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IMPLEMENTING A BULLY PREVENTION
PROGRAM AT THE SIXTH
GRADE LEVEL

by
Janis E. Gansert

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
May 2002

Approved by _____
Professor

Date Approved April 22, 2002

Abstract

Janis E. Gansert

Implementing a Bully Prevention
Program at the Sixth Grade Level
2002
Dr. Gerald Lysik
School Administration

The purpose of this study was to examine bully-victim behaviors and intervention strategies using case study research design in order to develop and implement a bully prevention program. Participants in this study were limited to students, parents, and teachers on one of three sixth grade teams. A program was presented including a survey for students to determine the level of bullying, questionnaires for students and teachers to evaluate program effectiveness, and interviews with teachers, the guidance counselor, and the assistant principal. Survey data was analyzed by tabulating responses and determining percentages of students experiencing bullying. Student questionnaire data was analyzed by tabulating and coding responses to determine levels of student learning as a result of the bully prevention program. Teacher questionnaire data and interviews with staff were analyzed by coding responses to determine the kinds of bullying behaviors observed before, during, and after the program. Although data indicated that the level of bullying was relatively low, several students reported being called names, being teased, and being the victim of rumors. Data collected after the program indicated students had an increased awareness of bully-victim behaviors and feelings and felt better equipped to handle themselves in bully-victim situations.

Mini-Abstract

Janis E. Gansert

Implementing a Bully Prevention
Program at the Sixth Grade Level
2002
Dr. Gerald Lysik
School Administration

The purpose of this study was to enhance school climate through the development and implementation of a bully prevention program. Bully prevention programs were researched and an appropriate program was designed. Data collected after program presentation indicated an increased awareness of and ability to respond to bullying situations.

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Chapter 1

Introduction

Focus of the Study

In a recent study published in the Journal of American Medicine, Nansel, Overpeck, Pilla, Ruan, Simms-Morton, and Scheidt (2001) reported high percentages of bullying and being bullied among school-aged children in the United States. One need spend little time in the hallway, cafeteria, or playground of a middle school to witness the harassing behaviors associated with bullying. The scope of this project included research into the nature of bullies and their victims and the outcomes of both kinds of behaviors. Intervention strategies and their impact on the improvement of school climate were investigated. As a result of the research, an appropriate bully prevention program for sixth grade students at the West Grove Middle School was developed and implemented. The program's effectiveness was evaluated by tracking discipline incidents referred to the assistant principal. Surveys of and interviews with sixth grade teachers and students also provided data as to the program's relevance.

Purpose of the Study

The purpose of this study was to examine bully-victim behaviors and intervention strategies using case study research design resulting in the development and implementation of a bully prevention program at the sixth grade level. Initial benefits of improved peer relations affected participating sixth grade students, parents, and teachers. Guidance counselors and administrators also benefited as a result of the program's

implementation. Maintaining a positive school climate is important and the adaptation and implementation of this or another bully prevention program could benefit students, parents, and teachers in the entire school community.

Definitions

Team – grouping of three sixth grade classes with common teachers, schedules, etc.

Direct bullying – open attacks on another student, including words, gestures, facial expressions, or physical contact

Indirect bullying – exclusion from peer group

Intervention strategies – effective responses to incidences of bullying

Prevention programs – activities designed to raise awareness of bullying behaviors, to equip students to respond positively in bullying situations, and to improve the overall climate of the school

Limitation of the Study

Participants in this study were limited to students, parents, and teachers on one of three sixth grade teams at the West Grove Middle School. A bully prevention program aimed at students in other grade levels would require appropriate adaptations. Any information that was solicited by survey was subject to the reliability of the respondent's return. Because this project was subject to time constraints relative to the completion of the Master's degree program, a long-term, comprehensive analysis of the effectiveness of the bully prevention program was not possible.

Setting of the Study

West Grove Township comprises 18 square miles in Gloucester County. It is a geographically diverse township made up of historic small towns, modern housing developments, and rural areas. Families live in apartment complexes, condominiums, single-family detached homes and mobile homes. There are many retail businesses as well as industrial complexes and small oil refineries. Because of the ratables in the township, residents enjoy relatively lower taxes as compared with other municipalities in Gloucester County.

West Grove Township is a predominately white, middle-class community. According to the U.S. Census Bureau, in the year 2000, there were 19,368 residents. Make up of the population by race and Hispanic origin are as follows: 92% white, 5% black, 1% Asian, and 1.7% Hispanic origin. Seventy-six percent of the residents are 18 years or older. At the time of this writing, income data from the U.S. Census Bureau for the year 2000 will be unavailable until summer 2002. In 1990, median household income was reported at \$38,410 in West Grove Township. The township is considered predominately a blue-collar community, with some professional residents.

Township police and fire departments work closely with the schools in programs like DARE and National Fire Prevention Week. The police department has assigned one patrolman to the middle and high schools to act as the School Resource Officer. The township boasts an exceptional athletics program and offers year-round recreational activities for its residents. The township library is linked to the county library system and is also the site of the South Jersey Environmental Information Center.

A township committee made up of five elected members governs the township, with each member serving a three-year staggered term. The committee members elect the Mayor. The township committee and the school district enjoy a healthy working relationship. One example of the spirit of good relations is the annual back to school breakfast for school district staff. Township elected officials and other employees are invited and the Mayor addresses the group, setting the tone for continued cooperation between the two groups.

The community supports the schools through active parent-teacher organizations and attendance at sporting and other school events. However, their support of the school district budget is lacking. Only twice in the past ten years has a school budget passed. Even in years of zero or one-cent tax increases the budget has been defeated. The township committee works with the school board during the appeal process to ensure that valuable programs are maintained.

The West Grove Township School District is a K-12 district, including five schools: three neighborhood elementary schools, one middle school, and a high school. The district operates a \$29,000,000 budget. According to the 2000-01 budget, the total cost per pupil is \$9,222. There are 236 faculty members with a median income of \$55,840. The average years experience for district staff is 18.

The elementary schools contain grades K-4 and one principal runs each school. There are 300-500 students at each school. Average class size is 19. About one-third of the elementary teachers hold Master's degrees. Reading and writing strategies as the foundation for the literacy program are emphasized at the elementary level. Another

curricular initiative is using real-life science materials to teach science. Everyday Math is a third curricular focus at this level.

The high school has 919 students, led by one principal and two assistants. Average class size is 21. Forty-six percent of administrators and faculty hold Master's degrees, 1% hold Doctoral degrees. The high school continues to upgrade its curriculum with new course offerings, including 14 AP courses. Instructional and administrative programs in technology are central to the curriculum. Ninety-two percent of eleventh grade students passed the HSPT.

The middle school is the exact site for this study. There are almost 1000 students in grades five through eight in this building. One principal is in charge, with two assistants. There are two guidance counselors, one SAC (student assistance counselor), 80 teachers, and several instructional aides. Forty percent of administrators and faculty hold Master's degrees.

The building is representative of a wheel. The hub contains areas commonly used by all students (office, library, cafeteria, gym) and the five spokes are made up of the four grade levels and the fine and practical arts areas. Average class size is 26. Fifth grade classes are self-contained. Sixth and seventh grade students are divided into units called teams. There are three, three-teacher teams in sixth grade with about 80 students on each team. In the seventh grade, there are two, five-teacher teams with about 120 students on each one. Eighth grade students are taught in a departmentalized fashion. There are self-contained and resource room special education classes at each grade level. Seventeen percent of the total school population is enrolled in special education.

Math, literacy, science, and social studies are emphasized in order to address the Core Curriculum Content Standards and prepare for the GEPA. Spanish is taught at the fifth grade level. Sixth grade students may continue to study Spanish or they may select an introductory French class. Eighth grade students choose high school level I Spanish or French. The middle school offers an excellent fine and practical arts exploratory and elective program at all grade levels. Academic elective courses are offered to eighth grade students. There is a choir and a band at the middle school.

Organization of the Study

The focus of this study was the development and implementation of a bully prevention program at the sixth grade level. It is hoped that as a result of this study, students will enjoy better relationships with one another and an improved school climate. The remainder of this study will be presented as follows: Chapter 2: Review of the Literature, Chapter 3: Design of the Study, Chapter 4: Presentation of Research Findings, and Chapter 5: Conclusions, Implications and Further Study.

Chapter 2

Review of the Literature

Introduction

The purpose of this study was the development and implementation of an appropriate bully prevention program for sixth grade students at the West Grove Middle School. In order to realize this goal, an investigation of the various aspects of bullying was completed and is included in the following review of literature. Statistics on bullying, descriptions of bullies and victims, outcomes of bullying behavior, intervention strategies, and prevention programs were researched.

Review on the Problem

Bullying has been defined by Dan Olweus, a world-renowned expert on the issue, in the following general way: "A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students" (Olweus, 1993, p. 9). Negative actions may be verbal, non-verbal, or physical. For Olweus, a key concept in the definition is the phrase, "repeatedly and over time." In studies done on bullying behavior, isolated attacks do not qualify as bullying. Olweus stresses that fighting and quarreling between or among students of approximately the same strength does not count as bullying. In real bullying situations, there is an imbalance in strength between bully and victim (Olweus, 1993). Olweus has been studying bullying, or "mobbing" as they call it in Scandinavian countries, since the late 1960s.

Studies on bullying behaviors at schools in Great Britain indicate that it is a significant problem. Whitney and Smith (1993) found that more than a quarter of middle school students in their study reported being bullied at least sometimes in the current term and ten percent said that they were being bullied at least once a week. In a study of 25 secondary schools in England, Glover, Gough, Johnson, and Cartwright (2000) found that 70 students in a school of 1,000 were victims of bullying behaviors in any given week. Similar research studies on the issue of bullying have been conducted in Japan, The Netherlands, Canada, Australia, and the USA (Olweus, 1993).

Recent studies in the United States are focusing on the problem of bullying in school. The National Association of School Psychologists estimates that 15 percent of children in kindergarten through eighth grade are involved in bullying, either as perpetrators or victims (Pardini, 1999). Their studies also show that 160,000 students are absent each day because of bullying. In a recent study published in the Journal of the American Medical Association, Nansel et al. (2001) report that the prevalence of bullying in U.S. schools is substantial. Their study surveyed 15,686 students in grades six through ten in public and private schools throughout the country. The students were from urban, suburban, town, and rural areas. Moderate or frequent involvement in bullying was reported by 29.9% of the respondents, either as bullies (13.0%), victims (10.6%), or students who are both bully and victim (6.3%). Nansel et al. (2001) also found that bullying occurred more frequently between sixth through eighth graders than among ninth and tenth graders.

In a study on bullying behaviors, Whitney and Smith (1993) identified the various forms that harassment may take among middle and secondary students. The most

reported types of bullying were calling names, making threats, spreading rumors, shunning, hitting, kicking, and stealing. In addition to those kinds of behaviors, participants in a study on harassment by Glover et al. (2000) reported pushing, pulling hair, slapping, punching, sexual touching, tripping, stamping on, spitting, and causing to fight. Juvonen, Nishina, and Graham (2000) indicated similar behaviors, but included “coercion” as a category (p. 352). In the first two studies, it was reported that boys exhibit bullying behavior more than girls and that boys are more physically aggressive; whereas girls who bully tend to be verbally aggressive.

According to early studies by Olweus (1993), bullies are characteristically aggressive not only toward their peers, but also toward teachers and parents and are apt to break school and home rules. They have a relatively positive self-image. They also have a more positive view of violence than do their peers. They seem to have a need to feel powerful and in control, with little empathy for their victims (Banks, 1997). Olweus (1993) finds four major causes for aggressive behavior in bullies. First, he cites a basic negative attitude on the part of the major caregiver. A child raised without warmth and affection may later become hostile toward others. Permissive parenting is a second factor. Allowing a child to behave aggressively results in increased levels of violent behavior. According to Olweus, if the parent has bullied the child, the child may also exhibit bullying behaviors. Roberts and Morotti (2000) cite studies that point to verbal and physical overreactions by one or both parents as common among bullies. The bully may live with put-downs, criticism, and sarcasm, rather than praise and encouragement. Finally, Olweus contends that the temperament of the child may be a fourth deciding factor in whether or not he becomes a bully.

Studies in Scandinavian countries establish a strong correlation between bullying behaviors in school and legal and or criminal troubles as adults. In one such study, 60% of students who were labeled as bullies in grades 6-9 were found to have at least one criminal conviction by age 24 (Banks, 1997). The negative behaviors associated with bullying tend to carry over into adulthood, negatively influencing the bully's ability to develop and sustain positive relationships (Roberts and Morotti, 2000).

Researchers have found that students are victims of bullies for a variety of reasons. Shakeshaft, Mandel, Johnson, Sawyer, Hergenrother and Barber (1997) reported that physical attributes, such as height, weight, and looks, and clothing style were reported as reasons for abuse of girls. If victims are boys, they are probably physically weaker than boys in general (Olweus, 1993). In the Shakeshaft et al. (1997) study, boys were picked on because they did not fit into the male heterosexual orientation. Juvonen et al. (2000) studied peer harassment and psychological adjustment and found that kids who are lonely and depressed are easy targets of bullying. Factors in the Glover et al. (2000) study included teasing/ridicule for personal reasons (related to gender, race, or religion), socio-economic reasons (related to family background, neighborhood, clothes and accessories), attitudes towards academic ability, lack of athletic ability, and being different from the general school population. Juvonen et al. (2000) also reported that some students were temporarily victimized because of being new to a school, class, or team. Once the newness wore off, the student was no longer singled out.

Effects of victimization are troubling. Researchers have found that victims are affected academically and emotionally. Juvonen et al. (2000) reported that peer harassment led to feelings of loneliness, low self-worth, and depression, which in

turn had a negative effect on a student's GPA and school attendance. Interviews in the Shakeshaft et al. (1997) study reported that students felt sad, depressed, and hurt. Interviews by Glover et al. (2000) revealed that students who are victims feel upset at school, are discouraged, find other students unfriendly, have a difficult time participating in class, feel threatened in some way, and wish that they could go to a different school. Hawker and Boulton (2000) found that victims have negative views of themselves in social contexts. Victims report feelings of helplessness and hopelessness and many report suicide ideations. Some victims report feelings of anger and vengefulness and report fantasies of revenge. In extreme cases, these victims engage in violent behavior toward others (Hazler & Carney, 2000).

Given the negative outcomes for both victims and bullies, it is obvious that there is serious need for intervention in bully-victim situations. However, studies indicate that adults rarely detect bullying. When adults do attempt intervention, students perceive their efforts as ineffective. They believe that nothing will be done if the bullying is reported (Skiba & Fontanini, 2000) or they fear that reporting bullying will bring on more victimization (Banks, 1997). Evidence suggests that bullying behaviors generally upset peers. However, estimates suggest that peers intervene in less than 15% of bully-victim situations, even though their intervention does stop the bullying (Hanish & Guerra, 2000). A survey of students in the Midwest revealed that students felt that victims were in part responsible for being bullied. Both students and teachers felt that victimization would toughen a weak person (Banks, 1997). Many students and teachers alike believe that the teasing is done "in fun" (Skiba & Fontanini, 2000) and that bullying is a normal part of childhood. Oftentimes teachers and administrators believe that children should be

able to work out problems on their own. It has been found that some teachers even blame the victims for their abuse (Vail, 1999).

Review on Major Concepts Related to Problem

Bullying has long been a problem among adolescents, but as Bowman (2001) points out, consequences of a negative school culture have never been as deadly as they are today. Studies show that suicide is a common result in European countries and Australia. In the United States, violent retaliation is more frequent (Garrity et al., 1997). Researchers report environments of teasing, taunting, and general meanness as the norm among students, rather than the exception. Bowman (2001) reports that in a nationwide survey of 70,000 students in grades 6-12, only 37 percent of the students felt that respect for fellow students was evident in their schools. Eighty percent of the girls said that it bothered them when others are verbally harassed, yet only 57 percent of the boys had similar feelings.

Putting an end to bullying requires altering the climate of the school. Peterson and Skiba (2000) define school climate as “the feelings that students and staff have about the school environment over a period of time” (p. 122). Climate may have to do with the comfort level students have at school, in terms of physical and emotional safety. A student’s perception of the school’s climate may directly or indirectly affect his learning outcomes. According to Belair and Freeman (2000), ensuring that our schools are safe physically, emotionally, and socially is the single most important goal for teachers and administrators. Safe schools are places where people are trusted, respected, and involved. Students should not be harassed or threatened. They should feel a sense of caring and

concern from teachers and administrators. There should be high expectations for them to achieve academically and socially (Erb, 2000).

Developing a school culture of respect, caring, and responsibility does not happen by chance. Peterson and Skiba (2000) outline several programs that schools could implement to improve climate. These programs include character education, violence prevention and conflict resolution, peer mediation, and bullying prevention. All of the programs are dependent upon the involvement not just of the students and staff, but also upon parent and community support. Increased parental involvement correlates positively with increased student success in school, increased parent and teacher satisfaction, and improved school climate (Peterson & Skiba, 2000). Encouraging recognition and celebration of service among the student body helps to develop a caring school climate (Belair & Freeman, 2000). Shakeshaft et al. (1997) outline three steps to create a kinder school culture. They advocate raising students' awareness of their own and others' feelings through reflective activities across the curriculum. Defining appropriate behavior among students is the second step. They see monitoring student behavior and instituting consequences as the third step toward ensuring a safe learning environment. Teachers must monitor their own behavior and eliminate sarcasm and ridicule.

The implementation of a well-designed bully prevention program at the elementary or middle school level can reduce bully-victim problems, and, at the same time, improve school climate. Olweus (1993) reports a 50 percent reduction in bully-victim problems during the following two years of a bully prevention program in a study

in Sweden. General anti-social behavior in the schools was reduced. The climate of the school improved as measured by student satisfaction surveys.

Researchers agree that two important prerequisites to implementing a bully prevention program are awareness and adult involvement. Surveys, interviews and observations provide data to measure the degree to which bullying occurs within a school community. Students, teachers, administrators, food service workers, bus drivers, custodians, and parents should all be involved in the process. Once the extent of the problem is known, it is vital that all the adults in the school community engage in supporting efforts to eliminate bullying. Vail (1999) writes that school board support is critical to a program's success.

The goal of a bullying prevention program is to eliminate direct and indirect bullying from the school environment. Olweus (1993) believes that there are activities at the school level, and the classroom level, and at the individual level that comprise an effective bully prevention program. School administration should provide training so that staff may effectively implement the program. Staff members need to be able to know when and how to intervene in bully-victim situations. Increased supervision on the playground, in the hallways, in the cafeteria, and even in restrooms should be provided. School officials should meet with the parents to keep them informed of the situation.

At the classroom level, teachers need to set clear expectations for behavior, with positive and negative consequences for following and violating the rules. Once a school has decided on a bully prevention curriculum, the teacher should become engaged in the program, either as a presenter or as a support person. Role-plays and the use of relevant literature may also be used through the existing curriculum. Cooperative learning

activities help foster a sense of community. Class activities that focus on acceptance and friendship help to create an environment where students feel safe, accepted, and valued (Beane, 1999). Garrity, Jens, and Porter (1997) propose a bully prevention curriculum that emphasizes equipping the majority of students who are not involved in bully-victim situations with the knowledge and skills they need for intervention. This shifts the power balance away from the bullies. The “caring majority” of students sets the tone for the school, creating a kinder school climate.

At the individual level, teachers, counselors, and school administration should handle serious talks with bullies and victims. While punishment is often used to intervene, Garrity et al. (1997) advocate using behavioral corrections along with the development of prosocial replacement behaviors to meet the power and attention needs of the bully. Through individual counseling, a bully might be taught how to use his positive strengths for leadership. Victims need protection and support. Through individual and group counseling, they may be taught to improve their social and interpersonal skills.

At all three levels of a bully prevention program, parental involvement is essential. School administration should invite the input of parents when examining the issue of bullying. Educating parents to know the difference between bully-victim problems and normal peer conflict is important. Once a program has been selected, parents need to know how the program will be implemented and what they might do to support the school’s efforts. Teachers need to communicate with parents on the issue. Parents of bullies and victims may need individual help and support in dealing with their child’s needs.

Bullying in school is not a new problem. Many adults feel that bullying is a normal part of growing up and that students should be able to handle their problems on their own. These beliefs send the message to children that adults cannot and will not protect them. Although studies show that bullying leads to harmful effects for victims and bullies, all students are affected by bullying by the existence of a negative school culture. Bullying undermines efforts to create a positive school climate, which is closely correlated with higher student achievement, greater teacher satisfaction, and safer schools (Pardini, 1999). Students and parents have the right to expect school to be physically and emotionally safe. Implementing a program to eliminate bullying which includes the involvement of school administration, teachers and staff, students, bullies, victims, and parents, will help to ensure the development of a safe learning community for everyone.

Chapter 3

Design of the Study

General Description of the Research Design

The specific site of this study was the wing of the West Grove Middle School housing sixth grade students, D-wing. Sixth grade students are organized into three teams, made up of three classes and three teachers. For purposes of this study, Team 6A was chosen by the principal to participate. The guidance counselor for the sixth grade participated in this study as co-presenter of the lessons to the students, along with the intern. Team teachers and parents were involved as support persons. The assistant principal for discipline was consulted throughout the project.

After a review of the literature, the intern used three published programs as sources for the development of a bully prevention program for the population to be studied. Olweus (1993), Garrity et al. (1998), and Beane (1999) provided guidelines and material for excellent prevention programs. Their programs were age-appropriate and included lessons that were easily adaptable to the setting and population of this study. The intern met with the guidance counselor before designing the program to discuss goals and objectives. As a result of this meeting, one goal and three objectives were identified. The goal of the program was to prevent bullying behaviors from occurring on Team 6A. Objectives included exploring bullying behaviors and victims' feelings, equipping students with strategies to handle bullying situations, either as victim or observer, and encouraging empathy and friendship among all team members. The intern then used the

programs developed by Olweus (1993), Garrity et al. (1998), and Beane (1999) to create a six-session program designed specifically for sixth grade students at the West Grove Middle School. The program was reviewed and approved by the guidance counselor and the principal. A meeting with the teachers on Team 6A was held to review the program's goal and objectives and to discuss scheduling of the sessions. The teachers felt strongly about the importance of a bully prevention program and decided that meeting two times each week would provide continuity and stress the importance to their students. Bully prevention workshops were scheduled two times each during social studies, math, and science classes from October 22, 2001 through November 13, 2001.

Development and Design of the Research Instrumentation

The bully prevention workshops began with a survey for students to determine the extent of the bullying problem for the target group. The intern developed this survey based on samples included in the programs by Olweus (1993), Garrity et al. (1998), and Beane (1999). Although the survey was anonymous, students were asked to indicate their gender. Students were asked to report frequency, type, and location of incidents of bullying they experience at school. Students were also asked to indicate how they respond in these kinds of situations. The survey is included in Appendix A. The data gathered as a result of this survey was used to determine the extent of the bullying problem for Team 6A and is reported in Chapter 4.

During the last bully prevention workshop, students were asked to complete a program evaluation questionnaire, rating activities presented during the sessions. They were also questioned as to how they would react in a bullying situation, either as victim or observer. The data gathered from this questionnaire will be used to modify some

workshop sessions and was also used to evaluate initial effectiveness of the program. Teachers on Team 6A were asked to complete a questionnaire regarding bullying situations and this, too, provided valuable data. These questionnaires are included in Appendix A. Results are reported in Chapter 4.

Weekly informal meetings with the guidance counselor provided the intern with feedback regarding the implementation of the bully prevention program sessions. Where applicable, notations were made to modify each session to improve effectiveness of presentation. The guidance counselor also provided the intern with information regarding incidents of bullying for Team 6A students that she dealt with on a weekly basis, from the beginning of the bully prevention sessions through the end of February. These reports provided data to support the value of a bully prevention program and are included in Chapter 4.

Weekly reports of incidents of bullying on Team 6A from the assistant principal for discipline provided yet another source of data to support the program. Incidents of bullying for Team 6A were recorded from the beginning of the bully prevention sessions in October until the end of February.

An informal meeting with teachers was conducted at the end of the five month period to examine the bullying issues still observed on Team 6A. The intern asked questions to determine the effectiveness of the bully prevention workshops and to determine future needs for the team. This information, along with the data collected from the guidance counselor and assistant principal for discipline, was used to develop plans for further study.

Sampling and Sampling Techniques

Because of the relatively small number of student participants, all of the student surveys that reported types, frequency, and location of bullying behaviors were included in the sampling of results. There were 71 students present on the first day of the program. For questions regarding type and frequency of bullying, each response to each question was tabulated and the percentage of students responding to various answers was calculated. Location questions were analyzed based on type of bullying and location, noting highest numbers reporting each location. Likewise, all of the student program evaluation questionnaires completed by students present at the final session were scored and coded. There were 66 students present. The findings are reported in Chapter 4.

Since only three classroom teachers were involved in this study, all data from this source was included in the research findings. All of the data from the guidance counselor and assistant principal for discipline were included in the study findings.

Description of the Data Collection Approach

Bully prevention workshops were presented to students on Team 6A over the course of four weeks. Sessions were scheduled during science, social studies, and math classes. For example, on the first day of the program, in lieu of science class, all students on the team participated in Session 1 of the bully prevention workshops series. A few days later, in lieu of social studies, students participated in Session 2. The next class missed, a few days later, was math. The same rotation was made until all students on Team 6A had completed six bully prevention workshop sessions. Depending on the day of the week, the intern and the guidance counselor presented one or two of the sessions.

Because the intern is also a sixth grade Spanish teacher and the guidance counselor is assigned to the sixth grade, all students were somewhat familiar with the presenters.

The student survey to determine the extent of bullying taking place on Team 6A was given during the first session. A discussion of bullying behaviors and feelings of victims took place prior to the administration of the survey. There was a great deal of student involvement in the discussion. Students completed the surveys individually, with assistance as needed for clarification of questions and responses for some students. All surveys were collected at the same time and scored by the intern.

Student program evaluation questionnaires were completed during the final session of the bully prevention workshops. Students completed the surveys individually, again, with some assistance as needed for clarification of questions and responses. All surveys were collected, scored, and coded by the intern.

The three team teachers were given a program evaluation questionnaire and asked to return it completed to the intern with two weeks. The intern met weekly with both the guidance counselor and the assistant principal for discipline to record incidents of bullying on Team 6A. The intern recorded this data on a data collection sheet.

A final interview with the teachers on Team 6A was held at the end of the study period. At this time, teachers were asked about bullying behaviors still observed among students on the team. Teachers were questioned regarding the effectiveness of the bully prevention workshop and the need for further study.

Description of the Data Analysis Plan

Students were surveyed at the onset of the bully prevention workshops to determine the extent of the bullying problem on Team 6A. The results of the survey were analyzed according to types of bullying behaviors occurring, frequency of bullying incidents, and location of the incidents of bullying. Students were also surveyed as to how they respond to incidents of bullying. Student responses on the surveys were tabulated and the findings are reported in Chapter 4.

Student program evaluation questionnaire responses were also tabulated to find the activities that students most enjoyed about the bully prevention workshops. Narrative questions were asked to learn how students would respond in bullying situations either as victim or observer after having gone through the bully prevention program. The data collected through these narrative responses was coded and like responses were grouped to determine levels of student learning as a result of the bully prevention sessions.

Responses on the teacher program evaluation questionnaires were coded to determine the kinds of bullying behaviors observed on Team 6A. Teacher perceptions of the benefits of a bully prevention program were also recorded for use in determining plans for further prevention programs. Responses during a final interview with teachers at the end of the five-month study period were similarly coded.

Data collection sheets were used weekly to record incidents of bullying situations reported to both the guidance counselor and the assistant principal for discipline. These reports were used to determine the levels of bullying before, during, and after the bully prevention workshops. This data was used in evaluating the effectiveness of the bully prevention program.

Chapter 4

Presentation of Research Findings

Introduction

The purpose of this study was to examine bully-prevention strategies appropriate for students in the sixth-grade. A bully-prevention program was developed and implemented with a portion of the sixth grade population at the West Grove Middle School. Perceptions of program effectiveness were assessed through surveys, questionnaires, interviews and informal discussions with students, teachers, and administrators involved.

Grand Tour Question One

After examining many bully-prevention programs, the intern focused on three published programs as sources for the bully-prevention program to be developed for this study. Programs published by Olweus (1993), Garrity et al. (1998), and Beane (1999) were used as models for this study. Each of these programs includes lessons that explore bullying behaviors and victims' feelings. The programs incorporate strategies to use in bullying situations, either as victim or observer. A third important component in each of these programs is the design of lessons to encourage empathy and friendship among students.

Teacher training is an important feature of a bully prevention program. All three of the programs include opportunities for teacher training through the presentation of background information regarding the issues related to bullying. Preparation time for

teachers is another consideration in the development of a bully prevention program. Two of the programs, Garrity et al. (1998) and Beane (1999), are very easy to implement. Both include Xerox-ready student forms and handouts.

Parent involvement is addressed in each of the three programs that were used as models. Educating parents about bullying behaviors and signs of victims is important. All three programs offered ideas for helping parents of bullies and parents of victims deal with their child's situation.

The expected outcome for each of the three programs evaluated is a reduction in incidents of bullying. Another goal in the implementation of bully-prevention programs is that students, teachers, and parents will be better equipped to handle situations between bullies and their victims. A third expected outcome is that awareness will be raised about bullying and its harmful effects, not only for victims, but also on the climate of a classroom and, potentially, on the climate of the entire school community.

Using the three programs as a springboard to develop a program suitable for the West Grove Middle School, the needs of all three groups, students, teachers, and parents, were considered. The program that was implemented identified bullying behaviors and explored feelings of victims. Strategies to equip victims and observers in bullying situations were presented and practiced. Activities were designed to develop friendship skills and encourage empathy among classmates.

Before the implementation of the program, the intern met with teachers informally, to talk about the issues related to bullying and to provide an overview of the program. Coincidentally, a school wide initiative this year is the reduction of bullying, and all teachers in the district participated in a bullying workshop at the beginning of the

year. This bully prevention program was written as a series of lesson plans that are easy to follow and all of the materials are provided. For this study, the classroom teachers did not present the lessons. All six sessions were presented by the intern and by the sixth grade guidance counselor. However, teachers were present at all six sessions and could easily conduct the sessions should the program continue next year.

Parents were informed about the bully prevention program via a letter sent home with their student. Ideally, a parent meeting, either at back to school night or at another time, should be conducted. Parents should have a chance to hear, in detail, about the kinds of bullying situations that occur and should also have a chance to ask questions and raise their own concerns. The intern developed a parent presentation, but the administration was not able to extend this opportunity to sixth grade parents this year.

Grand Tour Question Two

After developing the bully prevention program, the intern met with the principal to discuss the logistics of its implementation. There were many staff changes at the sixth grade level, and it was decided that the program should be implemented on Team 6A because two of the three teachers taught sixth grade last year. The principal did not want to overwhelm new staff members with what they might perceive as extra responsibilities. The intern and the sixth grade guidance counselor presented the program, with the classroom teachers present at each session.

The workshops were presented to the students over the course of four weeks. The intern scheduled the sessions using each classroom teacher's master schedule. The session times had to match with free times on the intern and the guidance counselor's schedule. The intern and the guidance counselor presented an equal number of sessions.

The sessions were scheduled during science, social studies, and math classes. There were three sections of students for each session. On the first day of the program, in lieu of science class, all students on the team participated in Session 1. A few days later, in lieu of social studies, students participated in Session 2. A few days after that, students missed math class and participated in Session 3. The same rotation was made until all students on Team 6A had completed six bully prevention workshop sessions.

Students were actively involved in each session. Initially, they explored the topic of bullying and identified bullying behaviors and feelings victims might experience. A survey was given to determine the types of bullying and the frequency of bullying on the team. Results were presented and students worked to develop a list of class rules for bullying. Through role-play, students practiced intervention strategies. Students worked on friendship activities with classmates they did not know very well. Finally, students signed pledge cards and a classroom poster to promise to be part of the solution to bullying on their team.

Classroom teachers were present at each session. They met with the intern at the onset of the program to discuss bullying and the overview of the program. After each session, they provided feedback informally through comments regarding the session and/or the students' responses. At the end of the six sessions, they provided feedback via a program evaluation questionnaire. Their support of the program, both for the intern and for the students' participation, was invaluable as it was being implemented. Their continued recognition of and intervention in bullying situations is critical to the climate of Team 6A. Initially, the intern proposed that the teachers would keep a checklist of bullying behaviors that they observed on their team. The principal felt that this would be

cumbersome for the teachers to complete and that it might not be an accurate account. All three teachers could check the same incident, inflating the numbers. It was decided to report only on the incidents brought to the attention of the guidance counselor and the assistant principal for discipline. These results are reported in Grand Tour Question Three.

Parents were not as involved as they could have been due to time constraints and other issues with the school administration. When issues of bullying occur in school, a school counselor or the assistant principal for discipline informs parents. This year the district has included a new procedure relative to bullying. When a student is identified as a bully in a second offense, the school resource officer must counsel with that student. Parents are notified of this counseling.

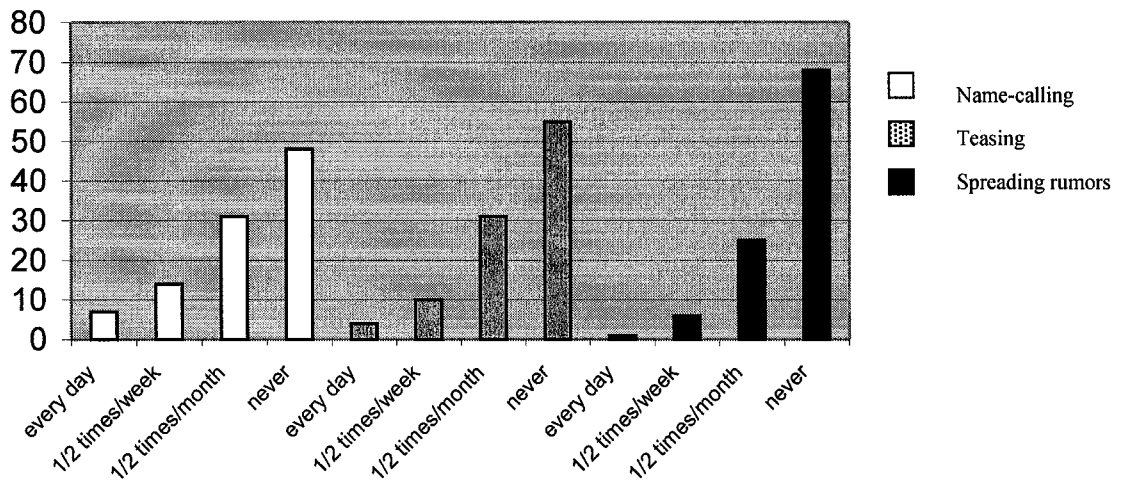
Administrators were involved in the program from the beginning. The principal approved the content of the six sessions and lent support to the intern, guidance counselor, and the three classroom teachers involved. Each week the intern met with the assistant principal for discipline to talk about incidents of bullying that occurred on Team 6A and in the school in general. As bully prevention is a district-wide initiative this year, the administration and guidance counselors are meeting regularly to explore programs to accomplish that goal. Their support of this program was critical to its success.

Grand Tour Question Three

The bully prevention workshop began with a session in which bullying behaviors were identified and discussed during a class discussion. Students also talked about how experiencing any of these behaviors might make someone feel. They completed a survey to determine the level of bullying taking place on Team 6A. The survey explored the

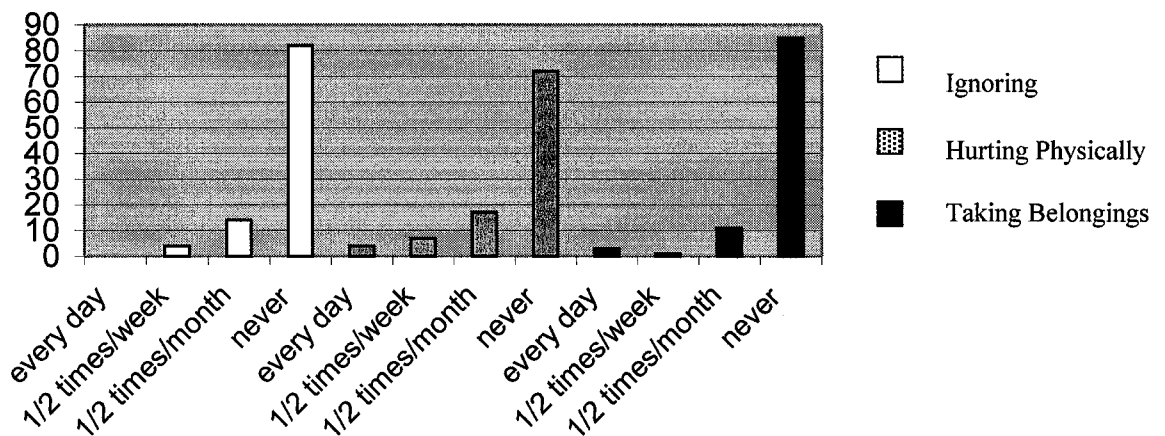
kinds and frequency of bullying that students experience and also the places in the school where the bullying happens. The survey included name-calling, teasing, rumors, ignoring, physically hurting, taking belongings, and spending recess alone. While the majority of students do not suffer the abuse of most of these behaviors, it is disturbing to think that even a few of the children on Team 6A perceive themselves as victims of a bully. The following graphs indicate the responses to the most frequently experienced bullying. Name-calling and teasing occur for about half of the students at some time or another on Team 6A. Being the victim of rumors also happens with more frequency than the other kinds of bullying behaviors.

Figure 1. Frequency of Name-calling, Teasing, and Spreading Rumors



While the remaining bullying behaviors occur less, it is significant that even a few students are being victimized in these ways.

Figure 2. Frequency of Ignoring, Hurting Physically, and Taking Belongings



The survey results indicate the need for a bully prevention program for this group of students. The large majority of students not involved in bully-victim situations must be educated and empowered to intervene to make a difference in the experiences of their classmates.

The survey also explored the location of the various types of bullying behaviors. Six areas of the school were listed with each bullying behavior. The six areas on the survey are class, hallway, bathroom, cafeteria, recess, and bus. As shown on the following table, for each bullying behavior, incidents occurring in “class” were reported least; with the other less-supervised areas being reported more.

Table 1

Incidents Reported by Location

Bullying	Times Mentioned by Location					
	Class	Hallway	Bathroom	Cafeteria	Recess	Bus
Name-calling	10	14	4	10	14	28
Teasing	7	21	7	12	12	28
Rumors	11	17	12	13	13	12
Ignored	10	10	6	11	15	15
Hurt	3	21	2	3	16	12
Things taken	7	16	1	7	6	10

A final section surveyed how students react when they experience any of the bullying behaviors. The majority of these students indicate that they speak to someone: a friend, teacher, or another adult. Of the students responding in this section, only half reported that they would talk to a teacher. This number is low compared to telling a friend or other adult. Another goal of the workshop sessions would be to increase the number of students reporting bullying to teachers.

Table 2

Student Response to Bullying

<u>Response</u>	<u>Yes</u>	<u>No</u>
Talk to a friend	49	13
Talk to an adult at school	30	30
Talk to an adult at home	45	16
Keep quiet	8	51

During the last session of the bully prevention program, students completed a feedback form where they responded in narrative as to how they would respond if they were bullied in the future. In their responses students mentioned all of the appropriate responses that were taught during the workshop sessions. The most mentioned response was telling a teacher, followed by asserting himself or herself to the bully. Telling another adult was also reported with higher frequency. Three students mentioned an inappropriate response, fighting back, as their response to bullying. Prior to the bully prevention workshops, only half of the students responded that they would tell a teacher. The information from the feedback form indicates that after completing the bully prevention workshops, more students feel comfortable telling a teacher about bullying incidents.

Table 3

Student Feedback: Personal Response to Bullying

Predicted Response	Times mentioned by students
Tell a teacher	28
Assert oneself	21
Tell an adult	18
Use strategies presented in workshops	12
Tell a friend	9
Avoid the bully	8
Ignore the bully	6
Join a group of students	5
Joke with the bully	3
Fight back	3

Much of the focus of the bully prevention program is the empowerment of the majority of students who are not involved in bully-victim situations to intervene. On the feedback form, students were asked how they would respond when they see someone else being bullied. Most of the students indicated that they would get help from a teacher or another adult. Asserting himself or herself to the bully and befriending the victim were the other responses that students made. Two students indicated that they would tell a friend. Again, this indicates that the bully prevention workshops helped students to see that teacher intervention is important in bully-victim situations. Empathy and friendship

were stressed during the sessions, and the feedback results indicate that students heard the message.

Table 4

Student Feedback: Response When Someone Else Is Being Bullied

<u>Predicted Response</u>	<u>Times mentioned by students</u>
Assert oneself	24
Get help from a teacher	20
Befriend the victim	20
Get help from another adult	16
Get help from a friend	2

A section on the feedback form asked students to rate some of the activities that took place during the bully prevention workshops. The most liked activities were role-play and a friendship activity where they were paired with someone they did not know very well and shared “favorites” (food, movie, sport, etc.). Students least enjoyed the class discussion of bully-victim behaviors. The results from this section could be used to evaluate and revise workshop activities.

There are three teachers on Team 6A. These teachers also completed a feedback form at the end of the six sessions. All three teachers expressed relief that they did not observe a lot of bullying behaviors among the students on their team prior to the sessions. One teacher mentioned teasing and name-calling. Another teacher felt that exclusion is a problem. All three teachers indicated that they felt that the workshops helped to increase

student awareness to the issue of bullying. Two of the teachers mentioned the importance of empowering the support group of students who are not involved. One teacher wrote, "The skills taught when confronted by a bully have provided the students with a bank of responses or 'come-backs.' Now that every student knows the characteristics of a bully and why he or she may behave as they do, no one wants almost everyone labeling them as a team bully. The pressure is on the reverse!" The teachers were supportive of the program and all three valued the time spent to create a team where students feel safe.

The bully prevention workshops took place from October 22 through November 13, 2001. During the months of October and November, the intern met weekly with the assistant principal for discipline to record bully-victim situations brought to his attention by students or teachers. Five incidents were recorded in the two-month period. These incidents involved three different students who were acting as bullies, with four different students who were victimized. The guidance counselor for sixth grade also reported a record of bully-victim incidents. She reported the same incidents, with an additional occurrence by another student and victim. The students involved in the five incidents that were reported to the assistant principal had been referred to the guidance counselor for follow-up counseling. In the additional incident, a teacher referred the students directly to the counselor. The types of bullying behaviors included name-calling, teasing, and taking belongings.

After the bully prevention workshops, incidents of bullying were recorded from the two offices for December and January. There was only one incident of bullying reported to the guidance counselor in December. This incident involved a bully from an

earlier reported incident and a new victim. There were no reports of bullying in January. The assistant principal for discipline had no incidents of bullying to report for students on Team 6A for December or January.

The goal of a bully prevention program is to prevent bullying behaviors from occurring. Objectives include enabling students to respond appropriately when bullying does occur and empowering the majority of students not involved in bully-victim situations to intervene. Based on student feedback, the implementation of the bully prevention workshops equipped students with strategies to respond appropriately when bullying occurs. Teacher feedback also indicated that the goals of the program were met. Reports to the guidance and discipline office were lower in the months following than in the months before and during the program implementation. Both the guidance counselor and the assistant principal for discipline reacted favorably to the activities in the bully prevention workshops and their outcomes. All of the data will be presented in report form to the administration.

Chapter 5

Conclusions, Implications and Further Study

Introduction

The focus of this study was the development and implementation of a bully prevention program for sixth grade students. Bully prevention programs were examined and an appropriate program was designed for sixth grade students at the West Grove Middle School. Six sessions were presented in workshop format over the course of four weeks. Students, teachers, a guidance counselor, and the assistant principal were involved in the program evaluation.

Grand Tour Question One Conclusions and Implications

Effective bully prevention programs begin with an awareness of the behaviors that constitute bullying (Olweus, 1993). Teachers and students alike must be trained to identify bullying. Presenting and practicing intervention strategies for bullies, victims, other students, and teachers is important. A third focus of an effective bully prevention program is the encouragement of empathy and friendship among students. The program developed and implemented in this study focused on these aspects. Although the classroom teachers did not present the lessons, they were in the classroom for the presentations and continue to reinforce the concepts taught in their interactions with students.

Because of administrative constraints, parent involvement was one-sided. Parents were informed by letter about their child's involvement in the bully prevention program.

Ideally, parents should be included in awareness activities regarding bullying behaviors. This could be done at back-to-school night or at another school function. Parents need an opportunity to ask questions and raise their own concerns. If the program continues to be a part of the sixth grade curriculum, a parent component should be further developed and presented.

The expected outcome of a bully prevention program is the reduction in incidents of bullying. Prior to the implementation of the bully prevention workshops, teachers reported observing a low number of bullying incidents on their team. The assistant principal for discipline reported five incidents of bullying during the months preceding the workshops. The guidance counselor reported working with students involved in those five incidents and an additional case. In the months following the workshops, no students from Team 6A were referred to the discipline or guidance office for bullying. It is difficult to know whether this can be attributed to the implementation of the bully prevention program. Studies done where similar programs were implemented took place over the course of two years (Olweus, 1993). The intern would like to believe that the bully prevention program made the difference.

The survey of incidence, frequency, and location of bullying that was administered to students at the onset of the bully prevention program gave students, teachers, and administrators an indication of the extent of the bullying problem for Team 6A. Results of administering the survey to sixth graders on each of the three teams could be useful in decisions regarding supervision in certain areas of the school. Classroom management procedures could be reexamined in light of survey results, as well as decisions regarding curriculum, and determining needs for staff development activities.

Enabling students, parents, and teachers to deal with bully-victim situations is another goal of a bully prevention program. Based on comments made in the program evaluation survey, overall, students felt better equipped to handle situations between bullies and their victims. Strategies to use in response to being bullied or in response to observing someone else being bullied were presented during the workshops. All but one of the students surveyed predicted that he or she would make an appropriate response when encountering bullying in the future. Teacher comments were equally indicative that students had a better idea about how to react in bully-victim situations after the bully prevention workshops. While the level of bullying for this group of students was relatively low, this empowerment of the victims and the majority of students who are neither bullies nor victims is critical to improving and maintaining positive classroom and school climate.

A third expected outcome is awareness of bullying and its harmful effects on bullies and their victims. Activities were designed to encourage empathy among students. Again, survey results after the program indicated that students wanted to reach out to classmates being victimized in appropriate ways to eliminate bullying. According to these surveys, the students' favorite activities during the bully prevention workshops were those activities that emphasized developing friendship skills with students in the class that they did not know very well. Students seemed to enjoy being known and getting to know others better. Emphasizing friendship and acceptance enhanced the climate of Team 6A.

Grand Tour Question Two Conclusions and Implications

The survey results for Team 6A indicate that while the incidence and frequency of bullying is relatively low, there are still several students who are victims of bullying. No one should be victimized at school and it is the responsibility of students, teachers, parents, and administrators to eliminate bullying.

The guidance counselor for the sixth grade and the intern presented the bully prevention workshop sessions. Students were familiar with both presenters. They seemed to respond openly and neither presenter had preconceived notions about how certain students would behave. Classroom teachers were present, yet not in charge of the lessons. This arrangement worked well. Classroom teachers are overwhelmed with curricular responsibilities. The presentation of a bully prevention program by the school guidance counselors or another staff member with a background in the issues pertaining to bullying was very effective.

Workshop sessions were presented in lieu of two regular math, social studies, and science classes in the course of four weeks. In a schedule that is full, this arrangement worked well. All of the classroom teachers felt that the issue of bullying was important and they did not mind relinquishing two class periods in four weeks to the topic.

The bully prevention workshops were not conducted as early as the intern had intended. Because of an environmental trip in the sixth grade, the workshops did not begin until mid-October. Next year's sixth graders will be going on the environmental trip this year as fifth graders. The bully prevention program could take place in late September or early October. Conducting the sessions as early as possible would give the

teachers a better idea about the level of bullying taking place on their team. Students would benefit sooner from the program and its team-building activities.

The level of parental involvement was minimal in the implementation of the bully prevention program. Developing an awareness of bullying behaviors and the feelings of victims is important for parents, as well as students and teachers. Back-to-school night, parent-teacher conferences, PTO meetings, or special before-school coffee hours would be opportune times to present bullying issues. Results of the survey could be shared, as well as tips on how to recognize when their child is being a bully or a victim. Time to ask questions and raise concerns should be given. A parent survey could be administered to learn about their perceptions of the level of bullying in our school.

Administrators were involved in the program to the extent that they were kept informed about the bully prevention workshop sessions. The assistant principal for discipline is involved in bully-victim situations. The support received by the administration for the program contributed to the program's successful implementation. Bullying is taken seriously and there is a specific policy outlining consequences.

Grand Tour Question Three Conclusions and Implications

Based on program evaluation surveys completed by students and teachers, the response to the implementation of a bully prevention program was positive. The bully prevention workshop sessions raised awareness of bully behaviors and feelings of victims. Students and teachers indicated feeling better equipped to handle bully-victim situations. The students and teachers on the other two teams in the sixth grade should have an opportunity to replicate the experience of Team 6A participants. Implementation of a bully prevention program would benefit all sixth grade students and teachers. These

survey results and the low incidence of bullying reported to the discipline and guidance office compare favorably with the expected outcomes of a bully prevention program. All survey results were compiled in report form for the administration and the teachers involved. This report is presented in Appendix B.

Implications of Study on Leadership Skills

Through the research, development, and implementation of a bully prevention program, leadership skills as outlined in ISLLC Standard Two were developed. Effective leaders develop programs such as this bully prevention program to meet the needs of students and their families. Throughout this project, the intern collaborated with teaching staff, guidance personnel, administration, parents, and students to positively impact school culture. The implementation of a bully prevention program helped to promote a safe and supportive learning environment. High expectations for student behaviors were encouraged, also positively impacting school culture. Leaders prepare students to be contributing members of society. Participating in a bully prevention program can help prepare a student to get along with others, functioning well in the classroom, in the school, and ultimately in society.

The intern learned a great deal about time management in the completion of this project. Arranging the bully prevention workshop sessions into the teachers' schedules provided a glimpse into the particulars of school scheduling in general. The intern used the discipline records component of the new administrative software program to track incidents of bullying on Team 6A. Other leadership skills honed included using software programs to present data and information to administrators, teachers, students, and parents.

Implications of Study on Organizational Change

The implementation of the bully prevention program on Team 6A did not cause any organizational change. However, over time, the implementation of a bully prevention program at each of the grade levels of the West Grove Middle School could lead to a more positive school climate. When students as well as teachers and administrators are empowered to make a stand against bullying, a safe and supportive learning environment is maintained. Implementation of such programs could affect curriculum, leading to changes in the organization.

Further Study

The benefits of implementing a bully prevention program on Team 6A were experienced by students, teachers, parents, counselors, and administrators. The results of this study were examined for a relatively short period of time following the program sessions. Because the participating students will be mixed into two teams next year in seventh grade, it would be difficult to continue to track their experiences with bullying. In our school, it would be ideal to present a formal program to raise awareness of bully-victim problems at the fifth grade level, with follow-up in each of the next three grade levels. Students could be surveyed and results could be examined over a period of time, tracking students from grade to grade. Based on the literature that was reviewed for this study, over time, bully-victim incidents could be significantly reduced.

In order to continue the emphasis on bully prevention, on-going professional development to raise staff awareness of bullying behaviors and to teach appropriate intervention strategies should be planned. Teachers should also be trained to promote the empowerment of the majority of students not involved in bully-victim situations.

Professional development could include revising curriculum to incorporate bully prevention activities in regular subject areas, especially language arts and social studies.

A more formal parent component in the prevention of bullying at school should be developed. Programs could be presented to inform parents of the kinds of behaviors to be aware of in bully-victim situations. Strategies for intervention and getting help from school officials could be offered.

The involvement of students, parents, and staff in the development of a school-wide policy to address bullying could be another extension of this study. A very loose plan to address bullying was put into effect this year by the assistant principal for discipline. There was no formal adoption of the plan or communication to students and staff except by word of mouth. This policy could be reviewed and revised by a larger committee. The complete policy regarding bullying could be communicated to the entire school community via the school's website, newsletter, and as an addendum to the school's discipline code.

While the scope of this study was to implement a bully prevention program for a microcosm of the school, certainly the ultimate goal of an administrator is to create a safe school environment for all students and staff. Using the products and results from this study as a springboard, a comprehensive program to address bully prevention could be developed. Implementing such a program will promote the improvement of the school's culture over time and significantly enhance the climate of the building for the entire school community.

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Appendix A
Research Instruments

Survey A1: Student Survey on Bullying

Thank you for taking the time to complete this survey about student relationships.

❖ Please put a **check** in the box that best describes **you**.

1. I am a boy. girl.

2. I like being at school . . . all of the time.
 most of the time.
 some of the time.
 never.

3. The teachers and other adults at my school are . . . very helpful.
 sometimes helpful.
 so-so.
 hardly ever helpful.
 never helpful.

❖ Please **check** any statements that apply to your experience at school **this year**:

4. **I have been called names.**
 every day 1 or 2 times per week 1 or 2 times per month never

5. **I have been teased.**
 every day 1 or 2 times per week 1 or 2 times per month never

6. **I have had rumors spread about me.**
 every day 1 or 2 times per week 1 or 2 times per month never

7. **I have been ignored (no one would talk to me).**
 every day 1 or 2 times per week 1 or 2 times per month never

8. **I have been hurt physically (i.e., hit, kicked, slapped, punched).**
 every day 1 or 2 times per week 1 or 2 times per month never

9. **I have had my belongings taken from me.**
 every day 1 or 2 times per week 1 or 2 times per month never

10. **I spend recess and free time alone because nobody wants to play with me.**

every day 1 or 2 times per week 1 or 2 times per month never

❖ If you have experienced any of the above activities, please indicate where the activity took place by **checking one or more** of the following locations:

11. **NAME CALLING**

class hallway bathroom cafeteria recess bus

12. **TEASING**

class hallway bathroom cafeteria recess bus

13. **RUMORS**

class hallway bathroom cafeteria recess bus

14. **IGNORED**

class hallway bathroom cafeteria recess bus

15. **PHYSICALLY HURT**

class hallway bathroom cafeteria recess bus

16. **THINGS TAKEN**

class hallway bathroom cafeteria recess bus

❖ How do you react when you experience any of the difficulties mentioned in items 11-16? **Check** your response.

17. I talk to a friend.

YES NO

18. I talk to a teacher, guidance counselor, or another adult in the school.

YES NO

19. I talk to someone at home.

YES NO

20. I keep quiet about it.

YES NO

Survey A2: Student Follow-up Questionnaire

**Bully Prevention Workshop
Student Feedback Form**

1. Please rank from 1 to 5 the workshop activities you enjoyed most to least, with 1 being the most, 5 being the least. If you missed one or more of the activities, cross it out and use only numbers 1-4, or 1-3.

- _____ Class discussion – bullying behaviors/victim feelings
- _____ Bullying survey/finding out the results
- _____ Group work – No Bullying Rules
- _____ Role play activities
- _____ “My Favorite Things” questionnaire/sharing answers

2. If **you** are bullied in the future, how do you think you will react?

3. If you see **someone else** being bullied, how do you think you will respond?

Thank you for your participation in these Bully Prevention Workshops

Let's keep Team 6A a place where caring counts!

Survey A3: Teacher Follow-up Questionnaire

Bully Prevention Workshop
Teacher Feedback Form

Thank you for giving me the opportunity to spend time in your classes talking about bully/victim issues and working on skills to help the “caring majority” of students intervene. Your support will not only help your students, but it is invaluable to me as I work on my internship project. I have one more favor to ask of you. Would you please fill out this short questionnaire? Thanks so much!

1. What kinds of bullying behaviors do you observe on Team 6A?

2. Can you identify common characteristics of the kids who bully?

3. Can you identify common characteristics of the kids who are victims?

4. What do you think are the benefits of student participation in the bully prevention workshops?

Survey A4: Sample Data Collection Sheet

DATA COLLECTION SHEET
GUIDANCE
OCTOBER

Week	Called names	Teased	Rumors	Ignored	Hurt physically	Belongings taken

Appendix B
Research Products

Product B1: Bully Prevention Program Session Outlines

Session 1

What is Bullying?

Objective

Students will talk about bullying behaviors and the feelings of victims of bullying. They will understand a general definition of bullying. Students will complete a survey to determine the extent of bullying occurring on their team.

Handouts/Other Materials

- True/False handout (Beane, p. 17)
- Survey (Beane, pp. 28-30; Garrity, pp. 115-121)
- Bully definition poster
- Newsprint tablet

LESSON

- Introduce the concept of the bully prevention program. Show poster with definition of bullying.
- Lead students in completion/discussion of the True/False handout.
- As a class, brainstorm bullying behaviors, list on large tablet. With class, create a list of emotions victims might experience (see Beane, pp. 19, 21). Title each list: “Bullying Behaviors – Section ____” and “Victim’s Emotions – Section ____.” Keep lists for future use.
- Administer survey.

NOTES:

Session 2

What Will *Our Class* Do About Bullying?

Objective

Students will talk about survey results. They will work in small groups to generate a list of rules for bully prevention on their team.

Handouts/Other Materials

Survey results
Digital camera
Newsprint tablet

LESSON

- Talk about survey results. Provide a handout with statistics.
- Divide students into small groups. Each group must brainstorm a list of 5-10 rules that would discourage bullying behaviors on their team. Give examples (see Beane, p. 31; Garrity, p.127). Each group should choose someone to record the group's rules on newsprint. While the groups are working, the teacher will be taking pictures of the groups. Allow 15 minutes for the group work. Later, print the pictures and assemble them onto a poster or bulletin board for the classroom.
- Return to large group. Each group should choose a spokesperson to present the group's rules. After all groups have been heard, lead a discussion on similarities among the groups. Develop a list of class rules on newsprint. Tell the class that the other two sections of the team will be developing a class list and that you will be working to collate all three lists into a list of team rules about bullying.

NOTES:

Session 3

What Will I Do About Bullying?

Objectives

Students will sign a Bully-Free Team Rules poster. They will learn an acronym to help them remember some strategies to avoid being victimized by a bully.

Handout/Other Materials

Bully-Free Team Rules poster (made by teacher from newsprint from Session 2)

Colored markers

HA, HA'S handout (Garrity, pp. 135-6)

Role-playing situations handouts (Beane, p. 107; Garrity, pp. 147-153)

Newsprint tablet

LESSON

- Present Bully-Free Team Rules poster. Instruct students to sign their name to the poster as a pledge to abide by the rules.
- Teach HA, HA'S strategies using discussion and a simple fill-in-the-blank handout.
- Divide students into small groups. Give each group a role-playing situation to read, act out, and discuss. If time permits, allow some groups to "perform" their role-play for the entire class.

NOTES:

Session 4

How Can I Be a Friend to My Classmates? – Part I

Objectives

Students will explore attributes of a good friend. They will prepare a self-report that will enable them to get to know one another better.

Handouts/Other Materials

Small slips of scrap paper

“My Favorite Things” handout (Beane, p. 40)

LESSON

- Students are to write their name at the top of the small piece of paper. Underneath their name, instruct them to write the names of two people in the class that they know well and the names of two people in the class that they do not know very well.
- Lead a class discussion on “What makes someone a good friend?” (see Beane, p. 36). List student responses on newsprint. Next, ask “What kinds of things can hurt a friendship or keep people from making friends?” (see Beane, p. 36). List responses on newsprint.
- Distribute “My Favorite Things” handout for students to complete. Be sure that students know that they will be sharing this with a classmate during the next session. Collect all handouts.

NOTES:

Session 5

How Can I Be a Friend to My Classmates? – Part II

Objective

Students will continue to explore ways in which they might demonstrate friendship to their peers.

Handouts/Other Materials

Completed “My Favorite Things” handouts from Session 4
12 Tips for Making & Keeping Friends handout (Beane, p. 35)
Role-playing situations (Garrity, pp. 171-175)

LESSON

- Assign partners based on student reports of classmates they don’t know well. Instruct students to share their “My Favorite Things” handout with their partner. Allow 10 minutes for this activity.
- Distribute “12 Tips for Making & Keeping Friends” handout. Read each item together, asking for comments or example that students might want to share with the class.
- Divide the class into small groups. Give each small group a role-playing situation to read, act out, and decide an outcome. If time permits, allow some groups to “perform” their role-play for the entire class.

NOTES:

Session 6

How Can We Keep Our Team “Bully-Free”?

Objective

Students will review the definition of bullying, talk about how they should respond to bullying, and revisit feelings of victims. They will have an opportunity to sign an individual pledge card to refrain from bullying behaviors and to make a difference in the lives of their classmates.

Handouts/Other Materials

Bullying definition poster

“What Should You Do?” handout (Beane, p. 42-44)

Overhead transparency of 50 words that describe feelings (Beane, p. 48)

“No Taunting Pledge” poster and individual cards

LESSON

- Use poster to review definition of bullying
- Instruct students to complete “What Should You Do?” handout. Discuss each item as a group.
- This activity is to review feelings of victims. Have student read the feeling words on the reverse side of the above handout. Read the “How would you feel if . . .” questions (see Beane, p. 46 for questions). Students should write the number of the question next to the word that best describes how they would feel.
- Present “No Taunting Pledge” poster. Read chorally. Distribute pledge card to class. Invite students to sign the pledge card and keep it in a location to remind them to do what they can to make their team a safe place for everyone.

NOTES:

Product B2: Report to Administration

BULLY PREVENTION WORKSHOP OUTLINES

Session One

- Class discussion: bullying behaviors/feelings of victims
- Survey to determine level of bullying

Session Two

- Talk about survey results
- Generate list of rules regarding bullying

Session Three

- Sign “Bully-Free” team rules poster
- Practice strategies to use in bully-victim situations

Session Four

- Explore attributes of friendship
- Prepare self portrait activity to share with a classmate

Session Five

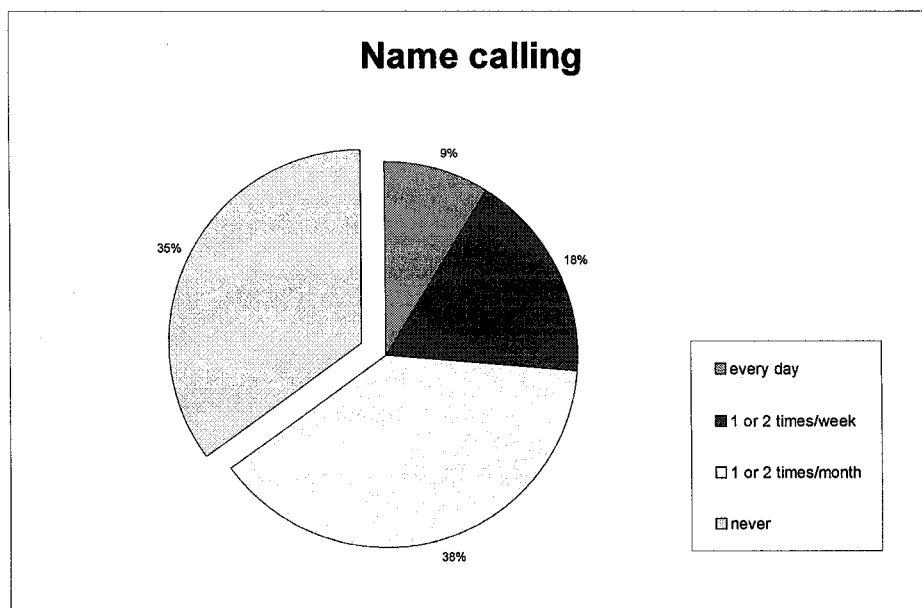
- Share self portrait with classmate
- Discuss strategies for building friendships

Session Six

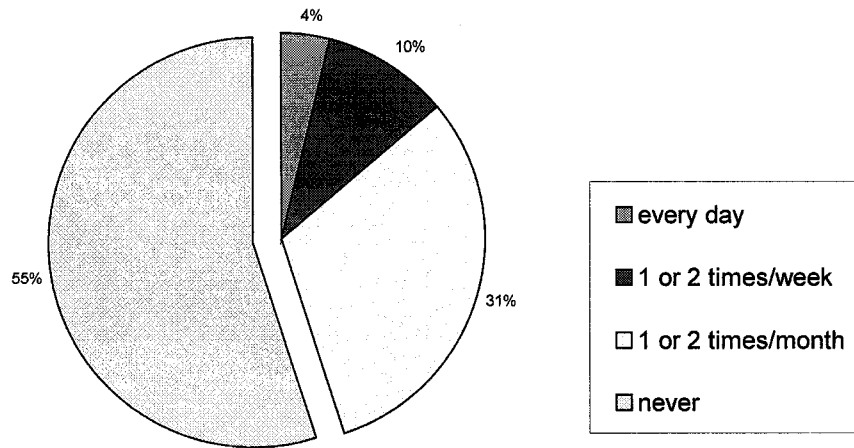
- Review bullying behaviors, victim feelings, strategies to use in bully-victim situations
- Sign pledge card to keep team “Bully-Free”

PRE-WORKSHOP SURVEY RESULTS

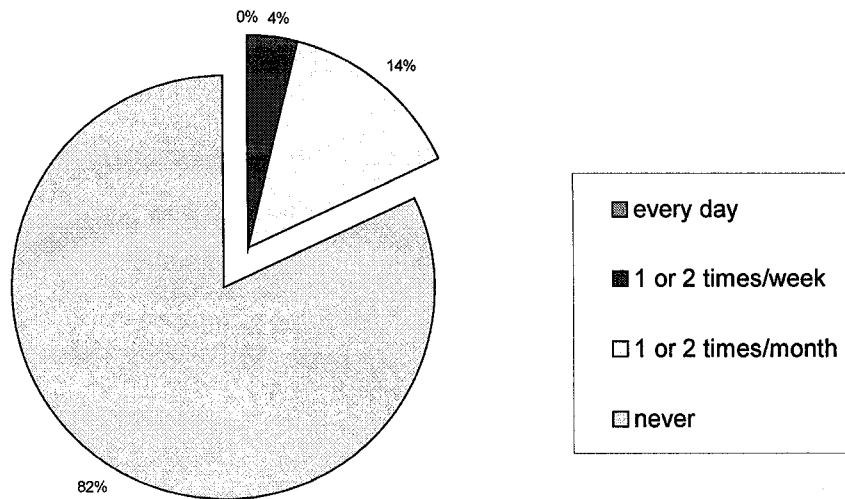
How many of the students on Team 6A are victims of bullying behaviors?



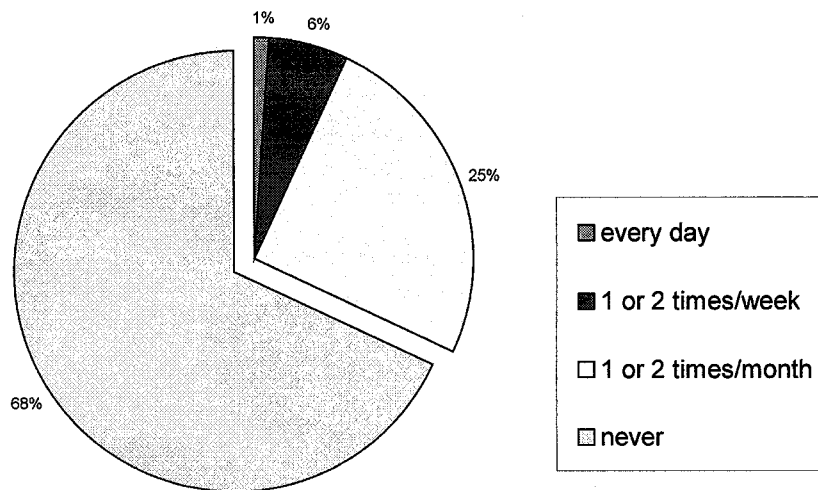
Teasing



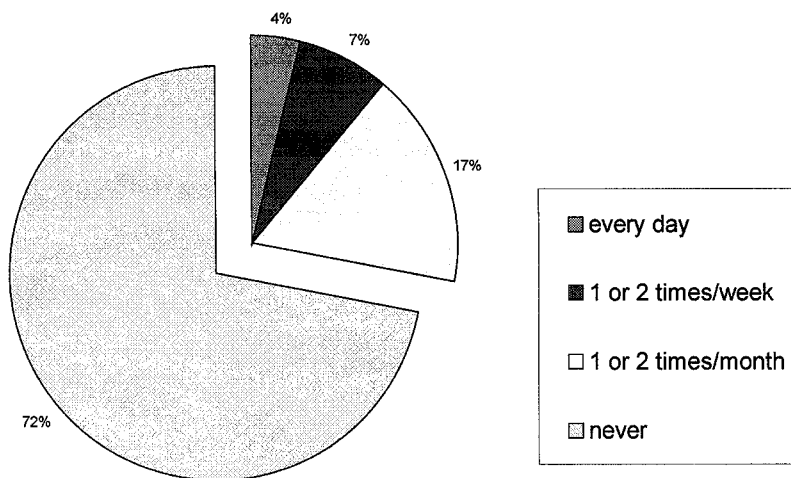
Ignored



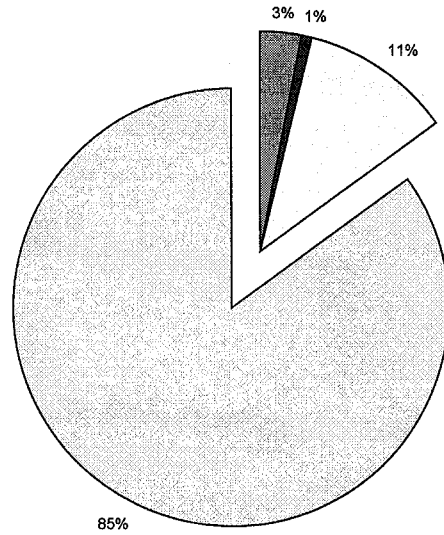
Rumors



Hurt physically

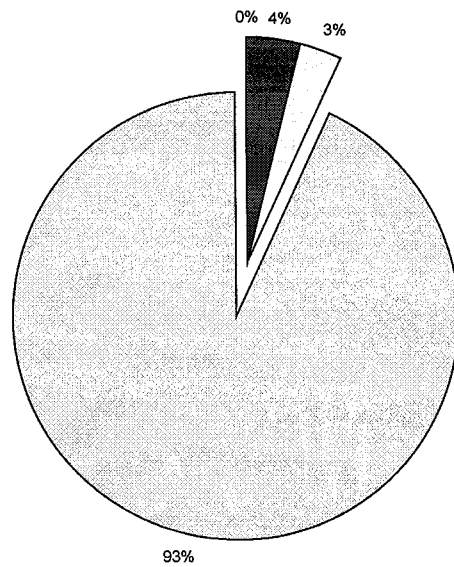


Belongings taken



- every day
- 1 or 2 times/week
- 1 or 2 times/month
- never

Recess alone



- every day
- 1 or 2 times/week
- 1 or 2 times/month
- never

Where do these kinds of behaviors occur?

	Class	Hallway	Bathroom	Cafeteria	Recess	Bus
Name-calling	10	14	4	10	14	28
Teasing	7	21	7	12	12	28
Rumors	11	17	12	13	13	12
Ignored	10	10	6	11	15	15
Hurt	3	21	2	3	16	12
Things taken	7	16	1	7	6	10

The numbers in the table indicate the number of students who mentioned bullying occurring in the named location.

How do our students respond to experiences with bullying?

	YES	NO
Talk to a friend	49	13
Talk to an adult at school	30	30
Talk to an adult at home	45	16
Keep quiet	8	51

Only about half of the students surveyed talk to a teacher or another adult at school when bullied.

POST-WORKSHOP SURVEY RESULTS

How do you think you will respond to being bullied in the future?

Predicted Response to Bullying	Number of times mentioned by students
Tell a teacher	28
Assert oneself	21
Tell an adult	18
Use strategies presented in workshops	12
Tell a friend	9
Avoid the bully	8
Ignore the bully	6
Join a group of students	5
Joke with the bully	3
Fight back	3

After the workshop sessions, the most popular responses were to tell a teacher or another adult.

How do you think you will respond when you see someone else being bullied?

Predicted Response When Someone Else Is Being Bullied	Number of times mentioned by students
Assert oneself	24
Get help from a teacher	20
Befriend the victim	20
Get help from another adult	16
Get help from a friend	2

TEACHER FEEDBACK

- “The workshops let kids know that teachers and other kids are looking out for the welfare of everyone.”
- “Students are now more conscious of other students feelings.”
- “The skills taught when confronted by a bully have provided the students with a bank of responses or ‘come-backs.’ Now that every student knows the characteristics of a bully and why he or she may behave as they do, no one wants almost everyone labeling them as a team bully. The pressure is on the reverse!”

Biographical Data

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