really are.

 **Bullying****8th Grade Unit 3B: E-mail and IM**

Bully Free Friends Strategies: BFFs remind E-mail and IM senders to keep it clean when the content is about other people.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Step 1: Opener- Present the BFFs statement and definition of cyber bullying. Begin the discussion by asking students what types of E-mails or IM (instant messages) they send to others. For students who do not have computer access, have them come up with ideas about what they could send to their friends. Ask students how E-mail and IM could be used for cyber bullying.

Step 2: Activity- Inform students that E-mail and IM can be used to bully the same way as texting. E-mails or IMs that are hurtful or threatening should be printed out and brought to school to be investigated. Some of the same rules for computer use at school should be followed by students at home. Give students Unit 3B handout and a copy of the school's or district's Acceptable Use Policy (AUP). Place students into pairs. Using the AUP, have them complete the scavenger hunt. The teacher will need to become familiar with the AUP to recognize correct and incorrect answers as they are discussed.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being cyber bullied by E-mail or IM.

delete Bullying

8th Grade Unit 3B: Handout

Bully Free Friends Strategies: BFFs remind E-mail and IM senders to keep it clean when the content is about other people.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Name _____ Date _____

Using the Acceptable Use Policy (AUP) with your partner, complete the scavenger hunt questions.

1. What section describes the use of inappropriate language? _____
Write a summary about what is written in this section. _____

2. What section describes illegal activities? _____
Write a summary about what is written in this section. _____

3. What section describes the process of search and seizure? _____
Write a summary about what is written in this section. _____

4. What section describes due process? _____
Write a summary about what is written in this section. _____

***Remember:** What you do when you think no one will find out is a good example of what kind of person you really are.

delete

Bullying

6th Grade Unit 4B: Websites

Bully Free Friends Strategies: BFFs report website content that could be hurtful to someone else.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Step 1: Opener- Present the BFFs statement and definition of cyber bullying. Begin the discussion by asking students about information they have posted on places like MySpace, Facebook, You Tube, etc. Discuss the content they have seen others post. Ask students how websites could be used for cyber bullying.

Step 2: Activity- Prepare to either complete this lesson in a computer lab or give the handout to be completed as homework. Give students Unit 4B handout. Students should conduct an Internet search to write summaries of news events. Discuss answers paying particular attention to how the information relates to students' own lives. Record some of the more poignant responses about how school adults can make the school more positive, and share these results at a faculty meeting.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being cyber bullied using a website.



Bullying

6th Grade Unit 4B: Handout

Bully Free Friends Strategies: BFFs report website content that could be hurtful to someone else.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Name _____ Date _____

Search the Internet for information about each topic. Then, write a summary. Be sure to include where and when it happened and what happened to the victim.

1. Find a news article about a student who was bullied at school. _____

2. Find a news article about a student who was bullied on a website or online. _____

3. How do the events that you read about relate to your own life? _____

4. What are things that teachers and administrators can do to make this school a more positive place? _____

delete

Bullying

7th Grade Unit 4B: Websites

Bully Free Friends Strategies: BFFs report website content that could be hurtful to someone else.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Step 1: Opener- Present the BFFs statement and definition of cyber bullying. Begin the discussion by asking students about information they have posted on places like MySpace, Facebook, You Tube, etc. Discuss the content they have seen others post. Ask students how websites could be used for cyber bullying.

Step 2: Activity- Prepare to either complete this lesson in a computer lab or give the handout to be completed as homework. Give students Unit 4B handout. Students should conduct an Internet search to write summaries of news events. Discuss answers paying particular attention to how the information relates to students' own lives. Record some of the more poignant responses about how school adults can make the school more positive, and share these results at a faculty meeting.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being cyber bullied using a website.

delete Bullying

7th Grade Unit 4B: Handout

Bully Free Friends Strategies: BFFs report website content that could be hurtful to someone else.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Name _____

Date _____

Search the Internet for information about each topic. Then, write a summary. Be sure to include where and when it happened and what happened to the victim.

1. Find a news article about a student who was bullied at school. _____

2. Find a news article about a student who was bullied on a website or online. _____

3. How do the events that you read about relate to your own life? _____

4. What are things that teachers and administrators can do to make this school a more positive place? _____

 **Bullying****8th Grade Unit 4B: Websites**

Bully Free Friends Strategies: BFFs report website content that could be hurtful to someone else.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Step 1: Opener- Present the BFFs statement and definition of cyber bullying. Begin the discussion by asking students about information they have posted on places like MySpace, Facebook, You Tube, etc. Discuss the content they have seen others post. Ask students how websites could be used for cyber bullying.

Step 2: Activity- Prepare to either complete this lesson in a computer lab or give the handout to be completed as homework. Give students Unit 4B handout. Students should conduct an Internet search to write summaries of news events. Discuss answers paying particular attention to how the information relates to students' own lives. Record some of the more poignant responses about how school adults can make the school more positive, and share these results at a faculty meeting.

Step 3: Closer- Lead the discussion about what BFFs could do if they witnessed someone being cyber bullied using a website.

delete Bullying

8th Grade Unit 4B: Handout

Bully Free Friends Strategies: BFFs report website content that could be hurtful to someone else.

- **Electronic or Cyber bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.

Name _____

Date _____

Search the Internet for information about each topic. Then, write a summary. Be sure to include where and when it happened and what happened to the victim.

1. Find a news article about a student who was bullied at school. _____

2. Find a news article about a student who was bullied on a website or online. _____

3. How do the events that you read about relate to your own life? _____

4. What are things that teachers and administrators can do to make this school a more positive place? _____



Bullying: Intervention Intervention Plan

1. First Offense

- Parent contact made
- At least one session with school counselor
- ISS, SS, or OSS assigned as determined by administration

2. Second Offense

- Parent contact made
- At least three sessions with school counselor
- SAT referral for creation of individual behavior plan
- ISS, SS, OSS assigned as determined by administration

3. Third Offense

- Parent meeting required
- At least five sessions with school counselor
- ISS and/or OSS assigned as determined by administration
- SAT review meeting with parent in attendance
- Cognitive behavioral assessment by school psychologist

4. Fourth Offense

- Tertiary supports required
- Juvenile court system filings

delete Bullying:Assessment Program Check-Up

About This Questionnaire

The answers to this survey may be used to revise the anti-bullying program at your school. Please answer each question as honestly as possible. Thank you for your participation.

The information you provide is intended to improve our program. Please answer the identifying question, but as this questionnaire is meant to be anonymous, do not write your name.

1. I am a

- student
 parent
 teacher
 administrator
 other _____

2. How satisfied are you with the effectiveness of the anti-bullying program in place at this school?

- Very unsatisfied Unsatisfied Satisfied Very satisfied

3. What are some ways that the program could be more effective? _____

4. How satisfied are you with the program information you have received?

- Very unsatisfied Unsatisfied Satisfied Very satisfied

5. What are some ways the program information could be improved? Please indicate if you have not received any program information. _____

6. How satisfied are you with the program's unit lessons?

- Very unsatisfied Unsatisfied Satisfied Very satisfied

7. How could the program's unit lessons be improved? _____

8. How satisfied are you with the program's interventions?

- Very unsatisfied Unsatisfied Satisfied Very satisfied

9. How could the program's interventions be improved? _____

10. Overall, how would you rate the anti-bullying program at this school?

- Poor Average Good Excellent

delete Bullying: Assessment Survey of Bullying Behaviors

About This Survey

The answers to this survey may be used to revise the anti-bullying program at your school. Please answer each question as honestly as possible. Thank you for your participation in this survey.

Bullying

There are lots of ways to bully, but in all cases students who bully other students want to hurt or upset them (it's not an accident). Usually they hurt or upset them repeatedly and have an advantage over them. Sometimes a group of students will bully a student.

Types and Examples of Bullying

- **Physical bullying** can be hitting, pushing, shoving, slapping, kicking, tripping, or beating others up.
- **Verbal bullying** can be name-calling, hurtful teasing, insulting, or threatening.
- **Social bullying** can be excluding others from the group, gossiping, spreading rumors, setting others up to look foolish, or making sure other ignore someone.
- **Electronic bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.
- **Racial bullying** can be treating others differently because of their racial or ethnic background by saying negative things or telling racist jokes.
- **Harassment bullying** can be touching, pinching, grabbing, or making crude comments about someone's body that makes them feel uncomfortable.

Before you begin the survey, please check the following identifying items.

I am in **6th Grade** **7th Grade** **8th Grade**

I am a **Boy** **Girl**

When you answer the questions 1-4, think about **THE PAST FOUR WEEKS.**

During the past four weeks...

1. How often have you been bullied by other students... (Mark one answer for each question.)

a) physically?

Examples: hit, pushed, shoved, kicked, spit at, had property damaged or stolen

Not once in 4 weeks | **Once or twice in 4 weeks** | **Every week** | **Many times a week** | **Don't know**

b) verbally?

Examples: called names, teased hurtfully, insulted or threatened

Not once in 4 weeks | **Once or twice in 4 weeks** | **Every week** | **Many times a week** | **Don't know**

c) socially?

Examples: left out of a group or rumors spread about you

Not once in 4 weeks | **Once or twice in 4 weeks** | **Every week** | **Many times a week** | **Don't know**

d) electronically?

Examples: Using e-mail, Internet, or cell phone to spread rumors, make you look bad, threaten you, or hurt your feelings

Not once in 4 weeks | **Once or twice in 4 weeks** | **Every week** | **Many times a week** | **Don't know**

e) racially?

Examples: treat you badly because of your race or racist jokes

Not once in 4 weeks | **Once or twice in 4 weeks** | **Every week** | **Many times a week** | **Don't know**

f) harassment?

Examples: touched, pinched, grabbed, or made crude comments about your body

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

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

a) physically?

Examples: hit, pushed, shoved, kicked, spit at, had property damaged or stolen

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

b) verbally?

Examples: called names, teased hurtfully, insulted or threatened

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

c) socially?

Examples: left out of a group or rumors spread about someone

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

d) electronically?

Examples: Using e-mail, Internet, or cell phone to spread rumors, make someone look bad, threaten someone, or hurt feelings

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

e) racially?

Examples: treat you badly because of your race or racist jokes

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

f) harassment?

Examples: touched, pinched, grabbed, or made crude comments about someone's body

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

3. How often have you stayed away from school in order to avoid being bullied?

- Not once in 4 weeks** | **Once or twice in 4 weeks** | **Every week** | **Many times a week** | **Don't know**

4. How often have you tried to help another student who was being bullied?

- Not once in 4 weeks** | **Once or twice in 4 weeks** | **Every week** | **Many times a week** | **Don't know**

5. Do teachers try to stop bullying?

- Never** | **Sometimes** | **Often** | **Always** | **They don't notice**

6. Does the principal or assistant principal try to stop bullying?

- Never** | **Sometimes** | **Often** | **Always** | **They don't notice**

7. Where and how often does bullying occur?

- | | | | | |
|---------------------------------------|---------------------------------------|---|---------------------------------------|--|
| a) Classrooms | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| b) Hallways | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| c) School exists and entrances | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| d) Library | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| e) Computer lab | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| f) Gym | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| g) Locker room | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| h) Bathroom | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |

- i) School bus **Never** **Sometimes** **Often** **Always**
- j) Lunchroom **Never** **Sometimes** **Often** **Always**
- k) Stairway **Never** **Sometimes** **Often** **Always**

8. Do you stay away from certain classrooms or areas of the school to avoid bullying?

- Never** **Sometimes** **Often** **Always**

9. When are you at risk of being bullied?

- a) Before school **Never** **Sometimes** **Often** **Always**
- b) During class **Never** **Sometimes** **Often** **Always**
- c) Between classes **Never** **Sometimes** **Often** **Always**
- d) During classes **Never** **Sometimes** **Often** **Always**
- e) After school **Never** **Sometimes** **Often** **Always**
- f) Weekends **Never** **Sometimes** **Often** **Always**

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

- | | |
|--|---|
| <input type="checkbox"/> I have not seen or heard a student being bullied. | <input type="checkbox"/> I stood and watched. |
| <input type="checkbox"/> I ignored it. | <input type="checkbox"/> I made a joke about it. |
| <input type="checkbox"/> I told my teacher about it. | <input type="checkbox"/> I joined in the bullying. |
| <input type="checkbox"/> I told an administrator about it. | <input type="checkbox"/> I got someone to stop it. |
| <input type="checkbox"/> I told my parent about it. | <input type="checkbox"/> I stood up to the person bullying. |
| <input type="checkbox"/> I told another student about it. | <input type="checkbox"/> I got back at the person bullying. |
| <input type="checkbox"/> I told an adult at school about it. | |
| <input type="checkbox"/> I told an adult outside school about it. | |
| <input type="checkbox"/> Later on, I helped the person being bullied. | |

11. If you did not do anything the last time you saw someone being bullied, what was the reason? (Check one.)

- | | |
|---|--|
| <input type="checkbox"/> I did not want to get involved. | <input type="checkbox"/> The bullying wasn't so bad. |
| <input type="checkbox"/> I was afraid. | <input type="checkbox"/> The person being bullied deserved it. |
| <input type="checkbox"/> I didn't know what to do. | <input type="checkbox"/> It wasn't my business or problem. |
| <input type="checkbox"/> I thought if I told someone, they wouldn't do anything about it. | <input type="checkbox"/> I didn't want to get in trouble. |

12. Think of the last time you were bullied. What did you do? (Check all that are true for you.)

- | | |
|---|---|
| <input type="checkbox"/> I have not been bullied. | <input type="checkbox"/> I fought back. |
| <input type="checkbox"/> I ignored it. | <input type="checkbox"/> I got someone to stop it. |
| <input type="checkbox"/> I told my parent about it. | <input type="checkbox"/> I stood up to the person bullying. |
| <input type="checkbox"/> I told my teacher about it. | <input type="checkbox"/> I made a joke of it. |
| <input type="checkbox"/> I told a student about it. | <input type="checkbox"/> I got back at them later. |
| <input type="checkbox"/> I told an administrator about it. | |
| <input type="checkbox"/> I told an adult at school about it. | |
| <input type="checkbox"/> I told an adult outside school about it. | |

13. If you did not do anything the last time you were bullied, what was the reason? (Check one.)

- | | |
|---|--|
| <input type="checkbox"/> It isn't right to tell others. | <input type="checkbox"/> The bullying wasn't so bad. |
| <input type="checkbox"/> I was afraid. | <input type="checkbox"/> I deserved it. |
| <input type="checkbox"/> I didn't know what to do. | <input type="checkbox"/> It wouldn't have made a difference. |
| <input type="checkbox"/> I thought if I told someone, they wouldn't do anything about it. | <input type="checkbox"/> I didn't want to get in trouble. |

14. How often do the adults at your school (teachers, staff, or administrators)...

- | | | | | |
|--------------------------|---------------------------------------|---|---------------------------------------|--|
| a) notice bullying? | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| b) try to stop bullying? | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| c) ignore bullying? | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| d) talk about bullying? | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |

e) make excuses for students who bully?

- Never** **Sometimes** **Often** **Always**

f) support or defend the student who was bullied?

- Never** **Sometimes** **Often** **Always**

g) discipline those who bully?

- Never** **Sometimes** **Often** **Always**

h) discipline those who are bullied?

- Never** **Sometimes** **Often** **Always**

i) listen to both sides of the story?

- Never** **Sometimes** **Often** **Always**

j) bully students?

- Never** **Sometimes** **Often** **Always**

15. How often are rules related to bullying behavior enforced in your school?

- Never** **Sometimes** **Often** **Always**

16. How often do you perform Bully Free Friend Strategies when you witness someone being bullied?

- Never** **Sometimes** **Often** **Always**

17. If a student complains to an adult at school about bullying, how often is something done about it?

- Never** **Sometimes** **Often** **Always**

18. How often do you report bullying?

- Never** **Sometimes** **Often** **Always**

19. How satisfied are you with the information you have received about what to do if bullying occurs?

- Very unsatisfied** **Unsatisfied** **Satisfied** **Very satisfied**

20. How satisfied are you with the anti-bullying program at your school?

- Very unsatisfied** **Unsatisfied** **Satisfied** **Very satisfied**

APPENDIX B: SURVEY OF BULLYING BEHAVIORS

Survey of Bullying Behaviors

About This Survey

The answers to this survey may be used to create an anti-bullying program at your school. Please answer each question as honestly as possible. Thank you for your participation in this survey.

Bullying

There are lots of ways to bully, but in all cases students who bully other students want to hurt or upset them (it's not an accident). Usually they hurt or upset them repeatedly and have an advantage over them. Sometimes a group of students will bully a student.

Types and Examples of Bullying

- **Physical bullying** can be hitting, pushing, shoving, slapping, kicking, tripping, or beating others up.
- **Verbal bullying** can be name-calling, hurtful teasing, insulting, or threatening.
- **Social bullying** can be excluding others from the group, gossiping, spreading rumors, setting others up to look foolish, or making sure other ignore someone.
- **Electronic bullying** can be sending e-mail, text messages, pictures, or posting information on Internet sites like MySpace or Facebook to threaten someone, hurt their feelings, make them look bad, spread rumors about them, or reveal secrets about them.
- **Racial bullying** can be treating others differently because of their racial or ethnic background by saying negative things or telling racist jokes.
- **Harassment bullying** can be touching, pinching, grabbing, or making crude comments about someone's body that makes them feel uncomfortable.

Before you begin the survey, please check the following identifying items.

I am in 6th Grade 7th Grade 8th Grade

I am a Boy Girl

When you answer the questions 1-4, think about **THE PAST FOUR WEEKS.**

During the past four weeks...

1. How often have you been bullied by other students...(Mark one answer for each question.)

a) physically?

Examples: hit, pushed, shoved, kicked, spit at, had property damaged or stolen

Not once in 4 weeks | **Once or twice in 4 weeks** | **Every week** | **Many times a week** | **Don't know**

b) verbally?

Examples: called names, teased hurtfully, insulted or threatened

Not once in 4 weeks | **Once or twice in 4 weeks** | **Every week** | **Many times a week** | **Don't know**

c) socially?

Examples: left out of a group or rumors spread about you

Not once in 4 weeks | **Once or twice in 4 weeks** | **Every week** | **Many times a week** | **Don't know**

d) electronically?

Examples: Using e-mail, Internet, or cell phone to spread rumors, make you look bad, threaten you, or hurt your feelings

Not once in 4 weeks | **Once or twice in 4 weeks** | **Every week** | **Many times a week** | **Don't know**

e) racially?

Examples: treat you badly because of your race or racist jokes

Not once in 4 weeks | **Once or twice in 4 weeks** | **Every week** | **Many times a week** | **Don't know**

f) harassment?

Examples: touched, pinched, grabbed, or made crude comments about your body

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

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

a) physically?

Examples: hit, pushed, shoved, kicked, spit at, had property damaged or stolen

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

b) verbally?

Examples: called names, teased hurtfully, insulted or threatened

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

c) socially?

Examples: left out of a group or rumors spread about someone

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

d) electronically?

Examples: Using e-mail, Internet, or cell phone to spread rumors, make someone look bad, threaten someone, or hurt feelings

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

e) racially?

Examples: treat you badly because of your race or racist jokes

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

f) harassment?

Examples: touched, pinched, grabbed, or made crude comments about someone's body

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

3. How often have you stayed away from school in order to avoid being bullied?

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

4. How often have you tried to help another student who was being bullied?

- Not once in 4 weeks** |
 Once or twice in 4 weeks |
 Every week |
 Many times a week |
 Don't know

5. Do teachers try to stop bullying?

- Never** |
 Sometimes |
 Often |
 Always |
 They don't notice

6. Does the principal or assistant principal try to stop bullying?

- Never** |
 Sometimes |
 Often |
 Always |
 They don't notice

7. Where and how often does bullying occur?

- | | | | | |
|--------------------------------|---------------------------------------|---|---------------------------------------|--|
| a) Classrooms | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| b) Hallways | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| c) School exists and entrances | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| d) Library | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| e) Computer lab | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| f) Gym | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |

- g) Locker room **Never** **Sometimes** **Often** **Always**
- h) Bathroom **Never** **Sometimes** **Often** **Always**
- i) School bus **Never** **Sometimes** **Often** **Always**
- j) Lunchroom **Never** **Sometimes** **Often** **Always**
- k) Stairway **Never** **Sometimes** **Often** **Always**

8. Do you stay away from certain classrooms or areas of the school to avoid bullying?

- Never** **Sometimes** **Often** **Always**

9. When are you at risk of being bullied?

- a) Before school **Never** **Sometimes** **Often** **Always**
- b) During class **Never** **Sometimes** **Often** **Always**
- c) Between classes **Never** **Sometimes** **Often** **Always**
- d) During classes **Never** **Sometimes** **Often** **Always**
- e) After school **Never** **Sometimes** **Often** **Always**
- f) Weekends **Never** **Sometimes** **Often** **Always**

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

- | | |
|--|---|
| <input type="checkbox"/> I have not seen or heard a student being bullied. | <input type="checkbox"/> I stood and watched. |
| <input type="checkbox"/> I ignored it. | <input type="checkbox"/> I made a joke about it. |
| <input type="checkbox"/> I told my teacher about it. | <input type="checkbox"/> I joined in the bullying. |
| <input type="checkbox"/> I told an administrator about it. | <input type="checkbox"/> I got someone to stop it. |
| <input type="checkbox"/> I told my parent about it. | <input type="checkbox"/> I stood up to the person bullying. |
| <input type="checkbox"/> I told another student about it. | <input type="checkbox"/> I got back at the person bullying. |
| <input type="checkbox"/> I told an adult at school about it. | |
| <input type="checkbox"/> I told an adult outside school about it. | |
| <input type="checkbox"/> Later on, I helped the person being bullied. | |

11. If you did not do anything the last time you saw someone being bullied, what was the reason? (Check one.)

- | | |
|---|--|
| <input type="checkbox"/> I did not want to get involved. | <input type="checkbox"/> The bullying wasn't so bad. |
| <input type="checkbox"/> I was afraid. | <input type="checkbox"/> The person being bullied deserved it. |
| <input type="checkbox"/> I didn't know what to do. | <input type="checkbox"/> It wasn't my business or problem. |
| <input type="checkbox"/> I thought if I told someone, they wouldn't do anything about it. | <input type="checkbox"/> I didn't want to get in trouble. |

12. Think of the last time you were bullied. What did you do? (Check all that are true for you.)

- | | |
|---|---|
| <input type="checkbox"/> I have not been bullied. | <input type="checkbox"/> I fought back. |
| <input type="checkbox"/> I ignored it. | <input type="checkbox"/> I got someone to stop it. |
| <input type="checkbox"/> I told my parent about it. | <input type="checkbox"/> I stood up to the person bullying. |
| <input type="checkbox"/> I told my teacher about it. | <input type="checkbox"/> I made a joke of it. |
| <input type="checkbox"/> I told a student about it. | <input type="checkbox"/> I got back at them later. |
| <input type="checkbox"/> I told an administrator about it. | |
| <input type="checkbox"/> I told an adult at school about it. | |
| <input type="checkbox"/> I told an adult outside school about it. | |

13. If you did not do anything the last time you were bullied, what was the reason? (Check one.)

- | | |
|---|--|
| <input type="checkbox"/> It isn't right to tell others. | <input type="checkbox"/> The bullying wasn't so bad. |
| <input type="checkbox"/> I was afraid. | <input type="checkbox"/> I deserved it. |
| <input type="checkbox"/> I didn't know what to do. | <input type="checkbox"/> It wouldn't have made a difference. |
| <input type="checkbox"/> I thought if I told someone, they wouldn't do anything about it. | <input type="checkbox"/> I didn't want to get in trouble. |

14. How often do the adults at your school (teachers, staff, or administrators)...

- | | | | | |
|--------------------------|---------------------------------------|---|---------------------------------------|--|
| a) notice bullying? | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| b) try to stop bullying? | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| c) ignore bullying? | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
| d) talk about bullying? | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |

- e) make excuses for students who bully?
 Never **Sometimes** **Often** **Always**
- f) support or defend the student who was bullied?
 Never **Sometimes** **Often** **Always**
- g) discipline those who bully?
 Never **Sometimes** **Often** **Always**
- h) discipline those who are bullied?
 Never **Sometimes** **Often** **Always**
- i) listen to both sides of the story?
 Never **Sometimes** **Often** **Always**
- j) bully students?
 Never **Sometimes** **Often** **Always**

15. How often are rules related to conduct and behavior enforced in your school?

- Never** **Sometimes** **Often** **Always**

16. How often are rules related to conduct and behavior enforced fairly?

- Never** **Sometimes** **Often** **Always**

17. If a student complains to an adult at school about bullying, how often is something done about it?

- Never** **Sometimes** **Often** **Always**

18. How often do you report bullying?

- Never** **Sometimes** **Often** **Always**

19. How satisfied are you with the steps your school has taken to prevent bullying among students?

- Very unsatisfied** **Unsatisfied** **Satisfied** **Very satisfied**

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

- Very poor** **Poor** **Good** **Very good**

HEATHER GENZ

PROFILE

Goal oriented, driven teaching professional with a highly successful academic background and an engaging classroom teaching style- high standards set for self and students. Extensive experience in online learning environments.

WORK OF EXPERIENCE

Seventh Grade Language Arts Teacher

2006- Present

English and reading teacher with one block of inclusion instruction
Team leader of Positive Behavior Support primary prevention team
SACS- Lead writer of Standards Assessment Report for SACS visit
School Improvement Committee Co-chair
Sponsor for Scripps National Spelling Bee participation

Seventh Grade Language Arts Teacher

2005-2006

English and reading teacher with one block of inclusion instruction
Basketball coach for girl's freshman team and assistant for Varsity team
Cheerleading sponsor
Supervising teacher for student teacher
Charter sponsor for Scripps National Spelling Bee participation
Earned tenure in first year teaching

Second Grade Teacher

1998-2005

Instruction in all subject areas
Mentor teacher
Curriculum mapping leadership team
Special events assistant
Basketball coach varsity girls one year
Basketball coach grade school girls one year
Basketball assistant coach varsity girls two years
Sponsor for County Spelling Bee participation

EDUCATION

2007-Present Walden University Baltimore, MD

Doctor of Education/ Teacher Leadership

Doctorate ABD

GPA 4.0

Currently completing dissertation research and writing

Dissertation topic- A Project Study Pertaining to Traditional and Electronic Bullying in Middle School

Residency requirement fulfilled in Chicago, IL

2006-2007 Walden University Baltimore, MD

Master of Science Education/ Integrating Technology into the Classroom

GPA 3.9

Digital portfolio created to align coursework artifacts as evidence of meeting curriculum standards

1994-1998 Austin Peay State University Clarksville, TN

Bachelor of Science/ Interdisciplinary Studies

GPA 3.8

Certified K-8

Cognate Areas- Early Childhood/ English

Beta Club member

English Department award for writing 1997

EXTRACURRICULAR ACTIVITIES

Church, reading, hiking, golf, basketball, cooking, painting, and spending time with family.