

Spring 6-14-2012

A Study of the Effectiveness of a Character Education Program to Prevent Bullying in Fourth and Seventh Grade

Deborah J. Shapiro
DePaul University

Follow this and additional works at: https://via.library.depaul.edu/soe_etd



Part of the [Education Commons](#)

Recommended Citation

Shapiro, Deborah J., "A Study of the Effectiveness of a Character Education Program to Prevent Bullying in Fourth and Seventh Grade" (2012). *College of Education Theses and Dissertations*. 69.
https://via.library.depaul.edu/soe_etd/69

This Dissertation is brought to you for free and open access by the College of Education at Via Sapientiae. It has been accepted for inclusion in College of Education Theses and Dissertations by an authorized administrator of Via Sapientiae. For more information, please contact digitalservices@depaul.edu.

DePaul University
College of Education

**A Study of the Effectiveness of a Character Education Program to Prevent
Bullying in Fourth and Seventh Grade**

A Dissertation in
Educational Leadership

By

Deborah J. Shapiro

Submitted in Partial Fulfillment
Of the Requirement
For the Degree of

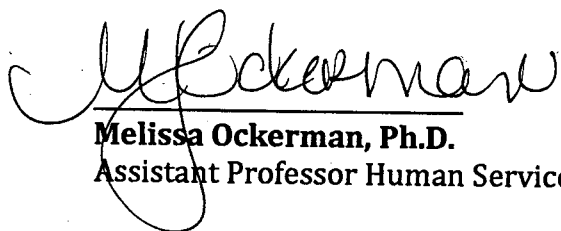
Doctor of Education
June, 2012

We approve the dissertation of Deborah J. Shapiro.



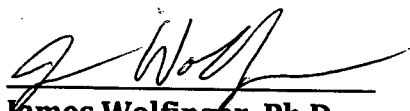
Gayle Mindes, EdD
Professor of Education
Dissertation Advisor
Chair of Committee

3/26/12
Date



Melissa Ockerman, Ph.D.
Assistant Professor Human Services and Counseling

3/26/12
Date



James Wolfinger, Ph.D.
Assistant Professor Secondary History

3/26/12
Date

Abstract

The purpose of this study is to assess whether bullying behaviors were impacted by the character education curriculum *Character Counts!* in fourth and seventh grade students. More specifically, over time are the perceptions that the students had of bullying behaviors impacted and is there a difference between the perceptions that boys and girls had of these behaviors. A survey was given to fourth and seventh grade students in a school district in a northern suburb of Chicago for three consecutive years, 2004, 2005 and 2006. The goal of the survey was to see if *Character Counts!* was having an impact. By using the results from this survey, questions that were directly related to bullying and bullying behaviors were analyzed. A total of nine questions were analyzed. An ex-post facto design was used for the study.

Approximately 3,600 students participated in the survey over three years. The students had been exposed to the *Character Counts!* curriculum since 2000. The students surveyed were predominantly Caucasian and Hispanic attending public schools. *Character Counts!* might have had an impact on the amount of bullying that was occurring. The impact measured in this study was not enough to really know for certain if there was a change in bullying behaviors. *Character Counts!* does some things well. It provides a common vocabulary for students, teachers, families, and communities to discuss values as these impact students functioning in a social environment. However, the ambiguity in some of the data related specifically to bullying leads this researcher to believe that there would be a need to do this survey or other surveys again.

TABLE OF CONTENTS

LIST OF TABLES	v
LIST OF FIGURES	vii
ACKNOWLEDGEMENTS	viii
INTRODUCTION	1
OVERVIEW OF THE PROPOSED STUDY	3
REVIEW OF LITERATURE	3
METHODOLOGY	17
RESULTS	27
DISCUSSION.....	87
REFERENCE LIST	97
APPENDIX.....	104
Appendix A Illinois School Report Card.....	104
Appendix B Letter of Permission (English)	105
Appendix B Letter of Permission (Spanish).....	106
Appendix C Survey.....	107-110
Appendix D Letter from Survey Author.....	111

LIST OF TABLES

Table 1: Student Cohort Size	18
Table 2: Gender Variable by Cohort Year	28
Table 3: Average Mean by Question	30
Table 4: Basic Frequency Table by Question	32-34
Table 5: Analysis of Variance by question	37
Table 6: Tukey's Post Hoc by question by year	38
Table 7: Gender Means by Question	49
Table 8: Gender Means by year for Teases or bullies another	50
Table 9: Test between subjects: Teases of bullies another	51
Table 10: Controlling for Gender:Teases of bullies another	52
Table 11: Gender means by year: Negative comments about race	54
Table 12:Test Between subjects: Negative comments about race	55
Table 13: Controlling for Gender: Negative comments about race	56
Table 14: Mean Gender by year for Negative comments about religion.....	58
Table 15: Test between subjects: Negative comments about religion	59
Table 16: Controlling for Gender: Negative comments about religion	60
Table 17: Mean Gender by year for Physically Assaults.....	62
Table 18: Test between subjects: Physically Assaults	63
Table 19:Controlling for Gender: Physically Assaults	64

Table 20: Mean by Gender: Exclude kids that are different.....	66
Table 21: Test between subjects: Exclude kids that are different.....	67
Table 22: Controlling for Gender: Exclude kids that are different.....	68
Table 23: Mean by Gender: Make fun of ideas that are different.....	70
Table 24: Test between subjects: Make fun of ideas that are different	71
Table 25: Controlling for Gender: Make fun of ideas that are different.....	72
Table 26: Mean by Gender: Unpopular kids picked on.....	74
Table 27: Test between subjects: Unpopular kids picked on.....	75
Table 28: Controlling for Gender: Unpopular kids picked on.....	76
Table 29: Mean by Gender: Fail to step in when others are bullied.....	78
Table 30: Test between subjects: Fail to step in when others are bullied.....	79
Table 31: Controlling for Gender: Fail to step in when others are bullied.....	80
Table 32: Mean by Gender: Fail to stop rumor spreading.....	82
Table 33: Test between subjects: Fail to stop rumor spreading.....	83
Table 34: Controlling for Gender: Fail to stop rumor spreading.....	84

LIST OF FIGURES

Figure 1: Correlations for Survey	24
Figure 2: Mean for Question: How often do you hear/see some tease or bully another....	40
Figure 3: Mean for Question: How often do you hear negative comments about race	41
Figure 4: Mean for Question: Negative comments made about someone else's religion	42
Figure 5: Mean for Question: How often is someone physically assaulted.....	43
Figure 6: Mean for Question: Exclude kids that are different	44
Figure 7: Mean for Question: Make fun of ideas are different.....	45
Figure 8: Mean for Question: Unpopular kids picked on	46
Figure 9: Mean for Question: Fail to step in when others are bullied	47
Figure 10: Mean for Question: Fail to stop rumors from spreading	48
Figure 11: Means by gender by year.....	53
Figure 12: Means by gender by year: negative comments about race	57
Figure 13: Means by gender by year for negative comments about religion.....	61
Figure 14: Means by gender by year for physically assaults	65
Figure 15: Means by gender by year for exclude kids that are different	69
Figure 16: Means by gender by year for make fun of ideas that are different.....	73
Figure 17: Means by gender by year for unpopular kids picked on	77
Figure 18: Means by gender by year for fail to step in when others are bullied	81
Figure 19: Means by gender by year for fail to stop rumor spreading	85

Acknowledgements

This study was completed with the input and guidance from the dissertation committee members. Dr. Gayle Mindes served as committee chair and provided invaluable help during the entire process with her ability to motivate and provide guidance. She stood behind me and was a wonderful advocate through this very long process. Dr. Melissa Ockerman offered an important perspective from a guidance counselor and helped to inspire the gender component that was investigated. Dr. James Wolfinger provided expertise and constructive advice. To the members of my committee, I give you thanks.

This dissertation is dedicated to my family, my loving parents. Benjamin and Wylie Garber for supporting all of my educational endeavors, my wonderful husband, Bobby, whose endless support and love helped me to not give up, and my beautiful children, Simon and Talia-who have seen their mom do it all.

Introduction

Recently, character education has become a part of the curriculum in many public schools. This curricular inclusion occurs as a part of a renewed interest in teaching children to be good citizens. This character education movement has been implemented in a number of different ways. One widely used curriculum is *Character Counts!* This study focuses on whether the *Character Counts!* curriculum is effective in impacting the perceptions of bullying occurring in a school district.

In 1972, Title IX of the Federal Education Amendments and it states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance” (U.S. Constitutional Amendments Title IX, Sections 1681-1688). This law has been used to apply to bullying behaviors and has required schools to prohibit “harassing behavior in schools and school-sponsored contexts” (Phillips, 2007, p. 160). In addition to this legislation, the Fourteenth Amendment to the United States Constitution has been used to help protect students against bullying.

Schools use the 14th Amendment with an interpretation stating that students should be equally protected and should not be exposed to bullying. Bullying behaviors impact people at every age. Surveys given at schools consistently indicate that almost one-quarter of all students experience some sort of hurtful interactions with peers on a monthly or daily basis (Dinkes, Cataldi, & Lin-Kelly, 2007). There is a need to see what is working to help prevent bullying in schools (Merrell, Gueldner, Ross & Isava, 2008). Finding an effective intervention will create opportunities for schools to implement

curricular and instructional approaches to reduce incidences of bullying, which will then make schools a safer place to learn. This study will focus on one such effort in a school district that uses *Character Counts!* to promote discussion of bullying and to prevent bullying behaviors.

The sample for this study was drawn from fourth and seventh grade students in eleven different schools in a northern suburban district in the Chicago metropolitan region. The district is composed of eleven schools, which include three junior highs and eight elementary schools. A survey was given to fourth and seventh grade students every year over a three-year period to assess. The survey was created specifically for the school district by Matthew L. Davidson and Vladimir T. Khmelkov in conjunction with the Healthy DuPage Character Development Coalition. The survey was administered by a committee of staff members and asked questions about *Character Counts!*. The students' perceptions of the *Character Counts!* curriculum were the focus of this study and an analysis of the trends in surveyed students' attitudes toward bullying were carefully evaluated.

This researcher anticipated that the students' experiences with the *Character Counts!* curriculum would have a positive impact on students' attitudes toward the acceptability of bullying behavior and that students would be less tolerant of it over time. In addition, this researcher believed that males' perceptions of bullying behavior would appear to be more tolerant than those of females.

Overview of the Proposed Study

In the following paper there will be an outline of the history of bullying in school. This paper contains a definition of bullying as it occurs in schools based on the review of this history as well as a statistical review of the prevalence of bullying in schools. In addition, reviewed in this paper are specific examples of the types of bullying that occur in schools as well as with school age children. Finally, there will be a review of the types of interventions that have been tried to prevent bullying.

The study that grew from this literature on bullying involved a survey that was given to fourth and seventh grade students who were part of a character education curriculum titled *Character Counts!*. The survey was administered to approximately 3,600 students in the years 2004, 2005, and 2006. Their attitudes on character, how they felt they were treated, and how they treated others as a result of participation in *Character Counts!* were surveyed. This study focused on responses to nine questions specifically about bullying.

Review of Literature

Definition of Bullying

The current definition of a bully is “an aggressive person who intimidates or mistreats weaker people” (Encarta World Dictionary, 1999). Bullying is described in a variety of ways, including physically, emotionally, and socially hurting another person. The complexity of this matter as well as the fact that bullying occurs at all ages creates even more difficulties in formulating a true comprehensive definition. This researcher defines bullying as the reoccurrence of behavior in which one person has deliberately harmed another either physically or emotionally.

Bullying behavior is not limited to school situations; the behavior often starts when children are very young and occurs throughout schooling. The classic picture of the larger and stronger boy beating up the smaller and weaker boy is no longer the full range of bullying behavior. Olweus in the work Bullying at School (1993), states “Bullying is aggressive behavior, which intentionally hurts or harms another person; together with repetition it happens more than once; and a power imbalance such that it is difficult for the victim to defend him- or herself” (p.9). This bullying phenomenon has been spreading for many years, and the results are widespread and serious. Bullying is now something that happens to many children, adolescents and adults no matter what the age, gender, or ethnic background. “Society is moving away from the attitude that bullying is just a part of growing up, to understanding the deep, emotional damage it can cause” (Anderson & Sturm, 2007, p. 24). Bullying behavior is no longer perpetuated face-to-face: bullying is even perpetuated on the Internet. Students’ safety is compromised, and as a result, students do not feel safe at home, in school, or in their community (Kowalski & Limber, 2007). Bullying is done physically, emotionally, or socially and is repetitive.

Bullying is not a phenomenon that is isolated to the United States. According to Smith (2000) the actual term “bullying” comes from the English, and the word originated in the sixteenth century. The word “bully” comes from the Dutch word “boele” meaning lover. Eventually this turned in to “fine fellow” or “blusterer”. According to Smith (2000), “The original more positive meaning of the term is retained in the phrase ‘bully for you’, expressing approval at a daring action” (p. 294). While this linguistic history

helps explain the origins of the term bullying, there are many questions about why bullying happens and how it has become a phenomenon.

History of the Interest in Bullying in Schools

Throughout history bullying has been present in human interaction. “Nowhere is the issue of bullying raised more poignantly than by the Jewish authors of the Psalms, more than 2000 years ago” (Rigby, 2002, p. 15). Psalm 35 (The Message) states “Harass these hecklers, God, punch these bullies in the nose...”(Book of Psalms, Chapter 35, Verse 1, Complete Jewish Bible). If one thinks about how different groups of people have been treated throughout history there is an element of bullying. There have been numerous groups of people who have been exposed repetitively to negative actions of another (Olweus, 1993). Any group of people that has been enslaved by another has been a victim of bullying.

It was not until the 1970s, that researchers showed interest in the topic of bullying in schools. This researcher has found no evidence of anyone else doing significant research about the topic before this time. It is important to note that there was evidence of bullying occurring before the 1970s but little research was conducted in schools. One of the earliest predominant voices in the research on bullying in schools was Dan Olweus. Olweus did his research in Scandinavia and focused on defining as well as classifying the incidences of bullying in schools. He also worked to show how bullying can be reduced by using an effective intervention program (Rigby, 2002). Olweus’ studies opened up the field for other researchers to start spending time investigating the ancient practice of bullying as it impacts schools and children. In 1987 there was a conference in Europe about the successes of bullying interventions in Norway that began a trend in other

European countries. Many other countries such as England, Scotland, and Wales started to use interventions to help stop bullying (Smith, 2000).

Once bullying became more of a recognizable issue in the schools in the United States, the federal government got involved. In 1972, Title IX of the Federal Education Amendments included language to prohibit “harassing behavior in schools and school-sponsored contexts” (Phillips, 2007, p. 160). Title IX makes schools a more equal and fair environment by creating equity amongst students. In addition to this legislation, the 14th Amendment to the United States Constitution helped schools protect students against bullying. Schools use the 14th Amendment with an interpretation stating that students should be equally protected and should not be exposed to bullying.

Recently in the United States major concerns about bullying have been raised as a result of school shootings. The incident in Columbine (1999) shed light on how the school shooters were feeling. They were feeling like outcasts and not accepted by their peers, and as a result they retaliated (Lodge & Frydenberg, 2005). Lodge and Frydenberg state “Research on the 37 school shootings that took place in North America between 1974 and 2000, including Columbine, found that 71% of the attackers felt persecuted, bullied, threatened, attacked, or injured by other persons prior to the incident”(p. 331). Since the Columbine shootings in 1999, schools have been working to find some ways to combat bullying. One way that schools have been doing this is by using character education curricula such as *Character Counts!* The use of character education curricula is designed to give schools and communities the tools that they need to help students make choices that are safe and appropriate.

Types of Bullying in Schools

There are many different types of bullying. The most common is known as direct bullying. When bullying is an “open attack on a victim” (Olweus, 1993, p. 10), then it is considered direct bullying. Furthermore Smith (2000) states, “The well-known forms of bullying are a physically larger child beats up a smaller one, or takes or damages their belongings and (engages in) verbal-nasty forms of teasing and verbal abuse” (p. 295). The physical attacks can include hitting, slapping, choking, spitting, punching, kicking, pinching, biting, twisting of limbs, scratching, and the destruction of the child’s clothes or property. According to Coloroso (2003), “Verbal abuse is the most common form of bullying used by both boys and girls” (p. 15). It accounts for the majority of the bullying that occurs mostly because of convenience. Verbal bullying is often done, and it is not noticed because of how hidden it can be. Direct bullying can easily happen as two classmates pass each other in the hall or in the classroom. It is also what is often done on the playground where the ratio of adults to students is particularly low. Verbal abuse occurs often because there is no physical evidence to prove that it happened, just the emotional scar remains, which the person feels long after the words have disappeared.

Another type of bullying is known as indirect bullying or relational aggression. Like direct bullying, there is a victim but this time the attacks are less out in the open. There have been many studies done on this type of bullying in recent years, and they indicate how harmful it can be for not only the students, but also the school climate (Leff & Crick, 2010; Goldstein, Young, & Boyd, 2007). Indirect bullying, according to Olweus (1993) is “in the form of social isolation and intentional exclusion from the group” (p. 10). This type of bullying is what goes unnoticed at schools. “Indirect

bullying refers to social manipulation using others as a means of attack, or otherwise manipulating the social network of the victim;...these overlapping concepts cover spreading nasty rumors, and deliberate social exclusion” (Smith, 2000, p. 295). The starting of rumors to intentionally damage one’s reputation and get the individuals excluded are two kinds of indirect bullying. This type of bullying typically involves covert activities intended to isolate and marginalize victims. (Smith, Cousins, & Stewart, 2005; Van der Wal et al., 2003). While it is clear both genders participate in direct and indirect bullying, there is clearly a tendency for girls to be more likely to participate in the indirect bullying while boys participate in direct bullying.

One type of bullying that has occurred more in recent years is cyberbullying. This type of bullying is done by all genders, ages, socioeconomic groups, and races. “Cyberbullying is a covert form of verbal and written bullying” (Shariff, 2005, p. 469). This type of bullying has raised much concern because it is the hardest to detect and the easiest to do. The definition of cyberbullying is constantly evolving because of changes in technology. It involves the use of information and communication technologies like e-mail, cell phone, instant messaging, and websites that are all used in a way to harm someone else (Anderson & Strum, 2007). Their abilities frequently exceed those of their parents, and in many cases, even teachers. Another reason why it has gained momentum is because of the possibility of anonymity. “Cyberbullies typically hide behind a mask of anonymity that the Internet provides by using fictitious screen names” (Strom & Strom, 2005, p. 36). In addition, because they are not using their own names and it is not face-to-face, they are even less attached to the damage that they are doing to another student. Anonymous cyberbullying allows them to avoid responsibility, and the perpetrators are

very difficult to trace due to the anonymous nature of the messages. Also cyberbullying allows for information to be sent out to large numbers of people in a very efficient manner. Similar to direct and indirect bullying, it can even be done from within a school during school hours. All of the possible methods of cyberbullying can be done 24 hours a day. According to Wolfsberg (2006), students are no longer safe from bullying in their homes because of cyberbullying. Most students, when they get to a certain grade-level, depend on technology not only to communicate but also for homework. Their connection to the cyber-world is extremely important. As a result, many students do not tell their parents when they are being cyberbullied for fear the parents will restrict their use of computer and cellular phones (Strom & Strom). Cyber space has opened a whole new playground for bullies.

Who is Bullying and Why They Do it

All forms of bullying are hurtful. There is no doubt that the impact of bullying can affect not only those who are bullied but also those who are doing the bullying. One thing that many ask is: who is doing the bullying and why are they the ones who bully? It is important to note that there are some qualities that seem to be present in the homes of children who bully. According to Huesmann et al. (2003), there are three things that seem to contribute to the likelihood of someone becoming a bully: people who watch others act aggressively (in the media or home), aggressive behavior being rewarded (either by friends or family,) and the person being harshly disciplined. In addition, Olweus (1993) similarly found that children who bully others may be hot-tempered, and come from families lacking warmth, in which violence is common and discipline inconsistent. In addition to these common traits, there is a component of bullying that can

be passed down within a family. Research has shown bullies to be in three generations of families (Huesmann et al., 2003). The last factor that contributes to the likelihood of a child being a bully is overall temperament of the child. If they have a “short-fuse,” they are more likely to be a bully.

The question is often raised: why are they bullying to begin with? Many researchers (Olweus, 1993; Rigby, 2002) have been speculating on what exactly prompts someone to be a bully. Some bullies get rewards like money, food, or other things that are of value to them. The other thing that bullies get is prestige. This is directly related to how a bully feels about him or herself from the way they were brought up. There are some other character traits that seem to be common in bullies: they seem to be “highly negative and emotionally charged” (Rigby, 2002, p. 129). There is not one behavior that ensures that someone will or will not be a bully. Children who have a stable home that provides a strong foundation are less likely to bully. The foundation of the home is one component, but it is important to recognize the role that schools play in helping to prevent students from becoming bullies.

Impact of Bullying

The statistics involved with bullying are overwhelming. Each year the number of students who are bullied is increasing. The most recent survey conducted by National Center for Education Statistics in 2009 reveals that about 28 % of 12-18-year-old students reported having been bullied at school during the last year, with 67.2% of these students having been bullied once or twice over the year. Fried and Fried (1996) state “Every day 160,000 students stay home from school to avoid being bullied...”(p. xii). Bullying is an unfortunate reality for a majority of students’ lives. Nevertheless, in many

countries, it is only recently that bullying has received substantial research and social attention.

In order to understand the magnitude of the problem one must look at the impact bullying has on both the victim and the bully him or herself. The outcomes of bullying can impact someone emotionally, educationally, socially, physically, and psychologically. Findings confirm that victimization is clearly connected to low self-esteem, proneness to depression, maladjustment, low levels of well-being and suicidal ideation (Besag, 1989; Craig, 1998; Rigby, 1998). Children who are bullied are more likely to be withdrawn and anxious. They tend to be extremely fearful and are more inclined to retaliate when they are antagonized or angered (Lodge & Frydenberg, 2005). Other things that might happen to children who are bullied include sleep difficulties. “They might wet the bed, feel sad, and have symptoms of being sick with out actually being ill” (Smith, 2000, p. 299).

One of the most common coping mechanisms for children who are bullying victims is school aversion. “It has been reported that 19 percent of boys and 25 percent of girls who are bullied at least once a week report staying home from school because they were bullied” (Rigby, 2002, p. 109). Children who are bullied may have difficulties in academics as well. Many students who miss numerous days of school are not able to gain all of the skills that they need to be promoted to the next school year. It is also possible that children who are bullied struggle more with concentrating, which could lead to poor grades. Poor academic performance may lead to the child dropping out of school (Lawrence & Adams, 2006). The academic performances of students can be compromised by bullying situations.

A child can be impacted socially by being bullied. According to Olweus (1993), kids who are bullied will often be rejected by their peers which leads to even more isolation. Victims of bullying are at risk for long-term psychological and physical problems (Beaty & Alexeyev, 2008). In addition to being unhappy, those who are bullied often have compromised personal relationships as well as mental health difficulties (Smith et al., 2005). These issues follow people into adulthood where they can impact their relationships later in life. The most disturbing result of bullying is when kids who are being bullied do not get a chance to make it to adulthood. As stated previously, many school shootings have been linked to students who were bullied (Lodge & Frydenberg, 2005). There have been a number of situations where the students who took the lives of their peers, teachers and selves were the ones who were bullied the most.

Not only do students who are being bullied suffer, so do the bullies themselves. Being a bully is something that can follow a child throughout elementary school and into high school. "Bullies are less likely to complete school, more likely to use drugs and alcohol, and more likely to engage in delinquent behaviors" (Gottfredson, Gottfredson, & Hybl, 1993, p.185). Bullies are more likely to be blamed for things that they did not in fact do. They receive a reputation that will follow them throughout their lives. Being a bully has connections to poorer health and can lead to depression as well as delinquency later in life (van der Wal et al., 2003). As bullies age their violent behavior increases. They tend to become depressed and contemplate suicide as well as suffer from alcoholism (Olweus, 1993). Other statistics about bullies include the following:

Twenty-five percent of elementary school bullies had a criminal record by the age of 30 and had served time in prison. This is compared to less than 5 percent of

non-bullies who have criminal record by age 30. Bullies are more likely to drop out of school, work in jobs that are below their skill level, be abusive towards their spouses and use harsh punishment on their children (Lawrence & Adams, 2006, p. 67).

This is not to say that all who bully are going to suffer throughout their lives, but it is clear that the path that many bullies take is not smooth.

Interventions

One of the first school interventions was the Bergen Study performed and studied by Dan Olweus in 1991 in Norway. It was a large-scale intervention that covered individual students, the classroom, and the overall school environment. This approach was so successful that it was reported as reducing bullying rates by 50 percent or more from the baseline results (Salmivalli, Kaukiainen, & Voeten, 2005). Since the Bergen Study there have been other interventions done around the world, but many have been modeled after the Bergen Study and its successes.

One intervention program that has had much success is the Olweus Bullying Prevention Program (Olweus, 1993). It was the first comprehensive program that was effectively implemented and used by the whole school (Smith et al., 2005). In addition to being one of the first complete anti-bullying programs, it also had a built-in evaluation system, which allowed the schools that were using it to see if it was working. Olweus's program also included activities for the whole school, "such as the development of an antibullying policy, increased adult supervision on school grounds, and the establishment of an antibullying committee" (Smith et. al., 2005, p. 241). The work that Olweus did in

the area was not only groundbreaking but also provided a framework for other researchers to use to create intervention programs.

In order for an intervention to work, there needs to be a commitment on behalf of the staff, community, and families. One thing that is occurring is training teachers in how to identify signs that someone is being bullied. According to Webb (2006), “teachers should be trained in how to intervene when bullying is occurring” (p. 5). They should know how to do things like stop fights and prevent rumors from spreading. Another initiative is to teach students strategies on how to deal with bullying when they see it occurring and when it is being done to them. Such initiatives include peaceful interventions that could impact change at the peer group level (Lodge & Frydenberg, 2005).

In August 2003, the State of Illinois passed Public Act 93-0495 Section 15(a) which required schools to make social emotional learning part of every school’s curriculum. Social emotional learning is one way for schools to work on students’ self-esteem and awareness, as well as overall school climate. “Only by developing moral character will schools create safe learning environments, prevent peer bullying and victimization, decrease discipline problems, reduce cheating, promote ethical development, and produce public-spirited citizens” (Elias, 2010, p. 47). It helps to create situations so that students and staff can dialogue about the issues that are impacting today’s students. One topic that is covered is bullying. Social emotional learning gives teachers a forum to discuss bullying and what students can do to prevent it. The goals of social emotional learning are closely tied to those of character education. The goals of both encourage students to make safe choices in and out of school. While neither

character education nor social emotional learning focus on preventing bullying, the overall message of both are closely tied to students treating each other with respect-and bullying another student is not being respectful.

As recently as June 2010, Governor Pat Quinn of Illinois signed Senate Bill 3266, which did the following things: defined bullying (including cyberbullying), clarified an existing mandate that requires all schools to have an established anti-bullying policy, established an Illinois school bullying prevention task force so that schools can implement best practices for prevention programs, and helped schools address bullying without it costing more money. The ultimate goal is to make schools safer and better places to learn (American Civil Liberties Union of Illinois, n.d.).

Character Counts! is one character education curriculum that has been used by school districts throughout the United States and Puerto Rico. “*Character Counts!* from the Josephson Institute of Ethics is the most popular curriculum used in schools today” (Brannon, 2008, p. 64). In addition Shryock (2010) states that “*Character Counts!* offers strategies so that teachers can effectively address issues like bullying, cheating and poor sportsmanship” (p. 9). While it has many components there is not a specific one for bullying and ways to prevent it. The six pillars of *Character Counts!* are defined, and there are parts of those definitions that do relate to the prevention of bullying. Within each pillar there is a subset of topics that are covered. Within the pillar of Respect one of the topics that is focused on is “don’t threaten, hit or hurt anyone”. The pillar of Fairness focuses on “treating all people fairly”(Josephson Institute of Ethics, n.d.). The question remains: is bullying being addressed by this curriculum enough to impact the students that are involved with it?

Bullying is defined as the reoccurrence of behavior in which one person is deliberately harmed either physically or emotionally. Bullying occurs at all ages and all over the world. The first researcher to show an interest in formally studying bullying was Dan Olweus. His interest focused on classifying incidences of bullying. His research served as a jumping-off point for other researchers. The interest in studying bullying has been increasing as there have been more recognizable incidents in which people are being bullied and they retaliate. In addition the types of bullying have become more defined. There is direct bullying which is more physical and obvious. There is also indirect bullying or relational aggression, which is more covert and socially isolating. Another type of bullying that is becoming more of an issue every day is cyberbullying, which is done electronically. Those who are bullied have emotional, educational, psychological, and physical scars that can last a lifetime. The impact can change his or her life in a way that no one would anticipate. The same can be said for those who do the bullying. In order to help stop bullying, a number of school-wide interventions and curricula have been implemented. These programs help teach students to stand up for themselves and make choices so that they can grow in to productive adults who treat each other with respect.

Methodology

The purpose of this study was to evaluate whether the perceptions that fourth and seventh-grade students had of bullying was impacted by the *Character Counts!* curriculum. The major questions that this researcher looked to answer from this study were the following:

1. Did exposure to *Character Counts!* change student perception of bullying as measured by the questionnaire titled “A Global Portrait of Social and Character Development for Youth?”
2. Was there a difference between the perceptions that boys and girls had of the amount of bullying occurring as a result of their exposure to the *Character Counts!* curriculum measured on “A Global Portrait of Social and Character Development for Youth?”

The study focused on looking at how these perceptions changed over time for a period of three years. In addition, some other questions that this researcher focused on were the following:

1. Did the students perceive that they were being teased, physically assaulted, and gossiped about less?
2. If the students’ perceptions were that there was more acceptance of different races, color and religions, were the students feeling that they were included more and treated fairly?

These behaviors were all being measured by “A Global Portrait of Social and Character Development for Youth.” All of these questions were answered in relation to how the students felt at school specifically. The survey was given to three separate cohorts of

fourth- grade and seventh-grade students in 2004, 2005, and 2006. The cohorts ranged in size from approximately 980-1,300 students. The study investigated whether the perceptions changed over time and how different genders perceived bullying.

Table 1

Cohort Size by Year

Year	Cohort Size
2004	1,268
2005	1,312
2006	982

Research Design

Trend data methodology (Tuckman,1999) was used to identify if there was a connection between students' perceptions of bullying and their exposure to the *Character Counts!* curriculum over a three-year period (2004, 2005, and 2006). The use of this methodology would provide information on whether the amount of exposure to the curriculum impacted the perceptions of the students. This study was done as ex post facto research (Tuckman). The data was analyzed after the survey had been collected and the participants had been exposed to the curriculum. This design further investigated whether the *Character Counts!* curriculum messages were being internalized by the students that were surveyed by following cohort responses for three years. The benefit of using this

design was that growth could be detected from the questions asked. Three different cohorts were surveyed over a three-year period. The design of this study was meant to be a snapshot of time. By analyzing the same questions about bullying on the survey every year, trends in responses could be analyzed. The analysis focused on specific questions directly related to bullying. The responses that the students gave were evaluated for each year, and the trends were reported as they were found. This researcher looked to see if the perceptions of the students about bullying changed over time. The goal was to see if the students who had been exposed to the *Character Counts!* curriculum perceived that the amounts of bullying behaviors that were occurring had decreased. This was analyzed by looking at the mean score for each question answered over the three-year period. In addition this researcher looked for trends amongst the males and females that were surveyed. Research showed that boys do more physical bullying or direct bullying, while girls tend to do more indirect bullying or display relational aggression (Craig & Pepler, 2003). This researcher looked for trends amongst the answers from the boys and the girls to see if there were differences in their perceptions of bullying behaviors.

Population/Sample

The sample chosen for this study was composed of students in a public school setting in a northern suburb of Chicago. The students surveyed were in fourth and seventh grades at the Oakwood School District* (pseudonym). This major suburb could be described as upper-middle class to upper class. The community was predominantly Caucasian. A segment of the district was described as lower-middle to lower class; this segment of the community was predominantly Hispanic. While there were students who do not fit into the groups that are described above, these were the major descriptors of the

district composition (see Appendix A: Illinois School Report Card). The Oakwood School District included 12 schools, three middle schools and eight elementary schools, and an early childhood center. At one time the district was divided into three separate districts, but in the early 1990s the district consolidated into one larger district. A total of approximately 4,400 students attended the 12 schools. The racial and ethnic background of the district was as follows: 75.8% White, 1.7% Black, 18.6% Hispanic, and 1.9% Asian /Pacific Islander. The socioeconomic status included low-income students comprised of the following racial and ethnic backgrounds: White 1.7%, Black 18.6%, Hispanic, and 1.9% Asian /Pacific Islander. The low-income rate was 19.5%, and the Limited English Proficient Rate was 13.5%. The attendance rate was 95.5% with a mobility rate of 5.0%. The district implemented the *Character Counts!* curriculum in 2002 as a means of creating a way for students and staff to dialogue and model being good citizens and making positive choices.

The need for this survey came from questions that were being asked by the school board about the effectiveness of *Character Counts!* curriculum. Two years after it had been completely integrated into the school district and community, a need arose to collect data on the effectiveness of the curriculum. In early 2004 a committee was formed to begin the process of evaluating *Character Counts!* The committee was comprised of a district administrator, a board member, three staff members, and this researcher to investigate the needs further. For the purpose of this proposal, this group will be referred to as the “committee” going forward. The committee decided that the best way to gather data was to use a survey. After further investigation, the committee connected with the Abraham Lincoln Center for Character Development. The committee worked with the

center to modify an existing survey. This survey had been successfully used in other school districts.

The procedures that the school district followed to administer the survey are described below. The building administrators were informed of the survey and were given the timeline that they needed in order to complete it. The building administrators were then asked to share the information about the survey with their staff. The committee met next to determine how the survey would be proctored and to write a script that would be used while giving the survey. It was decided by the committee that the fourth-grade students would have the survey read to them, while the seventh-grade students would complete the survey independently. The committee then wrote the script that was to be used while giving the survey. Information was sent to individual buildings so that parents would then have the option to opt-out of the survey (see Appendix B). In addition the survey was made available for parents/guardians to see in each building so that it could be investigated further if the need arose (see Appendix C). The survey took approximately 30-40 minutes to complete, and the Spanish version was used when necessary. Each building determined when they would administer the survey. Surveys were given and marked so that the results would be anonymous.

The same survey was given for two years subsequently after the initial survey. The same procedures were followed in the buildings. Information was passed to the buildings including timelines through a district office administrator. The results of these surveys were then compiled and reported to the school board for school district use. A subset of this data was being used by this researcher to investigate the following questions:

1. Did exposure to *Character Counts!* change student perception of bullying as measured by the questionnaire titled “A Global Portrait of Social and Character Development for Youth”?
2. Was there a difference between the perceptions that boys and girls had of the amount of bullying occurring over time as a result of their exposure to the *Character Counts!* curriculum measured on “A Global Portrait of Social and Character Development for Youth”?

The study focused on looking at how these perceptions changed over time for a period of three years.

Materials/Instrument

The survey used was “A Global Portrait of Social & Moral Health for Students”. It was developed by a coalition in DuPage county Illinois by Matthew L. Davidson and Vladimir T. Kmelkov. It was a survey tool that was designed to provide a detailed report of the socio-moral influence impacting students and to assess the effectiveness of character development in both schools and communities. The survey had been proven both reliable and valid (<http://www.2cortland.edu/centers/character/assessment-instruments.dot>). The survey was tested for internal consistency and the Cronbach alphas for youth across six scales range from .67-.90, with five out of six subscales being above .70. The predictive validity of the assessment was also calculated, specifically focusing on the correlation between the values, motivations and pro-social competencies to the school climate and student experiences scales. All the relationships between the scales were positive, as shown below in Figure 1. After the survey was initially created it was submitted to a number of expert practitioners in the field. The experts made comments

and suggestions for the surveys that were incorporated. Reliability analyses were done so that internal consistencies of the scales could be confirmed. The majority of the scales had Cronbach alpha values above .7700. After speaking to the authors of the survey it became clear that the reliability and validity of the items stated remained intact even if the individual questions were analyzed (see Appendix D). The survey, which the students answered, asked both direct and indirect questions about *Character Counts!* The survey used a five-point Likert scale, where in general, five was positive and one was negative. There were reverse items (negatively worded items) for consistency and clarity. The survey had several scales and subscales that measured the overall social and moral health of a community and its schools. These surveys were not designed to evaluate a specific character curriculum; they match the objectives of *Character Counts!* The survey could be used not only to assess the effectiveness of *Character Counts!* but also to provide a detailed record of the broad socio-moral issues that influenced the development of youth.

Table 1. Correlations

	1	2	3	4	5	6	7	8	9
1. Values, motivation, pro-social competencies	--								
2. School social health and safety	0.738 ***								
3. Home town social health and safety	0.326 **	0.349 **							
4. School social capital	0.868 ***	0.885 ***	0.353 **						
5. Home town social capital	0.465 ***	0.383 **	0.853 ***	0.416 ***					
6. School acceptance and attachment	0.813 ***	0.905 ***	0.336 **	0.922 ***	0.396 **				
7. Home town acceptance and attachment	0.415 ***	0.366 **	0.904 ***	0.395 **	0.932 ***	0.372 **			
8. School responsibility	0.810 ***	0.896 ***	0.226	0.920 ***	0.298 *	0.926 ***	0.283 *		
9. Home town responsibility	0.302 *	0.270 *	0.871 ***	0.288 *	0.871 ***	0.259 *	0.918 ***	0.204	
10. Experiences	0.716 ***	0.648 ***	0.252 *	0.750 ***	0.326 **	0.726 ***	0.300 *	0.771 ***	0.250 *

* p<.05, ** p<.01, *** p<.001

Correlations for Survey

Figure 1

The Center for the 4th and 5th Rs, State University of New York-Cortland (2004)

Procedure

Prior to the survey being given, this researcher analyzed the survey and looked for questions that were related to bullying. The researcher conferred with the developers of the survey about the potential use of selected scales for the proposed study on bullying. In conversation with the developers, the researcher learned that the selected scales have the necessary reliability and validity to stand as instruments on their own. (V. Khmelkov, personal communications, February 9, 2009). For this study, the questions or scales will be used to answer questions about verbal insults, physical assaults, kids being left out and rumor spreading. All of these descriptors are directly related to bullying and the issues directly related. A total of nine questions are used for the purpose of this study. The authors confirmed that the portions of this survey could be used, which are the questions that are being focused on for this study.

The data collection for this research is the survey results from students in both the fourth and seventh grades that were willing to participate in the survey. Therefore, the researcher will examine the subset of the survey data that applies to the concepts of bullying. The attitudes will be examined using the results of all available participants in fourth and seventh grades. In 2004, 1,268 fourth-grade students and seventh-grade students completed the survey. In 2005, 1,312 fourth-grade students and seventh-grade students participated. In 2006, 982 fourth grade students and seventh grade students completed the survey. This sample seems to represent the population of the school district. The data was collected over a three-year period. This researcher will use the data from each year and consider each year a cohort. In addition to analyzing each year, the groups will be looked at according to their gender. The questions that will be used

from the survey will be questions that are about bullying or direct related to bullying. Using SPSS software, cohorts will be compared using an Analysis of Variance (ANOVA), which will determine that the intervention is reducing the perception of bullying significantly if three criteria are met: a significant difference in mean is observed between cohorts ($p < .05$); the differences in mean will be negatively related to the passage of time, such that cohorts from later years will demonstrate a lower mean score for bullying than cohorts from the previous year; and there will be a difference between the mean score for genders following examination of mean differences using an Analysis of Variance. Post-hoc analysis will be conducted using Tukey's post-hoc analysis, which will compare each group in a pair-wise analysis to further determine the nature of the between group differences.

Statistical analyses will be reviewed and each question will be compared. There are two grade levels that will be participating in the survey. Each year the students who participated will be considered a cohort. Each question will be analyzed looking for significance in the mean of the answer to the questions over the three-year period. This will be repeated with all of the questions. By looking at each question individually within a year, trends that are occurring will be isolated. In addition to looking at trends amongst the cohorts, this researcher will be analyzing differences in the answers to the question from boys and girls.

Anticipated Results

Students exposed to *Character Counts!* curriculum will most likely have the perception that the amount of bullying occurring is lessening. Over time the more students are involved in the curriculum, the more likely they will perceive that bullying is

not as prevalent. This will be connected to the messages that are delivered as a part of the curriculum. In addition, this researcher also believes that boys will report more physical bullying, while girls will report more relational aggression.

It is important to specify that these are the students' perceptions. Their perceptions can be heavily influenced by how they are feeling on the day that the survey is given as well as what they think they should be answering. All of the surveys that were used for this study were anonymous. This study does not measure the amount of actual bullying that is occurring. The pervasiveness of the problem of bullying is overwhelming, and evaluating the perceptions of the students is one way that this researcher can begin to address it.

Results

Descriptive Statistics

The results of this study are based on a survey that was given over a three-year period to three separate cohorts of fourth-and seventh-grade students. In order to have valid information, there were many surveys that could not be included due to missing data. A total of 3,562 students, ranging in age from 9-12, were surveyed during that time. A total of 1,830 female students and 1,439 male students participated in the study. There were 293 students who were coded out due to the fact that their gender was not filled in. In 2004, 1,268 students filled out the survey, in 2005, 1,312 students participated, and in 2006, 982 students contributed to the data set.

Table 2

Survey Participants by Gender and Cohort Year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		293	8.2	8.2	8.2
	F	1830	51.4	51.4	59.6
	M	1439	40.4	40.4	100.0
	Total	3562	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2004	1268	35.6	35.6	35.6
	2005	1312	36.8	36.8	72.4
	2006	982	27.6	27.6	100.0
	Total	3562	100.0	100.0	

Throughout the analysis there were a total of nine questions that were used from the survey that was given. All nine of the questions were related to bullying or bullying behaviors and were recoded to reflect the language used. Recoding the language insured that all questions that were negatively worded were changed so that questions could be analyzed the same way. The students answered the questions related to the behaviors that were occurring in the school. The minimum was one and the maximum was five for the students' opinions of the frequency of behavior. After all missing data were coded out, there was a total of 2,951 valid surveys that were used and analyzed. The sample size shrunk approximately 17% as a result of the surveys that were not completely filled in accurately. The table on the next page shows the means and standard deviations for all of the questions that were analyzed from the survey. The means for the questions asked

ranged from 1.67-3.24. Respondents were asked to respond to all of the questions in the context of what went on in the school specifically. Out of the nine questions, the three questions that had the highest means were the following:

- 1) How often do you see/hear someone teases or bullies another person in your school? (m=3.24, sd=1.38):
- 2) Kids who are unpopular get picked on or excluded (m=3.23, sd= 1.42); and
- 3) Kids fail to stop rumors or spread gossip about others (m=3.02, sd=1.35).

The questions with the lowest means were the following:

- 1) Students make negative comments about someone's religion (m= 1.67, sd= 1.06);
- 2) Students make negative comments about someone's race (m=1.86, sd=1.22);
and
- 3) Students exclude others who are different (m=2.00, sd=1.28).

Table 3

Average Mean by Question

Statistics	N		Mean	Std. Dev.	Min	Max
	Valid	Missing				
Teases or bullies another...	295	0	3.24	1.38	1.0	5.0
Negative comments about race...	295	0	1.86	1.22	1.0	5.0
Negative comments about religion...	295	0	1.67	1.06	1.0	5.0
Physically Assaults...	295	0	2.08	1.24	1.0	5.0
Exclude kids that are different...	295	0	2.00	1.28	1.0	5.0
Make fun of ideas that are different...	295	0	2.91	1.30	1.0	5.0
Unpopular kids picked on...	295	0	3.23	1.42	1.0	5.0
Fail to 'step-in' when others bullied	295	0	2.60	1.22	1.0	5.0
Fail to stop rumor spreading	295	0	3.02	1.35	1.0	5.0

The following nine tables are basic frequency tables that display how the students answered each one of the questions that were directly related to bullying. These tables identify responses the students had for each question. The tables show the distribution for the nine questions that were analyzed. The first four questions had the following possible answers: practically never, a few times a year, a few times a month, a few times a week, and practically every day. The first question, “In your school how often do you hear/see someone bully or tease another person?”, almost 50% of the students responded

a few times a month, a few times a week, or a few times a year. The second question, “In your school how often do you hear/see someone make negative comments about someone’s race?”, nearly 58% of the students responded practically never. The next table is referring to the question, “In your school how often do you hear/ see someone make a negative comment about someone’s religion?”, 63% of the students responding answered practically never. The fourth table is in reference to the question, “In your school how often to you see/hear someone physically assault another person?”, 72% of the students responding answered practically never or a few times a year.

The last five questions had these possible answers on the survey: completely disagree, somewhat disagree, neither agree nor disagree, somewhat agree, and completely agree. The next frequency table is about the question, “In your school kids here exclude other kids who are different (for example: kids who are a different race, religion or culture)”; 52% of the students reporting said that they completely disagreed with that statement. The sixth frequency table is from the question, “In your school kids make fun of ideas that are different”, almost 50 % of the students reported that they neither agreed, disagreed, nor somewhat agreed. The next frequency table was about the question, “In your school unpopular kids get picked on”; over 50% of the students somewhat or completely agreed. The eighth frequency table was for the question, “In your school kids fail to step in when others are being bullied”; over 50% of the students answering said that they completely disagreed or somewhat disagreed. The last frequency table was from the question, “In your school students fail to stop rumors from spreading or gossip”; almost 40% of the students somewhat agreed or completely agreed.

Table 4
Basic Frequency Table by Question

Teases or bullies another...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	426	14.4	14.4	14.4
	2.00	562	19.0	19.0	33.5
	3.00	543	18.4	18.4	51.9
	4.00	710	24.1	24.1	75.9
	5.00	710	24.1	24.1	100.0
	Total	2951	100.0	100.0	

Negative comments about race...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1698	57.5	57.5	57.5
	2.00	524	17.8	17.8	75.3
	3.00	319	10.8	10.8	86.1
	4.00	252	8.5	8.5	94.6
	5.00	158	5.4	5.4	100.0
	Total	2951	100.0	100.0	

Negative comments about religion...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1853	62.8	62.8	62.8
	2.00	590	20.0	20.0	82.8
	3.00	250	8.5	8.5	91.3
	4.00	151	5.1	5.1	96.4
	5.00	107	3.6	3.6	100.0
	Total	2951	100.0	100.0	

Physically assaults...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1282	43.4	43.4	43.4
	2.00	829	28.1	28.1	71.5
	3.00	362	12.3	12.3	83.8
	4.00	275	9.3	9.3	93.1
	5.00	203	6.9	6.9	100.0
	Total	2951	100.0	100.0	

Exclude kids that are different...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1534	52.0	52.0	52.0
	2.00	573	19.4	19.4	71.4
	3.00	322	10.9	10.9	82.3
	4.00	340	11.5	11.5	93.8
	5.00	182	6.2	6.2	100.0
	Total	2951	100.0	100.0	

Make fun of ideas that are different...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	568	19.2	19.2	19.2
	2.00	602	20.4	20.4	39.6
	3.00	635	21.5	21.5	61.2
	4.00	810	27.4	27.4	88.6
	5.00	336	11.4	11.4	100.0
	Total	2951	100.0	100.0	

Unpopular kids picked on...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	548	18.6	18.6	18.6
	2.00	417	14.1	14.1	32.7
	3.00	439	14.9	14.9	47.6
	4.00	877	29.7	29.7	77.3
	5.00	670	22.7	22.7	100.0
	Total	2951	100.0	100.0	

Fail to 'step-in' when others bullied

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	618	20.9	20.9	20.9
	2.00	923	31.3	31.3	52.2
	3.00	675	22.9	22.9	75.1
	4.00	481	16.3	16.3	91.4
	5.00	254	8.6	8.6	100.0
	Total	2951	100.0	100.0	

Fail to stop rumor spreading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	505	17.1	17.1	17.1
	2.00	611	20.7	20.7	37.8
	3.00	681	23.1	23.1	60.9
	4.00	628	21.3	21.3	82.2
	5.00	526	17.8	17.8	100.0
	Total	2951	100.0	100.0	

Research Questions

The major questions that this researcher looked to answer from this study were the following:

1. Did the students perceptions of the amount of bullying that was occurring change over time as a result of their exposure to the *Character Counts!* curriculum?
2. Was there a difference between the perceptions that boys and girls had of the amount of bullying occurring over time as a result of the exposure to the *Character Counts!* curriculum?

Significant differences amongst cohorts were tested using an Analysis of Variance (ANOVA). A significant difference ($p > .05$) was observed in four out of the nine questions that were analyzed over the years 2004, 2005, and 2006. The first question where there was a significant difference in mean ($p = 0.04$) was the question, "In your school how often does someone tease or bully another person?" A significant difference was found for the item that asks whether participants see/hear someone tease or bully another person ($p = .003$), such that the participants that were most exposed (Year=2006) to *Character Counts!* curriculum reported significantly lower score (Year=2006; $M = 3.12$, $SD = 1.392$) than students that were exposed to relatively less of the curriculum (Year=2005; $M = 3.25$, $SD = 1.372$). The second item where there was a significant difference in mean ($p = 0.02$) was the question, "In your school how often does someone make negative comments about someone's race?" The significant difference was found specifically in whether participants see/hear making a negative comment about someone's race ($p = .001$), such that the participants that were most exposed (Year=2006)

to *Character Counts!* curriculum reported significantly higher scores (Year=2006; M= 1.97, SD=1.271) than students that were exposed to relatively less of the curriculum (Year=2004; M= 1.77, SD=1.151). The third question where there was a significance between the mean ($p=.000$) scores was, “In your school how often does someone physically assault someone else?” A significant difference was found for the item that asks whether participants see/hear someone physically assault another person ($p=.001$), such that the participants that were most exposed (Year=2006) to Character Counts curriculum reported significantly lower scores (Year=2006; M= 1.92, SD=1.181) than students that were exposed to relatively less of the curriculum (Year=2005; M= 2.16, SD=1.269). The final question where there was a significance amongst the mean ($p=.037$) was “In your school, unpopular kids are picked on.” A significant difference was found for the item that asks if unpopular kids are picked on ($p=.009$), such that the participants that were most exposed (Year=2006) to *Character Counts!* curriculum reported significantly lower scores (Year=2006; M= 3.13, SD=1.475) than students that were exposed to relatively less of the curriculum (Year=2004; M= 3.26, SD=1.429).

Table 5

Analysis of Variance by Question

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Teases or bullies another...	Between Groups	20.807	2	10.403	5.456	.004
	Within Groups	5621.470	2948	1.907		
	Total	5642.277	2950			
Negative comments about race...	Between Groups	18.269	2	9.134	6.156	.002
	Within Groups	4374.241	2948	1.484		
	Total	4392.510	2950			
Negative comments about religion...	Between Groups	.012	2	.006	.005	.995
	Within Groups	3344.539	2948	1.135		
	Total	3344.551	2950			
Physical assaults...	Between Groups	31.846	2	15.923	10.386	.000
	Within Groups	4519.797	2948	1.533		
	Total	4551.644	2950			
Exclude kids that are different...	Between Groups	7.529	2	3.765	2.290	.101
	Within Groups	4846.404	2948	1.644		
	Total	4853.934	2950			
Make fun of ideas that are different...	Between Groups	3.405	2	1.703	1.003	.367
	Within Groups	5002.386	2948	1.697		
	Total	5005.792	2950			
Unpopular kids picked	Between Groups	13.449	2	6.725	3.313	.037
	Within Groups					

on...	Within Groups	5984.602	2948	2.030		
	Total	5998.052	2950			
Fail to 'step-in' when others bullied	Between Groups	1.122	2	.561	.374	.688
	Within Groups	4427.001	2948	1.502		
	Total	4428.123	2950			
Fail to stop rumor spreading	Between Groups	.126	2	.063	.035	.966
	Within Groups	5361.694	2948	1.819		
	Total	5361.820	2950			

Table 6

Tukey's Post Hoc by Question by Year

Tukey HSD

Dependent Variable	(I) Cohort Year	(J) Cohort Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Teases or bullies another...	2004	2005	-.08061	.05996	.371	-.2212	.0600
		2006	.12907	.06455	.112	-.0223	.2804
	2005	2004	.08061	.05996	.371	-.0600	.2212
		2006		.06357	.003	.0606	.3587
	2006	2004	-.12907	.06455	.112	-.2804	.0223
		2005		.06357	.003	-.3587	-.0606
Negative comments	2004	2005	-.09258	.05289	.187	-.2166	.0314

about race...	2006		.05694	.00	-.3332	-.0662
				1		
	2005	2004	.09258	.05289	-.0314	.2166
				7		
		2006	-.10716	.05607	-.2386	.0243
				6		
Physical assaults...	2006		.05694	.00	.0662	.3332
				1		
		2005	.10716	.05607	-.0243	.2386
				6		
	2004	2005	-.02473	.05377	-.1508	.1013
				0		
Unpopular kids picked on...	2006		.05788	.00	.0816	.3530
				1		
	2005	2004	.02473	.05377	-.1013	.1508
				0		
		2006	-.21733*	.05700	.1084	.3757
				0		
Physical assaults...	2006		.05788	.00	-.3530	-.0816
				1		
		2005	.05700	.00	-.3757	-.1084
				0		
	2004	2005	.01015	.06187	-.1349	.1552
				5		
Unpopular kids picked on...	2006		.15526	.06660	-.0009	.3114
				2		
	2005	2004	-.01015	.06187	-.1552	.1349
				5		
		2006	.14511	.06559	-.0087	.2989
				9		
Physical assaults...	2006		.15526	.06660	-.3114	.0009
				2		
		2005	-.14511	.06559	-.2989	.0087
				9		

*The mean difference is significant at the 0.05 level

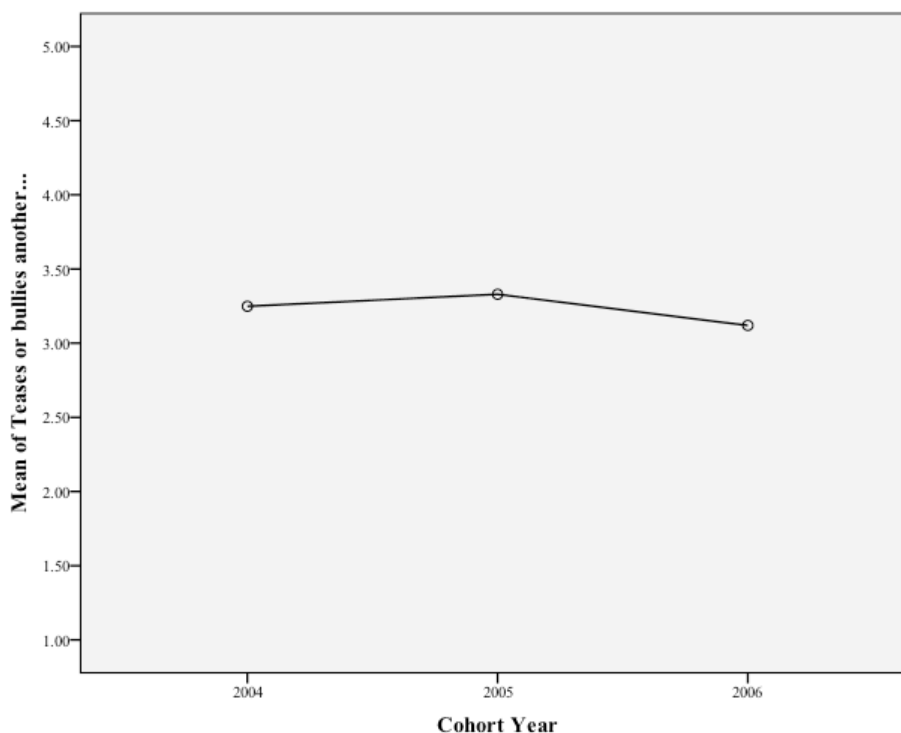
The following graphs plot the results of the means over the three years that the survey was given. Each graph reflects the answers for one of the bullying items that were

analyzed. The scale has been changed to help distinguish slight differences in the mean for each cohort year. The first four graphs are based on a five-point Likert scale where the numbers mean the following things: 1-practically never; 2-a few times a year; 3- a few times a month; 4-a few times a week; and 5-practically every day. The last five graphs are also based on a five-point Likert scale, but the numbers mean different things. On these graphs, the numbers mean the following things: 1-completely disagree; 2-somewhat disagree; 3-neither agree or disagree; 4-somewhat agree; and 5-completely agree.

The following graph displays the mean for the question “In your school, how often do you *see/hear someone bullying another?*” In 2005 the mean went up slightly from 2004. In 2006 it went down lower than it started in 2004.

Figure 2

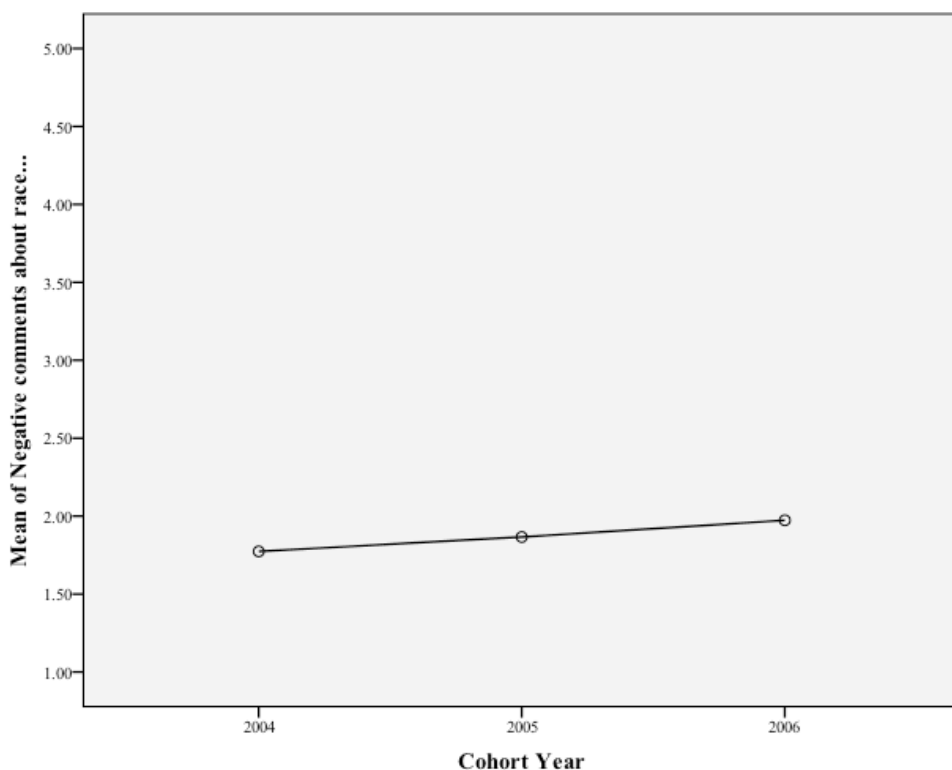
Mean for Question: How often do you hear/see someone tease or bully another?



The following graph is about the second bullying item that was analyzed, “In your school how often *do you hear/see someone make negative comments about someone else’s race?*” The mean went up each year.

Figure 3

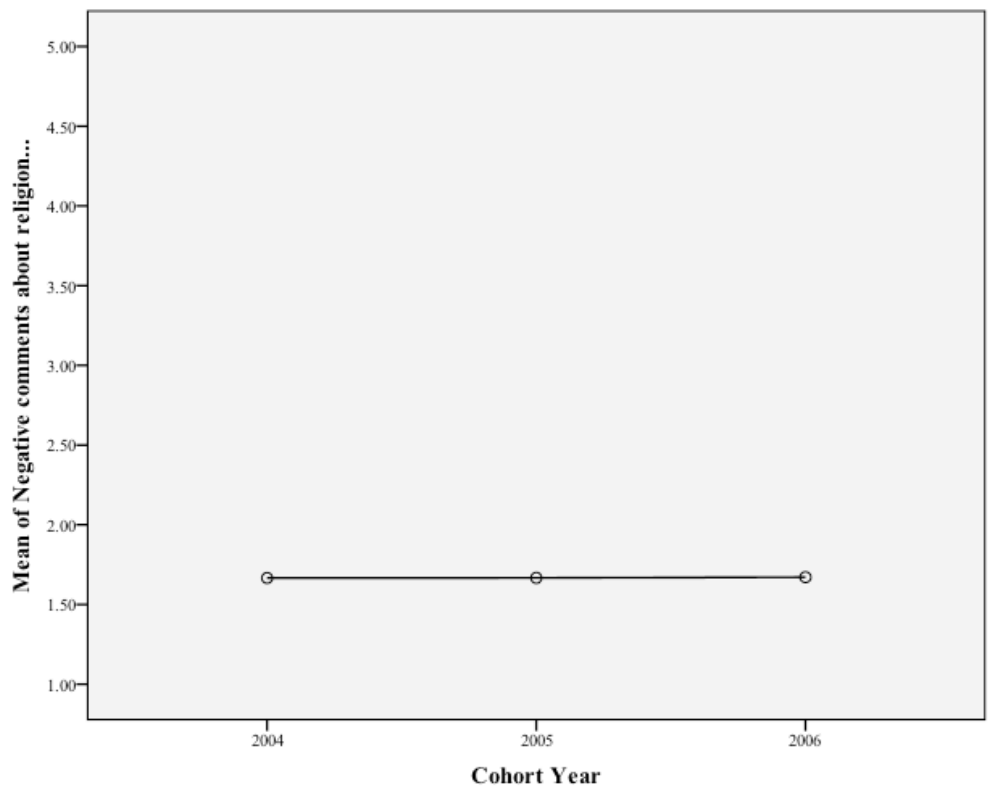
Mean for Question: How Often do you Hear Negative Comments about Race?



The graph displays the mean score by cohort year for the question, “In your school how often do you hear/see someone *make negative comments about someone else’s religion?*” Over the three years that the survey was given, there was little change in the mean between cohorts.

Figure 4

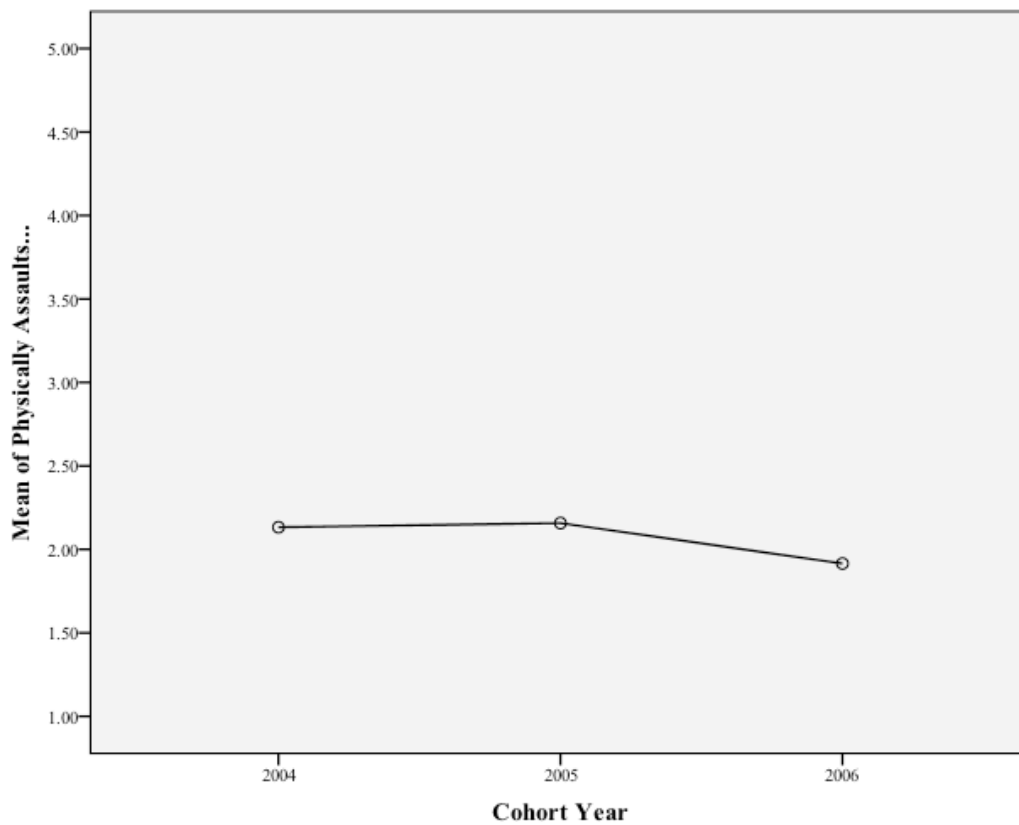
Mean for Question: Negative Comments about Someone Else's Religion



The following graph is for the question that was asked, “How often in your school do you see/hear *someone physically assault someone else?*” From 2004 to 2005 the mean went up and in 2006 it went below the mean from 2004.

Figure 5:

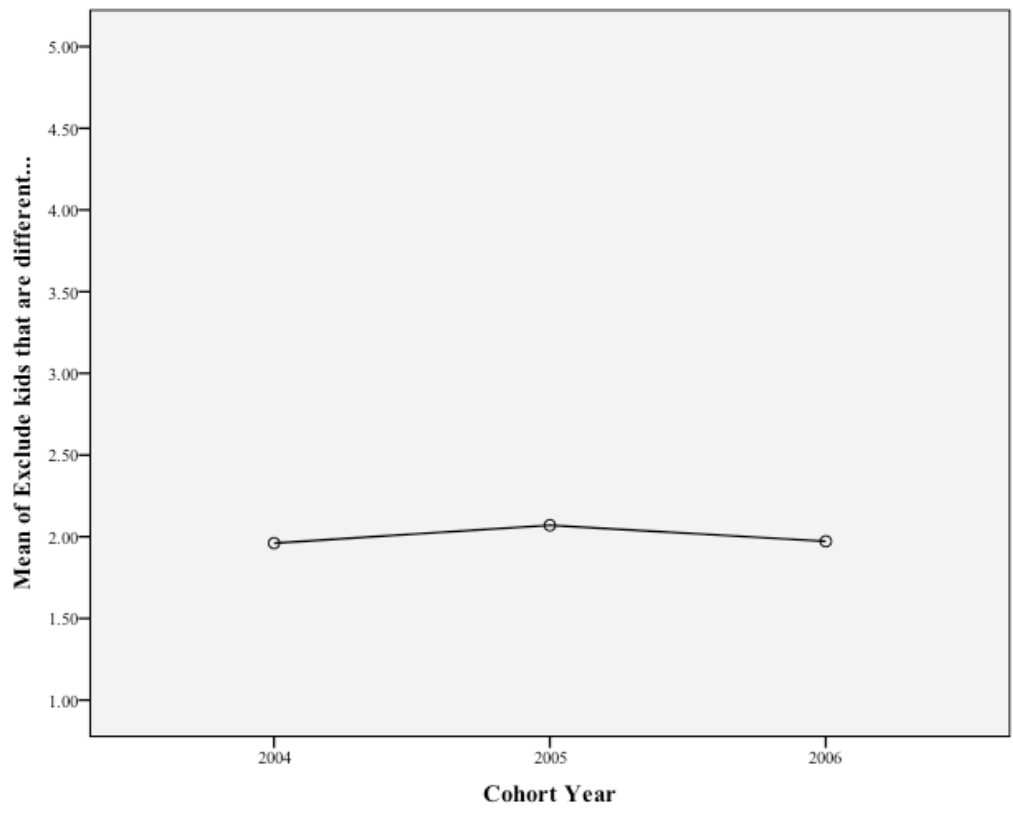
Mean for Question: *How Often is Someone Physically Assaulted?*



The following graph is for the question, “In your school do you agree or disagree with the following statement, *kids here exclude those who are different?*” The mean went up from 2004 to 2005 and then went back down in 2006.

Figure 6

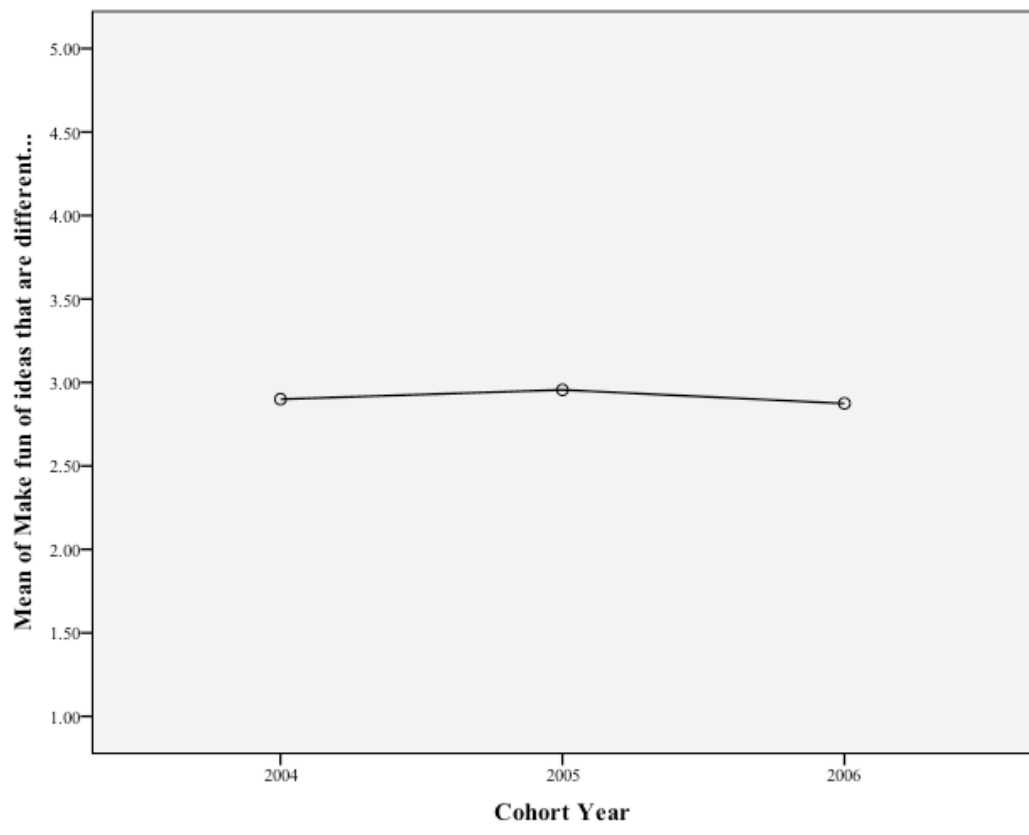
Mean for Question: Exclude Kids that are Different



The following graph is about the bullying item, “In your school do you agree or disagree with the following statement: *Kids make of ideas that are different?*” From 2004 to 2005 the mean increased slightly, and then in 2006 it went back down somewhat.

Figure 7

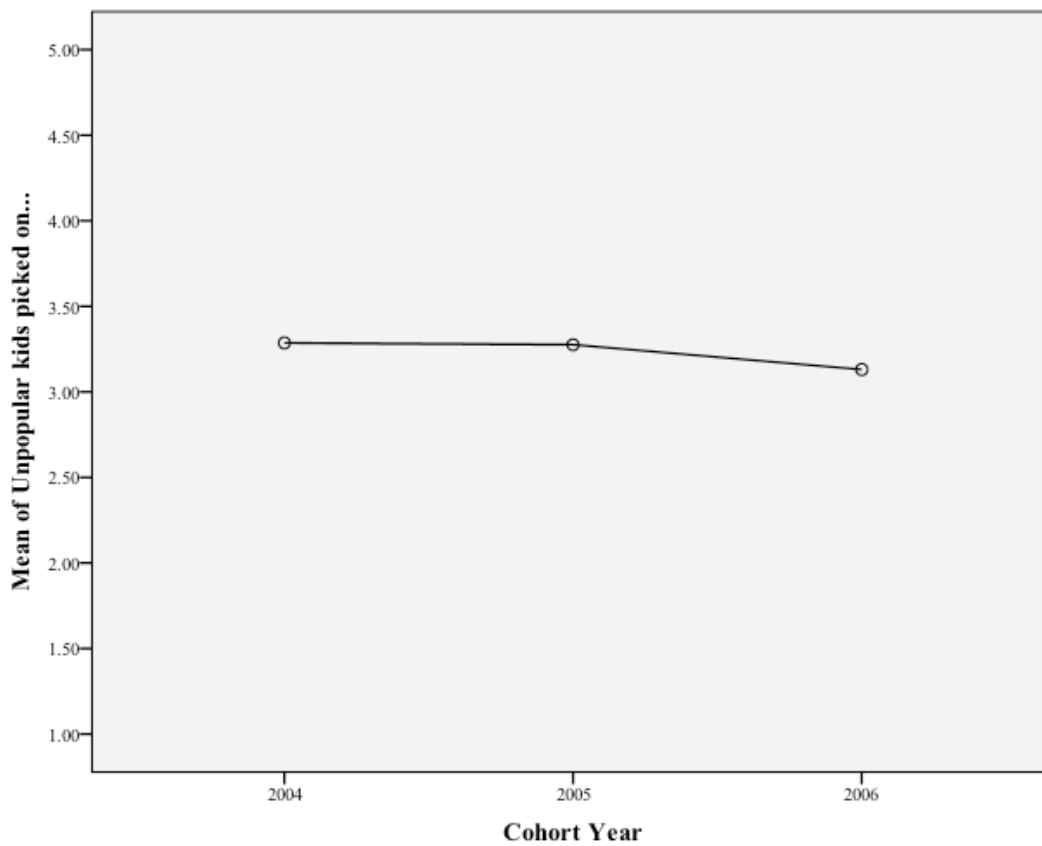
Mean for Question: Make fun of Ideas that are Different



The following graph is related to the question on the survey that asked, “In your school do you agree or disagree with the following statement: *Unpopular kids are picked on,*” Between the years 2004 and 2005 the mean stayed somewhat the same while it went down in 2006.

Figure 8

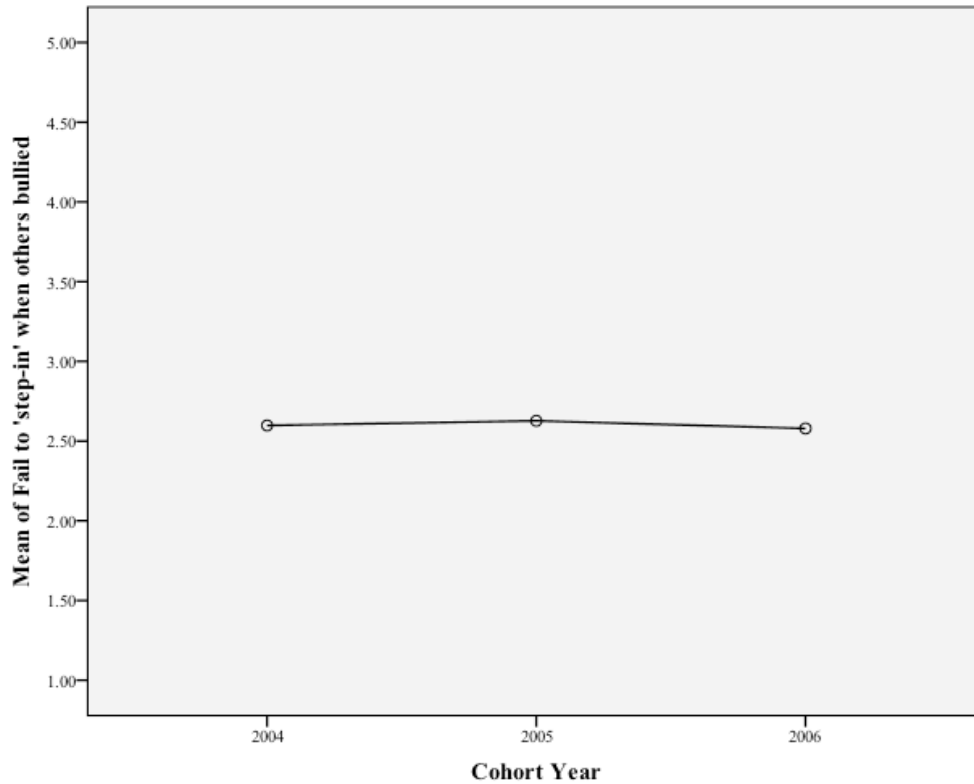
Mean for Question: Unpopular Kids Picked on



The following graph shows the mean score by cohort for the following question: “In your school do you agree or disagree with this statement: *Others fail to step in when someone is being bullied,*” The mean score between 2004 and 2005 went up very slightly and then went slightly back down in 2006.

Figure 9

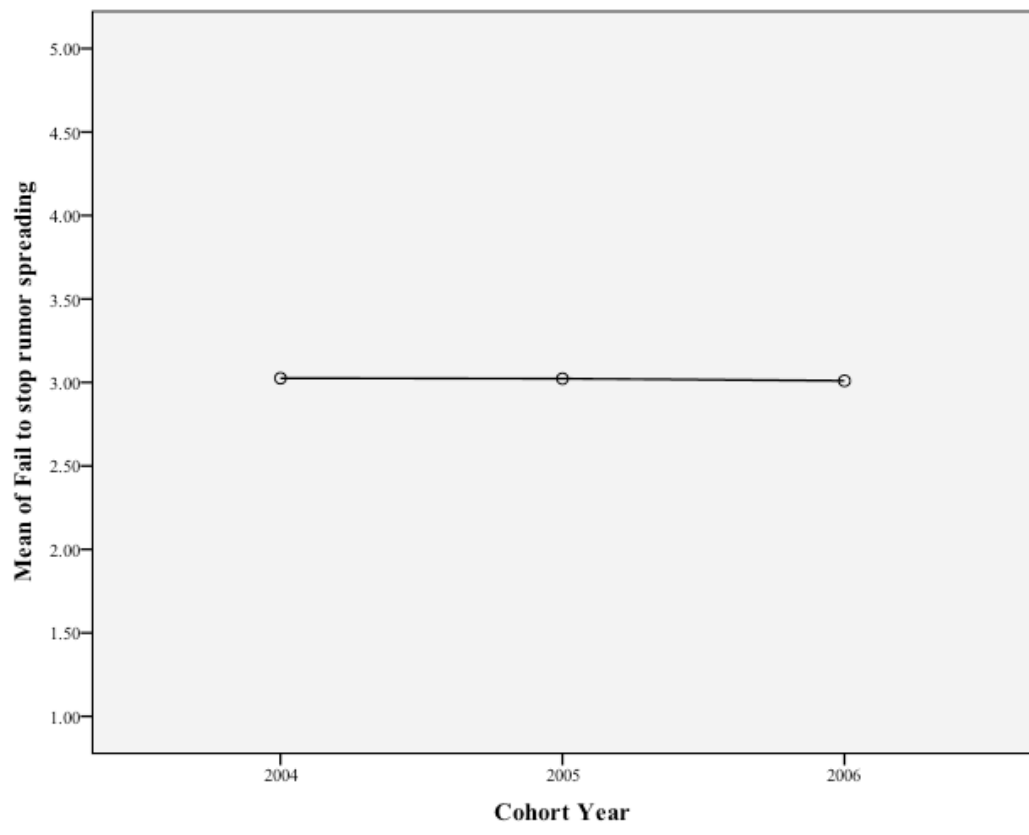
Mean for Question: Fail to Step-in when Others are Bullied



The final graph is the mean score by cohort for the question: “In your school do you agree or disagree with the following statement: *Students fail to stop rumors from spreading or gossiping.*” Over the three years that the survey was given there was little change in the mean score.

Figure 10

Mean for Question: Fail to Stop Rumors from Spreading



The next question that this researcher looked to answer was, whether there was a difference between the perceptions of bullying that the boys had in comparison to the girls. The same nine items were analyzed, but cohort year was controlled for.

The next table is the strict gender means for the questions analyzed. They were based on an average of the cohorts from all three years. The chart is organized by the male mean, then the female mean and finally the total mean for the bullying items that were analyzed.

Table 7

Gender Means by Question

Report

	Recoded Gender Variable								
	Male			Female			Total		
	Mea n	Std. N	Std. Dev	Mea n	Std. N	Std. Dev	Mean	N	Std. Dev
Teases or bullies another...	3.26	2	1.394	3.23	1669	1.374	3.24	2951	1.383
Negative comments about race...	1.98	2	1.323	1.77	1669	1.127	1.86	2951	1.220
Negative comments about religion...	1.74	2	1.146	1.61	1669	0.995	1.67	2951	1.065
Physically assaults...	2.27	2	1.299	1.94	1669	1.178	2.08	2951	1.242
Exclude kids that are different...	1.95	2	1.293	2.05	1669	1.273	2.00	2951	1.283
Make fun of ideas that are different...	2.98	2	1.314	2.86	1669	1.292	2.91	2951	1.303
Unpopular kids picked on...	3.12	2	1.458	3.33	1669	1.394	3.24	2951	1.426
Fail to 'step-in' when others bullied	2.68	2	1.270	2.55	1669	1.187	2.60	2951	1.225
Fail to stop rumor spreading	2.99	2	1.359	3.04	1669	1.340	3.02	2951	1.348

The following tables are organized by question. An Analysis of Covariance (ANCOVA) was run for each question. The analysis was looking for difference between the gender means and the cohorts. For each question the dependent variable of cohort year is displayed first. The second chart for each question runs both the cohort year and the gender to look for a significant difference ($p > .05$).

The following chart is for the question, "How often in your school do you see/hear someone tease or bully another student?" The strict gender means are

displayed showing the mean going up for the males from 2004 to 2005 and then back down in 2006, while for the females the gender mean follows the same route.

Table 8

Gender Means by Year for Teases of Bullies Another

Dependent variable: Teases or bullies another...

Recoded				
Gender				
Variable	Cohort Year	Mean	Std. Deviation	N
Male	2004	3.2175	1.38686	446
	2005	3.3659	1.39733	451
	2006	3.1844	1.39559	385
	Total	3.2598	1.39434	1282
Female	2004	3.2729	1.36115	579
	2005	3.3040	1.36930	648
	2006	3.0633	1.38851	442
	Total	3.2295	1.37447	1669
Total	2004	3.2488	1.37200	1025
	2005	3.3294	1.38057	1099
	2006	3.1197	1.39228	827
	Total	3.2426	1.38298	2951

The chart listed below is for the bullying item: “In your school *how often do you see/hear someone tease of bully someone else?*” The test between subjects shows that there continues to be significance ($p=.004$) between cohort years as noted earlier. The analysis further shows that that the degree to which there is a difference does not vary between males and females ($p=.372$).

The following chart is an analysis of the scores when gender is controlled for. Between the years 2005 and 2006 the significance of the mean is ($p=.003$). The significance is noted when ($p>.005$). While the cohort year impacts the mean, the gender does not.

Table 9

*Test Between Subjects for Teases or Bullies Another**Tests of Between-Subjects Effects*

Dependent variable: Teases or bullies another...

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	25.613 ^a	5	5.123	2.686	.020
Intercept	29919.141	1	29919.141	15687.580	.000
GENDERr	1.292	1	1.292	.677	.411
Cohort	20.672	2	10.336	5.420	.004
GENDERr * Cohort	3.769	2	1.884	.988	.372
Error	5616.664	2945	1.907		
Total	36671.000	2951			
Corrected Total	5642.277	2950			

a. R Squared = .005 (Adjusted R Squared = .003)

The following chart is displaying the results for the question, “How often in your school do you *see/hear someone tease or bully someone else?*” This analysis was done when gender was controlled for. A significance of ($p=.003$) was observed between the years 2005 and 2006 when gender is controlled for.

Table 10

Controlling for Gender: Teases or Bullies Another

Multiple Comparisons

Teases or bullies another...

Tukey HSD

(I) Cohort Year	(J) Cohort Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2004	2005	-.0806	.05997	.371	-.2212	.0600
	2006	.1291	.06455	.112	-.0223	.2804
2005	2004	.0806	.05997	.371	-.0600	.2212
	2006		.06357	.003	.0606	.3588
2006	2004	-.1291	.06455	.112	-.2804	.0223
	2005		.06357	.003	-.3588	-.0606

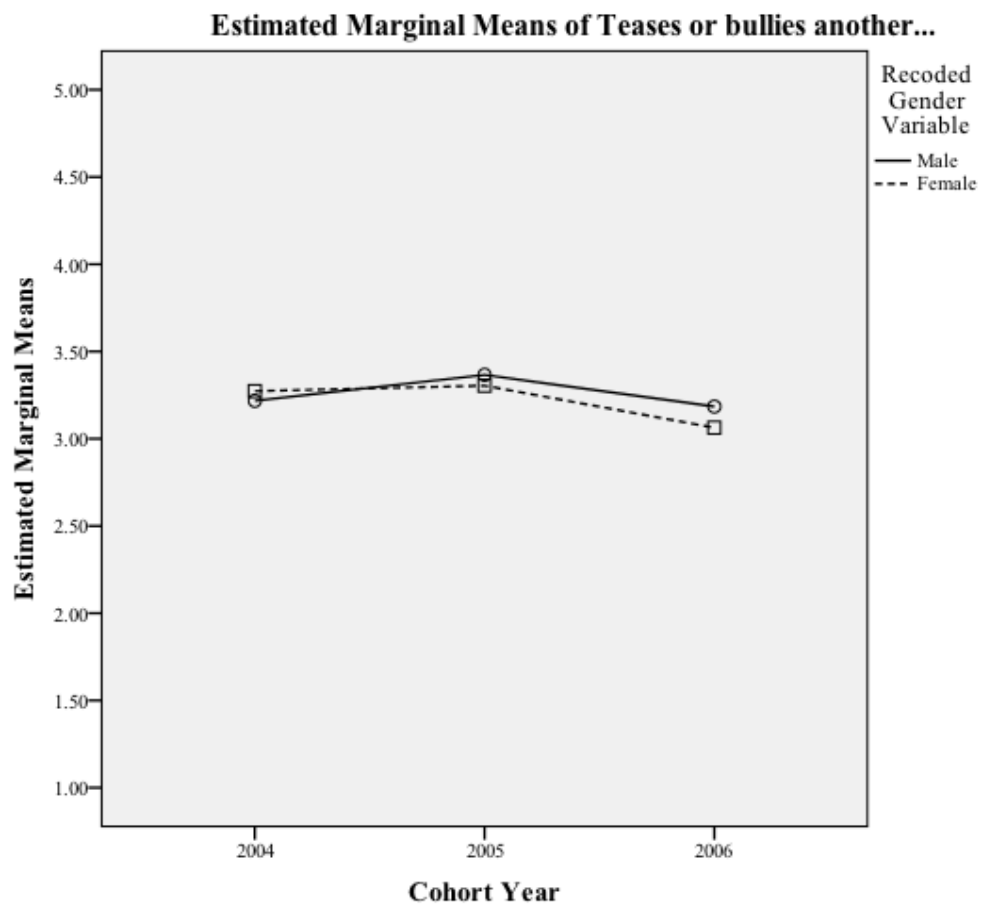
Based on observed means.

The error term is Mean Square(Error) = 1.907.

* The mean difference is significant at the 0.05 level

The following graph shows the mean scores by gender over the three years that the students were surveyed for the same item. The graph shows that although there is a difference between mean scores throughout the years, both genders follow a similar track. From 2004 to 2005 the mean scores go up slightly and then go back down for both genders.

Figure 11



The second question analyzed by gender and cohort was “In your school, how often do you *hear/see someone make negative comments about some else’s race?*” Table 11 displays the mean scores for the question analyzed for each cohort by gender. This takes each year and shows the mean scores for each gender as well as the total mean by year.

Table 11

*Gender Means by Year: Negative Comments about Race**Descriptive Statistics*

Dependent variable: Negative comments about race...

Recoded				
Gender				
Variable	Cohort Year	Mean	Std. Deviation	N
Male	2004	1.8341	1.21389	446
	2005	2.0222	1.35464	451
	2006	2.1091	1.39327	385
	Total	1.9828	1.32343	1282
Female	2004	1.7271	1.09804	579
	2005	1.7577	1.14008	648
	2006	1.8552	1.14160	442
	Total	1.7729	1.12656	1669
Total	2004	1.7737	1.15053	1025
	2005	1.8662	1.23892	1099
	2006	1.9734	1.27055	827
	Total	1.8641	1.22024	2951

The following table displays the results when an analysis was run for both gender and cohort. A significant difference was found for the item that asks whether participants *see/hear someone make negative comments about someone else's race* ($p=.000$), specific to gender. In addition there was a significance ($p=.002$) when looking at specific cohorts. While there is significance by gender and cohort, there is not when both variables were analyzed ($p=.271$).

Table 12

*Test Between Subjects for Negative Comments about Race**Tests of Between-Subjects Effects*

Dependent variable: Negative comments about race...

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	53.012 ^a	5	10.602	7.195	.000
Intercept	10152.143	1	10152.143	6889.753	.000
GENDERr	31.058	1	31.058	21.078	.000
Cohort	18.640	2	9.320	6.325	.002
GENDERr * Cohort	3.851	2	1.926	1.307	.271
Error	4339.497	2945	1.474		
Total	14647.000	2951			
Corrected Total	4392.510	2950			

*R Squared = .012 (Adjusted R Squared = .010)

The table on the next page is displaying the results for the question how often in your school do you *see/hear someone make negative comments about someone else's race*. This analysis was done when gender was controlled for. A significance of (p=.001) was observed between the years 2004 and 2006 when gender is controlled for.

Table 13

*Controlling for Gender for Negative Comments about Race**Multiple Comparisons*

Negative comments about race...

Tukey HSD

(I) Cohort Year	(J) Cohort Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2004	2005	-.0926	.05271	.185	-.2162	.0310
	2006		.05674	.001	-.3328	-.0667
2005	2004	.0926	.05271	.185	-.0310	.2162
	2006	-.1072	.05588	.134	-.2382	.0239
2006	2004		.05674	.001	.0667	.3328
	2005	.1072	.05588	.134	-.0239	.2382

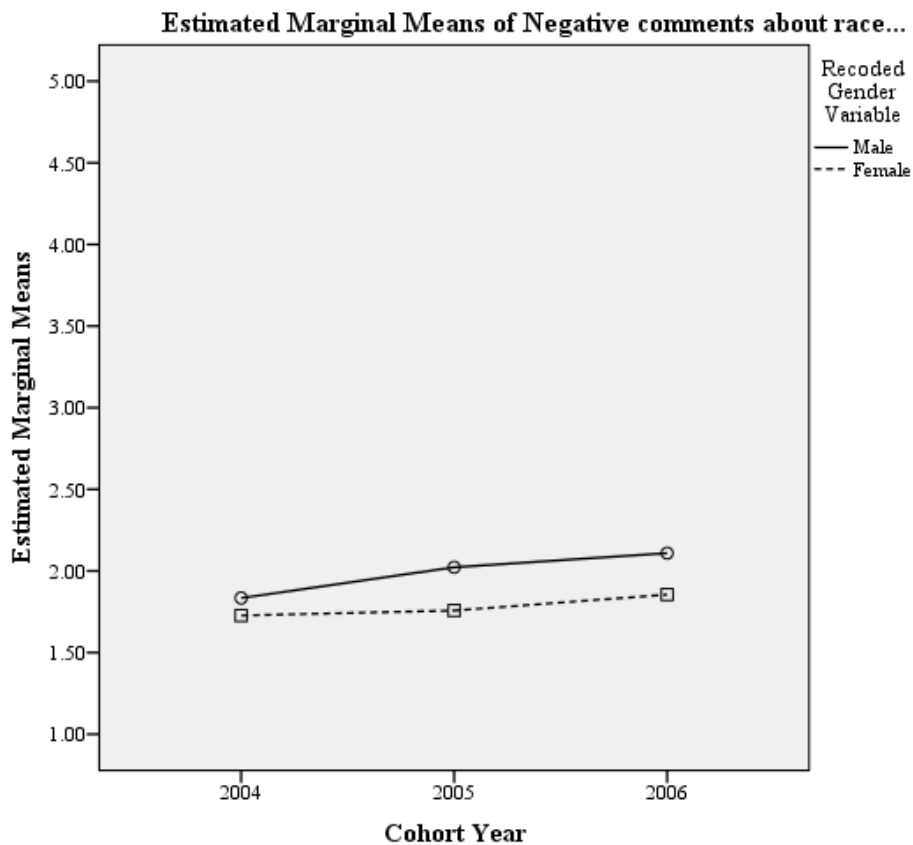
Based on observed means.

The error term is Mean Square(Error) = 1.474.

The figure on the next page displays the means for the questions asked “How often in your school *do you hear/see someone make negative comments about someone else’s race?*” The mean score for both males and females went up over the three years that the survey was given. In 2004 the mean scores were relatively close together for both males and females. In 2005 both scores went up, but there was a bigger increase amongst males. In 2006, the mean score rose again for both genders.

Figure 12

Means by Year by Gender for Negative Comments about Race



The third bullying item analyzed asked the question, *“How often in your school do you see/hear someone else make negative comments about someone else’s religion?”*

The following chart displays the mean scores by gender for the question. The mean for the males went up over the three years while it went down for the females.

Table 14

*Mean Gender by Year for Negative Comments about Religion**Descriptive Statistics*

Dependent variable: Negative comments about religion...

Recoded				
Gender				
Variable	Cohort Year	Mean	Std. Deviation	N
Male	2004	1.6816	1.10849	446
	2005	1.7694	1.15472	451
	2006	1.7792	1.17730	385
	Total	1.7418	1.14572	1282
Female	2004	1.6546	1.03813	579
	2005	1.5957	1.00698	648
	2006	1.5769	.91583	442
	Total	1.6111	.99478	1669
Total	2004	1.6663	1.06886	1025
	2005	1.6670	1.07298	1099
	2006	1.6711	1.04993	827
	Total	1.6679	1.06478	2951

The following chart shows the tests between the variables. A significant difference was found for the item that asks how often participants *see/hear someone make negative comments about someone else's race* ($p=.001$) between genders. When the variable of cohort year was analyzed there was not a significant difference between means ($p=.952$). When both variables were analyzed together there was no significance between variables ($p=.152$). Therefore gender does not seem to have an impact on the amount of negative comments that are made about religion.

Table 15

*Tests Between Subjects for Negative Comments about Religion**Tests of Between-Subjects Effects*

Dependent variable: Negative comments about religion...

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	16.642 ^a	5	3.328	2.946	.012
Intercept	8034.525	1	8034.525	7110.074	.000
GENDERr	12.904	1	12.904	11.419	.001
Cohort	.112	2	.056	.049	.952
GENDERr * Cohort	4.254	2	2.127	1.882	.152
Error	3327.909	2945	1.130		
Total	11554.000	2951			
Corrected Total	3344.551	2950			

Based on observed means.

The error term is Mean Square(Error) = 1.130.

The following chart is a comparison of variables when gender is controlled, for the question in your school *how often do you see/hear someone make negative comments about someone else's religion*. The mean difference, are not enough to show significance.

Table 16

*Controlling for Gender for Negative Comments about Religion
Multiple Comparisons*

Negative comments about religion...

Tukey HSD

(I) Cohort Year	(J) Cohort Year	Mean Differenc e (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2004	2005	-.0006	.04616	1.00	-.1089	.1076
	2006	-.0048	.04969	.995	-.1213	.1118
2005	2004	.0006	.04616	1.00	-.1076	.1089
	2006	-.0041	.04893	.996	-.1189	.1106
2006	2004	.0048	.04969	.995	-.1118	.1213
	2005	.0041	.04893	.996	-.1106	.1189

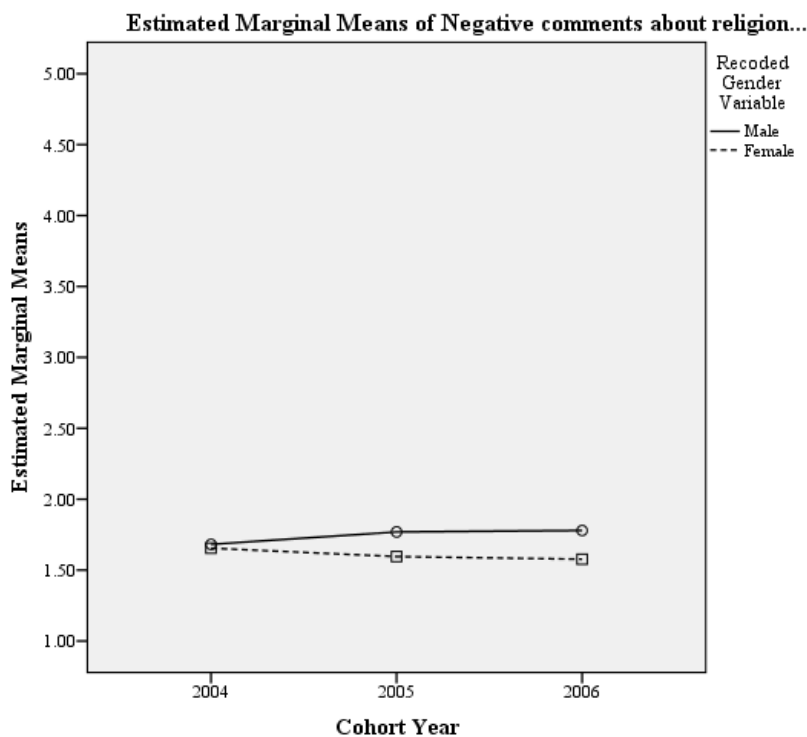
Based on observed means.

The error term is Mean Square(Error) = 1.130.

The following graph compares the mean scores for both males and females about the question, *how often in your school do you hear/see someone make negative comments about someone else's religion*. The mean scores for both males and females in 2004 are almost the same. In 2005 the mean for males goes up while for females it goes down. In 2006 the mean scores stay very close to what they were in 2005.

Figure 13

Mean by Gender by Year for Negative Comments about Religion



The fourth bullying item analyzed asked the question, “How often in your school do you *hear/see someone physically assault another person?*” The following chart shows the means for each cohort year, by gender. The mean for male goes up in 2005 and then goes down in 2006, while with the females it goes down each year.

Table 17

*Mean by Gender for Physically Assaults**Descriptive Statistics*

Dependent variable: Physically assaults...

Recoded				
Gender				
Variable	Cohort Year	Mean	Std. Deviation	N
Male	2004	2.2825	1.26704	446
	2005	2.4435	1.35426	451
	2006	2.0390	1.23577	385
	Total	2.2660	1.29862	1282
Female	2004	2.0173	1.22533	579
	2005	1.9583	1.16616	648
	2006	1.8077	1.12148	442
	Total	1.9389	1.17777	1669
Total	2004	2.1327	1.24998	1025
	2005	2.1574	1.26885	1099
	2006	1.9154	1.18100	827
	Total	2.0810	1.24215	2951

The following chart displays the results of the analysis of both cohort year as well as gender for the question, “*How often in your school to year hear/see someone physically assault another person?*” A significant difference ($p=.000$) was found when looking at the differences between how males and females answered the item. In addition there was a significance ($p=.000$) between cohort years. Finally, both variables together show significance ($p=.044$) as well. The perceptions that boys and girls have of the amount of physical assaults that were occurring varied. The perceptions of the students of the amount of the physical assaults that occurred at school seemed to decrease.

Table 18

*Test Between Subjects for Physically Assaults**Tests of Between-Subjects Effects*

Dependent variable: Physically assaults...

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	123.160 ^a	5	24.632	16.381	.000
Intercept	12506.973	1	12506.973	8317.302	.000
GENDER _r	76.540	1	76.540	50.900	.000
Cohort	38.976	2	19.488	12.960	.000
GENDER _r * Cohort	9.432	2	4.716	3.136	.044
Error	4428.484	2945	1.504		
Total	17331.000	2951			
Corrected Total	4551.644	2950			

a. R Squared = .027 (Adjusted R Squared = .025)

The following chart is for the bullying item that was asked how often in your school do you hear/see someone physically assault someone else. This chart shows the significance, but gender is controlled. The difference is seen between the years 2005 and 2006 ($p=.000$).

Table 19

Controlling for Gender for Physically Assaults

Physically Assaults...

Tukey HSD

(I) Cohort Year	(J) Cohort Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2004	2005	-.0247	.05325	.888	-.1496	.1001
	2006		.05732	.000	.0829	.3517
2005	2004	.0247	.05325	.888	-.1001	.1496
	2006	-.2173*	.05645	.000	.1097	.3744
2006	2004	-.2421*	.05732	.000	-.3517	-.0829
	2005		.05645	.000	-.3744	-.1097

Based on observed means.

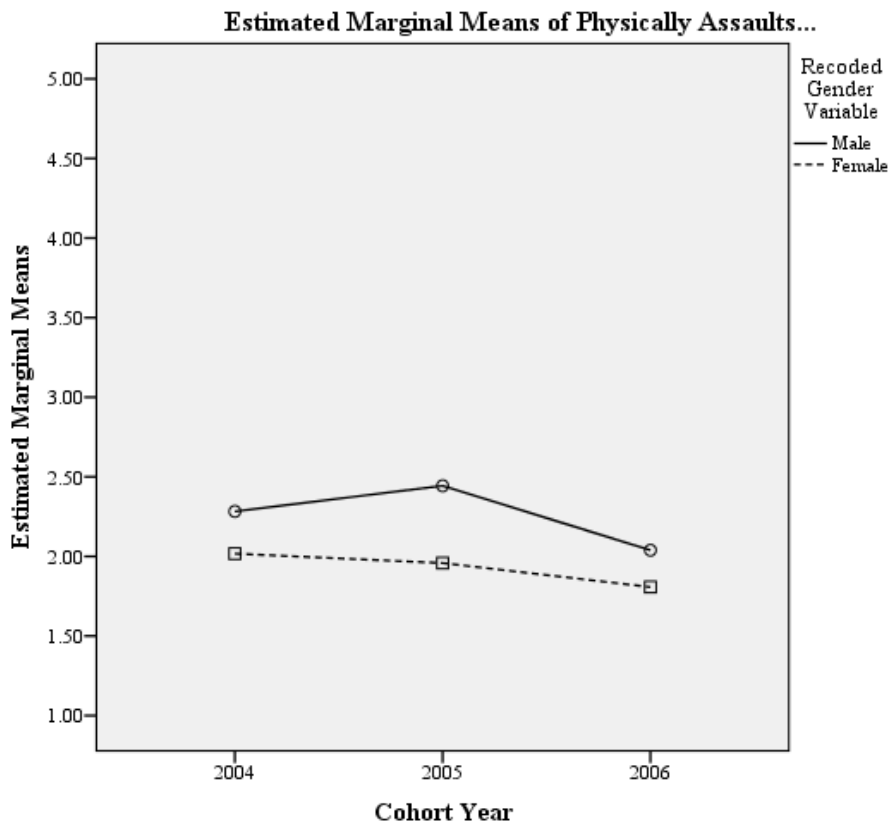
The error term is Mean Square(Error) = 1.504.

*. The mean difference is significant at the 0.05 level

The following graph displays the mean scores for both males and females for the questions asked, “*How often in your school do you hear/see someone physically assault someone else?*” The mean score for the males was slightly higher than the score for the females in 2004. In 2005 the mean score for males goes up quite a bit more than the females, while the females score goes down slightly. In 2006 scores for both males and females drop, although the males drop more.

Figure 14

Mean for Gender by Year for Physically Assaults



The following table analyzes the question that asked students if they agreed or disagreed with the following statement, “*Students in your school exclude kids who are different.*” This table shows the strict gender mean scores by years for both males and females. The score for the males went up in 2005 and back down in 2006. The mean for the females followed the same pattern as the males.

Table 20

Mean by Gender for Exclude kids that are different

Descriptive Statistics

Dependent variable: Exclude Kids that are Different...

Recoded				
Gender				
Variable	Cohort Year	Mean	Std. Deviation	N
Male	2004	1.8677	1.27658	446
	2005	2.0488	1.27447	451
	2006	1.9351	1.33012	385
	Total	1.9516	1.29341	1282
Female	2004	2.0328	1.28228	579
	2005	2.0849	1.28138	648
	2006	2.0045	1.25084	442
	Total	2.0455	1.27335	1669
Total	2004	1.9610	1.28180	1025
	2005	2.0701	1.27809	1099
	2006	1.9722	1.28803	827
	Total	2.0047	1.28273	2951

The following table shows the tests between the variables. No significant difference ($p=.060$) was found between genders for the item that asks whether participants agreed or disagreed about the statement. “In this school *students exclude kids that are different.*” When the variable of cohort year was analyzed there was not a significant difference between means ($p=.088$). When both variables were analyzed together, there was no significance between variables ($p=.500$). Therefore gender and cohort do not seem to have an impact on whether students agreed or disagreed on the statement, “In this school students exclude kids that are different.”

Table 21

Test between Subjects for Exclude Kids are Different

Tests of Between-Subjects Effects

Dependent variable: Exclude kids that are different...

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	15.736 ^a	5	3.147	1.916	.088
Intercept	11388.056	1	11388.056	6931.884	.000
GENDERr	5.819	1	5.819	3.542	.060
Cohort	7.989	2	3.994	2.431	.088
GENDERr * Cohort	2.280	2	1.140	.694	.500
Error	4838.198	2945	1.643		
Total	16714.000	2951			
Corrected Total	4853.934	2950			

a. R Squared = .003 (Adjusted R Squared = .002).

The following chart is comparing the cohort years when the gender is controlled for with the question, “In your school do you agree or disagree with the following statement: *Kids exclude other kids that are different.*” When gender is controlled, there is not a significance between cohort years.

Table 22

Controlling for Gender for Exclude Kids that are Different

Multiple Comparisons

Exclude kids that are different...

Tukey HSD

(I) Cohort Year	(J) Cohort Year	Mean Differenc e (I-J)	Std. Error	Sig.	95% Confiden ce Interval	
					Lower Bound	Upper Bound
2004	2005	-.1091	.05566	.122	-.2396	.0214
	2006	-.0112	.05991	.981	-.1517	.1293
2005	2004	.1091	.05566	.122	-.0214	.2396
	2006	.0979	.05900	.221	-.0405	.2362
2006	2004	.0112	.05991	.981	-.1293	.1517
	2005	-.0979	.05900	.221	-.2362	.0405

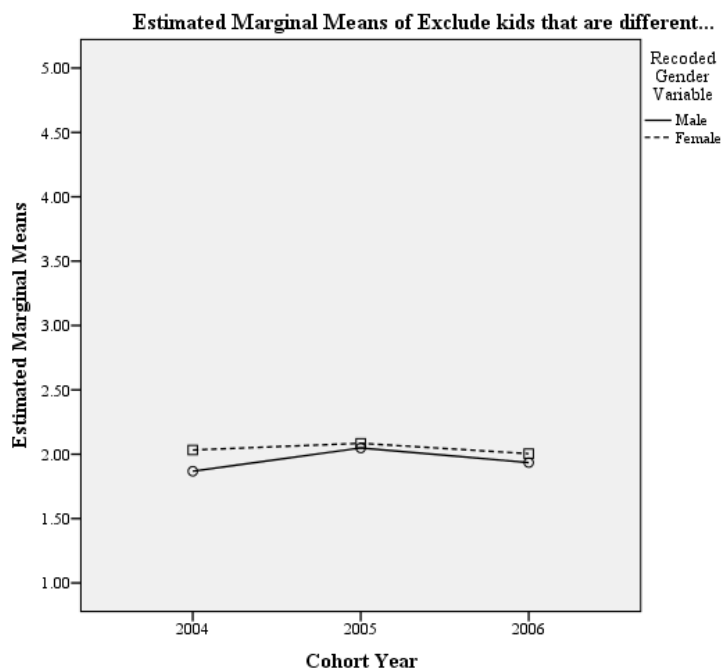
Based on observed means.

The error term is Mean Square(Error) = 1.643.

The following graph shows the mean scores for both genders over the three years that the survey was given for the question, “In your school how much do you agree or disagree with the following statement: *Students exclude kids who are different.*” In 2004 the females agreed more than the males did with this statement. In 2005 the males and females agreed with this statement almost the same amount, while in 2006, the females agreed with this statement less than they did in 2005, but still more than the males.

Figure 15

Mean for Gender by Year for Exclude Kids that are Different



The next table is related to the question that asked the students how much they agreed or disagreed with the following statement: “In your school *students make fun of ideas that are different.*” The strict gender means are displayed showing that both the male and female mean went up in 2005 and then back down in 2006.

Table 23

*Mean by Year for Make fun of Ideas that are Different**Descriptive Statistics*

Dependent variable: Make fun of ideas that are different...

Recoded				
Gender				
Variable	Cohort Year	Mean	Std. Deviation	N
Male	2004	2.9417	1.31925	446
	2005	3.0466	1.29273	451
	2006	2.9532	1.33186	385
	Total	2.9821	1.31365	1282
Female	2004	2.8670	1.28119	579
	2005	2.8920	1.29225	648
	2006	2.8054	1.30694	442
	Total	2.8604	1.29203	1669
Total	2004	2.8995	1.29778	1025
	2005	2.9554	1.29410	1099
	2006	2.8742	1.31986	827
	Total	2.9132	1.30264	2951

The following chart displays the results of the analysis of both cohort year as well as gender for the question, “In your school how much do you agree or disagree with the following statement: *Kids make fun of ideas that are different.*” A significant difference ($p=.010$) was found when looking at the differences between how males and females answered the item. In addition there was a significance ($p=.291$) between cohort years. Finally, both variables together show significance ($p=.749$). The perceptions that boys have versus girls have about this statement are different, but that is not impacted by year nor does it show enough significance when looking at cohort and gender together.

Table 24

Test between Subjects for Make fun of Ideas that are Different

Tests of Between-Subjects Effects

Dependent variable: Make fun of ideas that are different...

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	15.662 ^a	5	3.132	1.849	.100
Intercept	24342.089	1	24342.089	14365.848	.000
GENDERr	11.295	1	11.295	6.666	.010
Cohort	4.186	2	2.093	1.235	.291
GENDER * Cohort	.978	2	.489	.288	.749
Error	4990.130	2945	1.694		
Total	30051.000	2951			
Corrected Total	5005.792	2950			

a. R Squared = .003 (Adjusted R Squared = .001)

The following table is in reference to the question, “In your school how much do you agree or disagree with the following statement: *Students make fun of ideas that are different.*” This table displays the means when gender is controlled for. The means do not show significance.

Table 25

*Controlling for Gender for Make fun of Ideas that are Different**Multiple Comparisons*

Make fun of ideas that are different...

Tukey HSD

(I) Cohort Year	(J) Cohort Year	Mean Differen ce (I-J)	Std. Error	Sig.	95% Confide nce Interval	
					Lower Bound	Upper Bound
2004	2005	-.0559	.05652	.584	-.1884	.0766
	2006	.0253	.06084	.909	-.1174	.1679
2005	2004	.0559	.05652	.584	-.0766	.1884
	2006	.0812	.05992	.365	-.0593	.2217
2006	2004	-.0253	.06084	.909	-.1679	.1174
	2005	-.0812	.05992	.365	-.2217	.0593

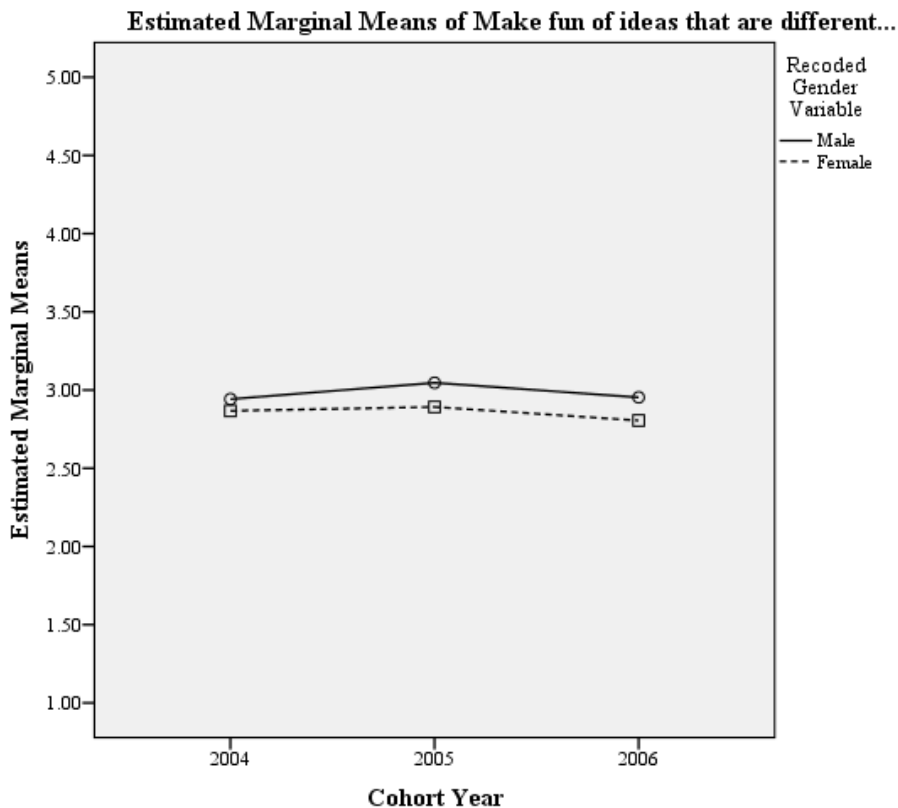
Based on observed means.

The error term is Mean Square(Error) = 1.694.

The following graph compares the male and female means by cohort year for the question, “In your school how much do you agree or disagree with the following statement: *Students make fun of ideas that are different.*” In 2004 the males and females seem to agree about the same amount with this statement. In 2005 the males agree more than they did in 2005 and more than the females. In 2006 both males and females agree less, but the males still agree more than the females.

Figure 16

Mean by Gender by Year for Make fun of Ideas that are Different



The next table is related to the question that asked the students how much did they agreed or disagreed with the following statement: “In your school *unpopular kids are picked on.*” The strict gender means are displayed showing that over the three years the female mean went down every year while the male mean went up from 2004 to 2005 and then back down in 2006.

Table 26

*Mean by Year for Unpopular Kids Picked on**Descriptive Statistics*

Dependent variable: Unpopular kids picked on...

Recoded				
Gender				
Variable	Cohort Year	Mean	Std. Deviation	N
Male	2004	3.1143	1.49544	446
	2005	3.1774	1.38067	451
	2006	3.0545	1.50334	385
	Total	3.1186	1.45823	1282
Female	2004	3.4180	1.36241	579
	2005	3.3441	1.37894	648
	2006	3.1968	1.44896	442
	Total	3.3307	1.39402	1669
Total	2004	3.2859	1.42907	1025
	2005	3.2757	1.38146	1099
	2006	3.1306	1.47534	827
	Total	3.2386	1.42592	2951

The following chart displays the results of the analysis of both cohort year as well as gender for the question, “In your school how much do you agree or disagree with the following statement: *Unpopular kids are picked on.*” There was significance ($p=.000$) when looking at the differences between how males and females answered the item. In addition there was no significance ($p=.063$) between cohort years. Finally, both variables together show that there was no significance ($p=.406$). The perceptions that boys have versus girls about this statement are different, but that is not impacted by year or shows enough significance when looking at cohort and gender together.

Table 27

*Test between Subjects for Unpopular Kids Picked on**Tests of Between-Subjects Effects*

Dependent variable: Unpopular kids picked on...

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	48.233 ^a	5	9.647	4.775	.000
Intercept	29603.049	1	29603.049	14652.712	.000
GENDERr	29.814	1	29.814	14.757	.000
Cohort	11.183	2	5.592	2.768	.063
GENDERr * Cohort	3.644	2	1.822	.902	.406
Error	5949.818	2945	2.020		
Total	36949.000	2951			
Corrected Total	5998.052	2950			

a. R Squared = .008 (Adjusted R Squared = .006)

The following table is in reference to the questions, “In your school how much do you agree or disagree with the following statement: *Unpopular kids are picked on.*” This table displays the means when gender is controlled for. The means are approaching significance ($p=.051$) when looking at the years 2004 and 2006.

Table 28

*Controlling for Gender for Unpopular Kids Picked on**Multiple Comparisons*

Unpopular kids picked on...

Tukey HSD

(I) Cohort Year	(J) Cohort Year	Mean Differen ce (I-J)	Std. Error	Sig.	95% Confide nce Interval	
					Lower Bound	Upper Bound
2004	2005	.0101	.06172	.985	-.1346	.1549
	2006	.1553	.06644	.051	-.0005	.3111
2005	2004	-.0101	.06172	.985	-.1549	.1346
	2006	.1451	.06543	.068	-.0083	.2985
2006	2004	-.1553	.06644	.051	-.3111	.0005
	2005	-.1451	.06543	.068	-.2985	.0083

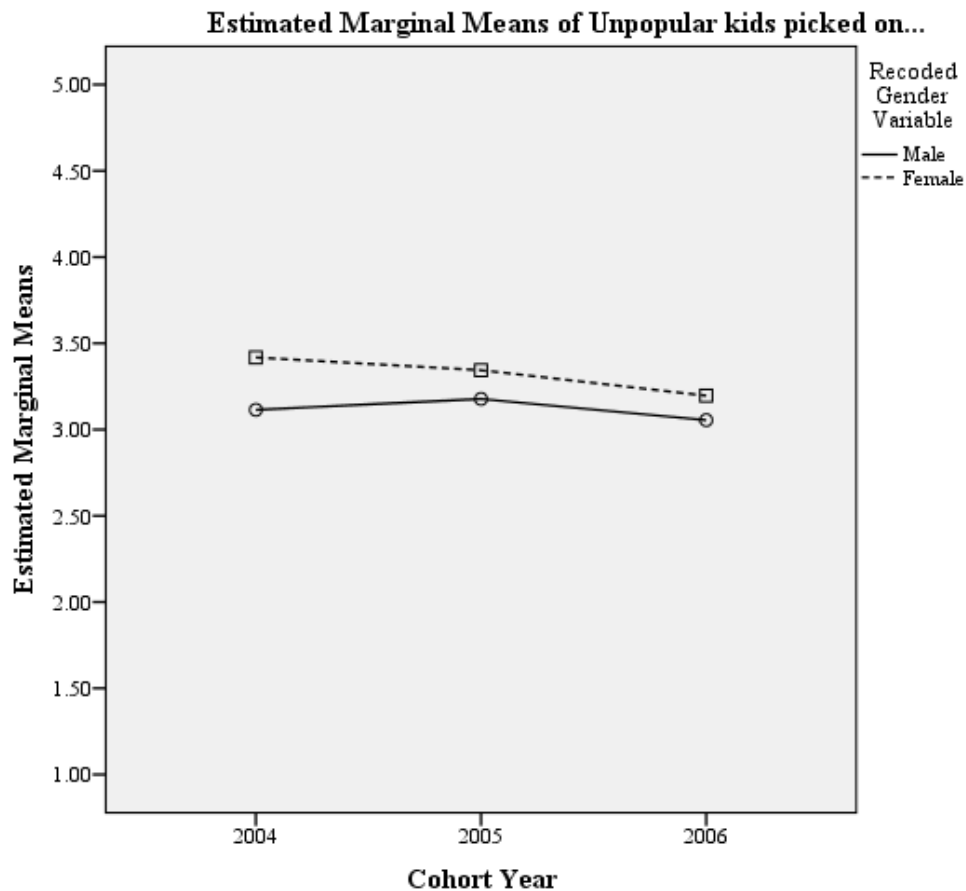
Based on observed means.

The error term is Mean Square(Error) = 2.020.

The following graph compares the male and female means by cohort year for the question, "In your school how much do you agree or disagree with the following statement: *Unpopular kids are picked on.*" In 2004 the females agreed more than the males about this statement. In 2005, the males agree more than they did in 2005 but still less than the females. In 2005 the females agreed with this statement less. In 2006 both males and females agreed less, but the females still agreed more than the males.

Figure 17

Mean by Gender by Year for Unpopular Kids Picked on



The next table is related to the question that asked the students how much they agreed or disagreed with the following statement: “In your school *students fail to step in when others are bullied.*” The strict gender means are displayed, and the male means went up from 2004 to 2005 and then back down in 2006. The female mean went down from 2004 to 2005 and then down again in 2006.

Table 29

*Means by Year for Fail to Step in When Others are Bullied**Descriptive Statistics*

Dependent variable: Fail to 'step-in' when others bullied

Recoded				
Gender				
Variable	Cohort Year	Mean	Std. Deviation	N
Male	2004	2.6233	1.29712	446
	2005	2.7118	1.23156	451
	2006	2.7013	1.28356	385
	Total	2.6778	1.26995	1282
Female	2004	2.5786	1.21209	579
	2005	2.5679	1.17746	648
	2006	2.4729	1.16659	442
	Total	2.5464	1.18687	1669
Total	2004	2.5980	1.24937	1025
	2005	2.6269	1.20149	1099
	2006	2.5792	1.22700	827
	Total	2.6035	1.22518	2951

The following chart displays the results of the analysis of both cohort year as well as gender for the question, “In your school how much do you agree or disagree with the following statement: *Students fail to step in when others are bullied.*” There was significance ($p=.002$) when looking at the differences between how males and females answered the item. In addition there was significance ($p=.002$) between cohort years. Finally, both variables together show that there is no significance ($p=.615$). The perceptions that boys have versus girls about this statement are different, but that is not impacted by year nor does it show enough significance when looking at cohort and gender together.

Table 30

Test between Subjects for Fail to Step in when Others are Bullied

Dependent variable: Fail to 'step-in' when others are bullied

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	17.868 ^a	5	3.574	2.386	.036
Intercept	19468.507	1	19468.507	13000.32	.000
GENDERr	13.814	1	13.814	9.225	.002
Cohort	1.457	2	.728	.486	.615
GENDERr * Cohort	3.869	2	1.934	1.292	.275
Error	4410.256	2945	1.498		
Total	24431.000	2951			
Corrected Total	4428.123	2950			

a. R Squared = .004 (Adjusted R Squared = .002)

The following table is in reference to the questions, “In your school how much do you agree or disagree with the following statement: *Students fail to step in when others are bullied.*” This table displays the means when gender is controlled for. The means are not displaying significance.

Table 31

Controlling for Gender for Fail to Step in when Others are Bullied

Multiple Comparisons

Tukey HSD

(I) Cohort Year	(J) Cohort Year	Mean Differenc e (I-J)	Std. Error	Sig.	95% Confiden ce Interval	
					Lower Bound	Upper Bound
2004	2005	-.0289	.05314	.850	-.1535	.0957
	2006	.0188	.05720	.942	-.1153	.1530
2005	2004	.0289	.05314	.850	-.0957	.1535
	2006	.0477	.05633	.674	-.0844	.1798
2006	2004	-.0188	.05720	.942	-.1530	.1153
	2005	-.0477	.05633	.674	-.1798	.0844

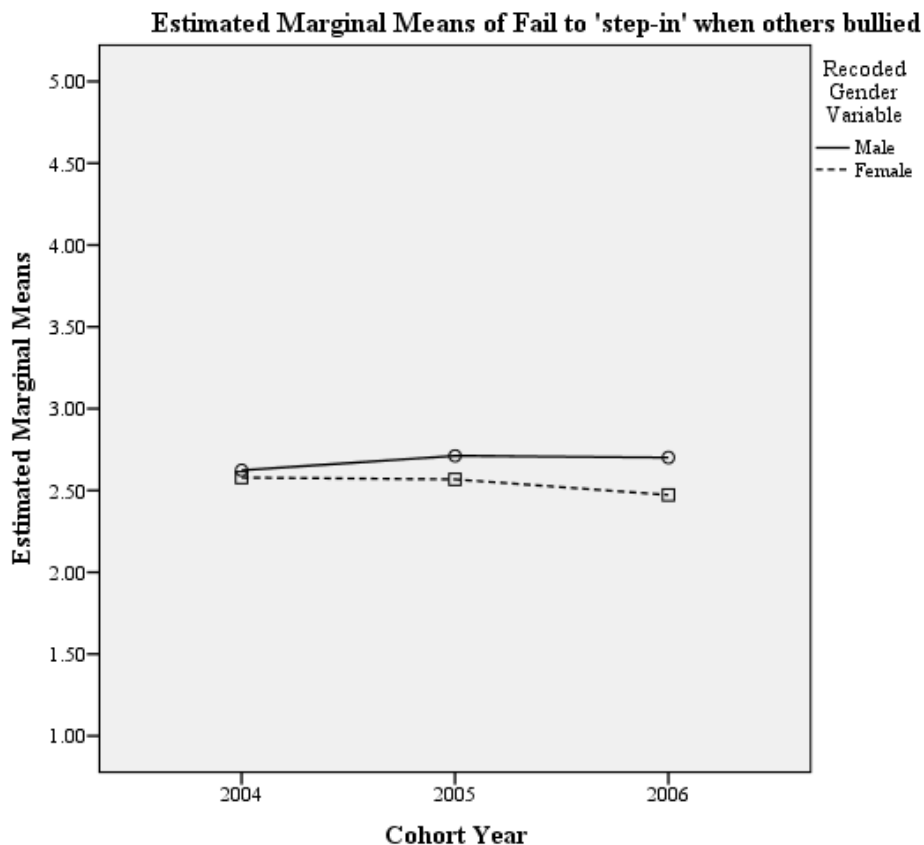
Based on observed means.

The error term is Mean Square(Error) = 1.498

The following graph compares the male and female means by cohort year for the question, “In your school how much do you agree or disagree with the following statement: *Students fail to step-in when others are bullied.*” In 2004 the females and males agreed about the same amount with this statement. In 2005, the males and females agreed more with this statement than they did in 2004 and males more than the females. In 2006 the males agreed with this statement about the same amount that they did in 2005 and more than the females. The females agreed with this statement less than they did in 2005 and less than the males.

Figure 18

Mean by Gender by Year for Fail to Step in when Others are Bullied



The next table is related to the question that asked the students how much they agreed or disagreed with the following statement: “In your school *students fail to stop rumors from being spread or gossiping.*” The strict gender means are displayed, and the male and female means went down slightly over the course of the three years that the survey was given.

Table 32

*Mean by Gender for Fail to Stop Rumor Spreading**Descriptive Statistics*

Dependent variable: Fail to stop rumor spreading

Recoded				
Gender				
Variable	Cohort Year	Mean	Std. Deviation	N
Male	2004	3.0022	1.38613	446
	2005	3.0000	1.30639	451
	2006	2.9792	1.38991	385
	Total	2.9945	1.35874	1282
Female	2004	3.0432	1.34777	579
	2005	3.0386	1.30511	648
	2006	3.0362	1.38294	442
	Total	3.0395	1.34007	1669
Total	2004	3.0254	1.36407	1025
	2005	3.0227	1.30518	1099
	2006	3.0097	1.38564	827
	Total	3.0200	1.34817	2951

The following chart displays the results of the analysis of both cohort year as well as gender for the question, “In your school how much do you agree or disagree with the following statement: *Students fail to stop rumors from spreading or gossiping.*” There was not a significance ($p=.367$) when looking at the differences between how males and females answered the item. In addition there was no significance ($p=.970$) between cohort years. Finally, both variables together show that there was no significance ($p=.988$). The perceptions that boys had versus girls about this statement analyzed over the course of the three years that the survey was given was not impacted.

Table 33

*Test between Subjects for Fail to Stop Rumor Spreading**Tests of Between-Subjects Effects*

Dependent variable: Fail to stop rumor spreading

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.612 ^a	5	.322	.177	.971
Intercept	26020.566	1	26020.566	14296.192	.000
GENDERr	1.480	1	1.480	.813	.367
Cohort	.109	2	.055	.030	.970
GENDERr * Cohort	.045	2	.022	.012	.988
Error	5360.208	2945	1.820		
Total	32276.000	2951			
Corrected Total	5361.820	2950			

a. R Squared = .000 (Adjusted R Squared = -.001)

The following table is in reference to the questions, “In your school how much do you agree or disagree with the following statement: *Students fail to stop rumors from being spread or gossiping.*” This table displays the means when gender is controlled for. The means are not displaying significance.

Table 34

*Controlling for Gender for Fail to Stop Rumor Spreading**Multiple Comparisons*

Tukey HSD

(I) Cohort Year	(J) Cohort Year	Mean Differenc e (I-J)	Std. Error	Sig.	95% Confiden ce Interval	
					Lower Bound	Upper Bound
2004	2005	.0026	.05858	.999	-.1348	.1400
	2006	.0157	.06306	.966	-.1322	.1636
2005	2004	-.0026	.05858	.999	-.1400	.1348
	2006	.0131	.06210	.976	-.1326	.1587
2006	2004	-.0157	.06306	.966	-.1636	.1322
	2005	-.0131	.06210	.976	-.1587	.1326

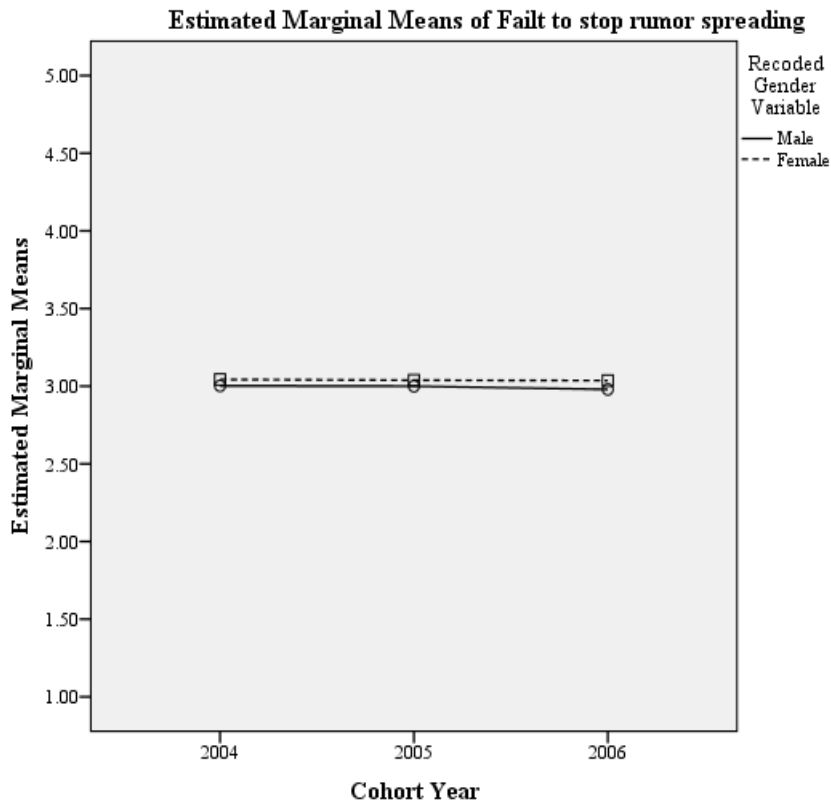
Based on observed means.

The error term is Mean Square(Error) = 1.820.

The following graph compares the male and female means by cohort year for the question, “In your school how much you agree or disagree with the following statement: *Students fail to stop rumors from being spread or gossiping.*” Over the course of the three years that the survey was given, the males and females perceptions of this statement were fairly consistent. Both genders started about at the same mean and continued almost at the same place throughout the years of data collection.

Figure 19

Mean by Year by Gender for Fail to Stop Rumor Spreading



Summary

Overall, the findings of this study showed that there were some significant results as well as non-significant. There were a total of four out of the nine items that displayed significant results when analyzing the data over time. Out of those four survey items, two had means that went down over the three years the survey was given. The first item was *“How often in your school do you see/hear someone physically assault someone else?”* Each year that the data was collected, the mean decreased. The other item that showed significance over the years of data collection was *“How much do you agree with the following statement: In your school unpopular kids are picked on?”* This was the other

item where the mean went down each year. The other seven items analyzed had non-significant results when looking at the data over time.

This researcher also analyzed the same nine survey questions according to how male and female students answered the questions. Out of the nine questions analyzed, three showed significant results with differences in how the genders answered. The first item that had significant results for gender was “*How often in your school do you see/hear someone physically assault someone else?*” The survey showed a difference between genders. This was the only survey item that showed significance over time. The second survey question that had significant results for gender was “*In your school, how often do you see/hear someone make negative comments about someone’s religion?*” The last item that had significant results for gender was “*In your school how much do you agree or disagree with the following statement: Kids make fun of ideas that are different.*” All of the other questions had non-significant results for gender.

Discussion

This chapter contains a brief summary of the study and highlights the conclusions drawn from the data present in Chapter 4.

The purpose of this study was to determine if the use of the *Character Counts!* curriculum had an impact on the students' perceptions of bullying and bullying behaviors.

Research Questions:

1. Did the students' perceptions of the amount of bullying that was occurring change over time as a result of their exposure to the *Character Counts!* curriculum?
2. Was there a difference between the perceptions that boys and girls had of the amount of bullying occurring over time as a result of their exposure to the *Character Counts!* curriculum?

One of the goals of character education is to give students the foundation they need to make good choices to avoid participation in bullying. The use of an effective character education program may give students and staff the tools they need to help create a positive environment in and around the school. Because research shows that there is a difference between the ways most boys and girls bully, this study included a research question focused on gender. Boys are more likely to be more overt and bully physically and verbally, while girls tend to show more relational aggression and socially isolate their victims. "Several researchers have found that boys are more involved in bullying than girls, both as bullies and victims. However, although boys engage in more physical aggression and bullying, the sex difference is less pronounced for verbal

bullying and is sometimes the reverse for indirect bullying” (Friesen, Jonnson, & Person, 2007, p. 749).

A survey was given to see if *Character Counts!* was impacting students in a school district. The study selected items from a larger district-wide instrument to investigate student perceptions of bullying behavior. The students had been exposed to *Character Counts!* for five years. Participants in this study were students in fourth and seventh grade who were surveyed once a year for a three-year period. The survey results were analyzed to look for trends amongst the student population of the fourth and seventh grades.

This researcher used an ex post facto design to analyze specific questions from the survey that were related to bullying and bullying behaviors. If there is a significant difference in the mean of the cohorts, it will be negatively related to the passage of time—so the later the year, the lower the mean bullying score should be. Connecting the amount of exposure to *Character Counts!* would impact the perceptions that the students have about the amount of bullying that is occurring. In addition the mean scores for boys and girls were analyzed looking for trends that distinguished differences amongst the genders. Research showed that boys typically engage in direct bullying while girls tend to indirectly bully.

Overall this study produced few statistically significant results; however, there are some trends that were observed by this researcher. This researcher found that there were some bullying behaviors that seemed to be impacted by *Character Counts!* over time. There were three different cohorts of students that answered the questions on the survey. This researcher examined the survey results that were specifically related to the topic.

There were a total of nine bullying items analyzed. Out of those nine, there were four that showed significance in the mean over the three years that the survey was given. Out of those four, there were two questions for which the trends of the mean decreased each year. The first question where the mean decreased was, "*How often in your school do you hear/see someone physically assault someone else?*" In 2004 the mean was 2.13. It went slightly up to 2.16 in 2005 and then down in 2006 to 1.92. This implies that the fourth- and seventh-grade students perceived that there were less physical assaults occurring.

The other question that showed a decline in the mean over the three years was, "*How much do you agree with the following statement: in your school unpopular kids are picked on?*" The mean in 2004 was 3.29; it went down to 3.28 in 2005 and decreased further to 3.13 in 2006. Out of all nine questions, those were the only two where the mean went down consistently over the three years.

There were three bullying items that showed significance when analyzing the gender mean. However only one item also seemed to show significance when analyzed by year: "*How often in your school do you hear/see someone physically assault someone else?*" The significance ($p=.044$) shows that there was a difference between males and females surveyed and their perceptions of the amount of physical assaults that were occurring. The females perceived that there were fewer physical assaults occurring than the males, and this finding is consistent with the idea that males are in general more physical when it comes to bullying than females. Females are more likely to be involved with bullying that is less physical; therefore they are most likely less exposed to the physical aspect of bullying.

Another bullying item that showed a significant difference between males and females was the item that asked, “*In your school how often do you see/hear someone make negative comments about someone’s religion?*” The significance for gender ($p=0.01$) shows that the answer to the question may have been impacted by gender. There were more males than females that perceived a higher number of incidents of students making negative comments about someone else’s religion. This researcher believes that it is possible that these comments are the type of things that might be said on an athletic field or in a locker room, where there typically are more male participants.

The final question that showed significance was “*In your school how much do you agree with the following statement: kids make fun of ideas that are different?*” The significance for gender ($p=0.01$) shows that there was a difference between the answers that the males and females gave for this question. Males reported that they agreed with this statement more than females did. This researcher felt that while there was a difference in some of the responses by gender, gender did have somewhat of an impact, just not to the extent as originally anticipated when the hypothesis was developed.

In order to understand the results of this study, this researcher thinks that it is important to consider many things. “Student reports of the frequency of being bullied may increase as a result of gaining a better understanding of the nature of bullying” (Beran & Shapiro, 2005, p. 704). Research shows that once students understand what bullying is, they are much more likely to report it. The survey was given only once during the school year. It is possible that when the students were filling out the surveys, the amount of bullying that had been occurring was somewhat less. That does not mean that there was a change in the amount of bullying occurring-just that at that time less was

observed or perceived. In addition, many of the topics covered in this survey and specifically with the bullying items analyzed are sensitive topics. Students often do not want to report when bullying is occurring whether it is to themselves or another student. The fact that this survey was done anonymously did create a situation in which students were more likely to be able to be more honest and forthcoming.

When the survey was administered *Character Counts!* had been used in the district for four years. This researcher intended the study to be a snapshot in time of what was occurring. This data is a subset of a much larger study that was conducted by the district to examine if the program was working. The Oakwood School District analyzed the data that was received from this survey as well. The question that drove the need for this survey initially by them was: Is *Character Counts!* working? The district was satisfied with results of the survey and felt that the curriculum was having an impact. They found that the overall responses were stable over the three years that the survey was given. They continued to use the curriculum for many years after the survey was given and are still using parts of it today (M. Barbini, personal communications, December 1, 2011).

Summary

Overall there were some bullying behaviors that were impacted by the *Character Counts!* curriculum. The trends over the three years that the survey was given displayed that there was a perceived decrease in the amount of physical and verbal assaults. It is important to note that the mean for physical assaults did go up slightly and then back down in the end. In addition the students' perceptions were that students who were considered unpopular were getting picked on less. Both of these statements were based

on the students' responses to the survey that was given. Each year that the survey was given the mean for the aforementioned topics decreased which lead this researcher to believe that the behaviors were happening less.

In addition there were three survey items where there was a difference between the answers that were given by the boys and girls. The girls perceived less physical and verbal assaults occurring than males. The males perceived that there were more negative comments being made about someone else's religion than females. The statement that kids make fun of ideas that are different was agreed with more by the males than females. The results from this study also lead this researcher to believe that there is a difference between the perceptions of males and females.

Recommendations for Further Research

Character Counts! might have had an impact on the amount of bullying that was occurring. The impact measured in this study was not enough to really know for certain if there was a change in bullying behaviors. *Character Counts!* does some things well. It provides a common vocabulary for students, teachers, families, and communities to discuss how values such as these impact students functioning in a social environment. However the ambiguity in some of the data related specifically to bullying leads this researcher to believe that there would be a need to do this survey or other surveys again.

Considering that from this survey there were only some bullying behaviors that showed significance, there are some recommendations to consider for possible further research to see what works to alter student knowledge and perceptions of bullying. In 2003, the National Center for Educational Statistics reported that seven percent of the 12 to 18-year-old students surveyed reported being bullied in the last six months. In 2009

that same center reported that 28% of 12-to18- year old students surveyed reported being bullied. The fact that the percentage of students who report being bullied has increased leads this researcher to believe that there are many more opportunities for research on this topic. One direction that researchers could possibly take is to continue to give this survey over a longer period of time. Looking for trends over several years could offer more information about what bullying behaviors are occurring.

Since this survey was given in 2004, 2005, and 2006, there have been a number of research projects that evaluate the effectiveness of different anti-bullying programs. Farrington and Ttofi (2010) evaluated the effectiveness of a number of different anti-bullying programs and their effectiveness and published a report that analyzed the results. In 2005, Beran and Shapiro did a study that evaluated the effectiveness of the anti-bullying program “Project Ploughshares Puppets for Peace.” This study looked carefully at whether the exposure to this curriculum helped students to manage bullying better. Beran and Shapiro concluded from their research “students seem to feel empowered and confident when using anti-bullying strategies when they discussed these strategies with the use of puppets” (Beran & Shapiro, 2005, p. 715). This enforces the idea that there are many ways to for schools to approach teaching anti-bullying strategies. One of these ways is through character education activities, which are part of a larger effort to infuse value-based discussions into the school curriculum.

Character education is no longer something that is an add-on in schools: it is mandated in some form by most states and the federal government. Conversations and activities about bullying can be a feature of such a curriculum. Bullying is a topic that is mentioned multiple times a week on national news. When this researcher started this

project, the issues surrounding bullying were apparent, and there was discussion amongst educators and people who dealt with school-age students. The conversation about bullying and its effect on children in social situations has increased in current years. Currently, it is a topic that has reached near crisis perspective as schools and communities grapple with the effects of bullying on individuals. This researcher has spent many hours discussing and debating the topic of bullying and ways to inform and curb this anti-social behavior. A couple of years ago this would not have happened, so there is a critical need for continued research using survey data such as the ones utilized in this study and other research approaches.

For students reporting on themselves can skew perceptions. While this can be the case, arguments have been made that support the use of self-reporting when done correctly. “When employed within a sensible design, self-reports often represent a valuable and valid measurement strategy” (Howard, 1994, p. 403) Swearer et al. (2010) discuss the importance of using multiple sources besides self-reporting when studying bullying. According to Felix et al (2011) self-reports are an important resource to help assess how prevalent bully victimization is. Using discipline reports as a way to monitor bullying would be another option for studying bullying in a district. This would take some of the self-reflecting out and focus specifically on the number of incidents.

Since this researcher started this study in 2002 the world has changed significantly. There have been many laws passed that include requiring a social/emotional learning component in all schools in the state of Illinois. When the survey was given, this was not the case. In addition there has been legislation that deals directly with bullying and how schools approach preventing it. The last thing that is now a true concern for

schools is cyber-bullying. When this researcher started this study, it was not even a term that was regularly used in schools. In addition there have been sweeping changes made to the *Character Counts!* curriculum that address the aforementioned topics. If a researcher were to do more research in this field, it would be important to consider using a focused bullying survey that could address some of the unanswered questions from this study.

Implications for the Field

The field of character education has changed to reflect the needs of schools today. In addition, the need to help students who are bullied has changed as well. While the results of this study were predominantly non-significant, they are still important. Significant results were the following: 1) over time less physical assaults occurred, and 2) unpopular kids were picked on less. In regards to gender, boys perceived that the following things were happening more frequently than girls: 1) physical assaults, 2) more negative comments being made about someone else's religion, and 3) the statement that kids make fun of ideas that are different. In order to know what is working, it is important to recognize what may not be working. Educators should recognize that this study is more of a jumping-off point. Knowing what is not working well can help guide a district to reevaluate the programs in place. This snapshot in time gives some preliminary information about students' perceptions of bullying. Additional studies that include the revised *Character Counts!* curriculum may yield more information can inform school leaders on curricular interventions that may be useful in addressing this important social issue.

There is a true demand for quality programs that offer the guidance that students, staff, parents, and administrators need. Implementing curriculum that wraps around the schools and community is another recommendation being made by this researcher. In addition the impact of bullying is widespread and significant. The use of character education programs to help prevent bullying continues to be an area that will need to be developed and reexamined. Creating ways for students to effectively deal with bullying is imperative. There is not one program that works best for all students and communities. School districts have a responsibility to find a curriculum that is appropriate and evaluate it frequently. Current studies have targeted some of the things that help to make an intervention effective, including parent participation, improved supervision on the playground, and strict disciplinary measures (Ttofti & Farrington, 2010). There is a need for schools to continue to monitor the behaviors of bullies, the bullied, and by-standers. Bullies and bullying behavior is not going away, and finding more effective ways for schools to deal with it will make all the difference. Once the programs are implemented, the program effectiveness must be studied as well.

References

- Allen, Kathleen. (2010). A bullying intervention system: reducing risk and creating support for aggressive students. *Preventing School Failure, 54* (3). 199-209.
- Anderson, Tara, and Strum, Bill. (2007). Cyberbullying from playground to computer. *Young Adult Library Series, 24-27*.
- Beaty, Lee A., and Alexeyev, Erick B. (2008). The problem of school bullies: What the research tells us. *Adolescence, (43)*, No. 169, *Spring*. 1-11.
- Beran, Tanya, and Shapiro, Bonnie. (2005). Evaluation of an anti-bullying program: Student reports of knowledge and confidence to manage bullying. *Canadian Journal of Education, (28) No. 4*. 700-717.
- Besag, V.E. (1989). *Bullies and victims in schools*. Milton Keynes. UK: Open University Press.
- Brannon, Diana (2008). Character education: It's a joint responsibility. *Kappa Delta Pi Record, Winter(44)*. 62-65.
- Catalano, R., Smith, PK, Morita, Y, Junger, Tas-J, Olweus, D., Slee, P. (Eds). (1999). Sweden. *In The Nature of School Bullying: A Cross-National Perspective* Routledge: London and New York.
- Cohen-Posey K. (1995) *How to handle bullies, teasers and other meanies*. Highland City, FL: Rainbow Books.
- Coloroso, Barbara. (2003). *The bully, the bullied, and the bystander*. New York: Harper Collins Publishers.
- Colvin, Kristy. (2006). Bullying in the schools-A new perspective. *The Exceptional Parent, 36* no. 9. 48-51.

- Craig, W. (1998). The relationship among bully victimization, depression, anxiety, and aggression in elementary school children. *Personality and Individual Differences*, 24, 123-130.
- Craig W.M., & Pepler, D.J. (2003). Identifying and targeting risk for involvement in bullying and victimization. *Canadian Journal of Psychiatry-Revue Canadienne de Psychiatrie*, 48, 577-582.
- Crick, Nicki R., and Leff, Stephen S.(2010). Interventions for relational aggression: Innovative programming and next steps in research and practice. *School Psychology Review: Volume 39*, No. 4, 504-507.
- Dinkes, R., Cataldi, E.F., Kena, G., and Baum, K. (2006). Indicators of School Crime and Safety: 2006 (NCES 2007-003/NCJ 214262). U.S. Departments of Education and Justice. Washington, DC; U.S. Government Printing Office.
- Dinkes, R., Kemp, J., & Baum, K. (2009). Indicators of School Crime and Safety: 2008 (NCES 2009-022/NCJ 226343). Washington, DC: National Center for Educational Statistics, Institute of Sciences, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Retrieved January 16, 2011, from <http://nces.ed.gov> .
- Elias, Maurice. (2010). Character Education: Better students better people. *NJEA Review*, 47-49.
- Farrington, D. (1993). Understanding and preventing bullying. *Crime and Justice: A Review of Research*, Tonry M (ed.) Vol. 17. University of Chicago Press: Chicago; 381-458.

- Felix, Erika D., Sharkey, Jill D., Green, Jennifer Grief, Furlong, Michael J., and Tanigawa, Diane (2011). Getting precise and pragmatic about the assessment of bullying: the development of the *California Bullying Victimization Scale*. *Aggressive Behavior, Volume 37*. 234-247.
- Fonagy, P., Twemlow, S.W., Vernberg, E., Sacco, F.C., & Little, T.D. (2005) Creating a peaceful school learning environment: The impact of an anti-bullying program on educational attainment in elementary schools. *Medical Science Monitor, 11*, 317-325.
- Fried, S., & Fried, P. (1996). *Bullies and victims*. New York: M. Evans & Co.
- Frisen, Ann, Jonnson, Anna-karin & Persson, Camilla. (2007). Adolescents' perception of bullying: who is the victim? who is the bully? what can be done to stop bullying? *Adolescence, Volume 42* No. 168, Winter. 749-761.
- Furlong, Michael J., Felix, Erika D., Sharkey, Jill D., & Larson, Jim. (2005). Preventing school violence : a plan for safe and engaging schools. *Principal Leadership, 6* vol. 1. 11-15.
- Goldstein, S. E., Young, A. & Boyd, C. (2008). Relational aggression at school: Associations with school safety and school climate. *Youth Adolescence, (37)6*, 641-654.
- Gottfredson, D.C., Gottfredson, G. & Hybl, L. (1993). Managing adolescent behavior: a multiyear, multi-school study. *American Educational Research Journal, 30*. 179-215.

- Heydenberk, Warren, and Heydenberk, Roberta (2007). More than manners: conflict resolution in primary level classrooms. *Early Childhood Education Journal*, Volume 35 No. 2. 119-126.
- Howard, George S.. (1994). Why do people say nasty things about self-reports?. *Journal of Organizational Behavior*, Volume 15. 399-404.
- Huesmann, L.R., Moise-Titus, J., Podolski, C.L., & Eron, L.D. (2003). Longitudinal relations between children's exposure to TV violence and their aggressive and violent behavior in young adulthood, 1977-1992. *Developmental Psychology*, 39, 201-221.
- Kowalski, R.M. & Limber, S.P. (2007). Electronic bullying among middle school students. *Journal of Adolescent Health*, 41(6, Supplement), S22-S30.
- Kyriakides, L., Kaloyirou, C., & Lindsay, G. (2006). An analysis of the revised Olweus bully/victim questionnaire using the Rasch measurement model. *British Journal of Educational Psychology*, 76. 781-801.
- Lawrence, Gloria, and Adams, Frank D. (2006). For every bully there is a victim. *American Secondary Education*, 35, no.1, 66-71
- Lodge, J, and Frydenberg, E. (2005). The role of peer bystanders in school bullying: positive steps toward promoting peaceful schools. *Theory into Practice*, 44 no. 4, 329-336.
- Merrell, K.W., Gueldner, B.A., Ross, S.W. & Isava, D.M. (2008). How effective are school bullying intervention programs? A meta-analysis of intervention research. *School Psychology Quarterly*, 23(1), 26-42.

- Nansel, T.R., Overpeck, M., Pilla, R.S., Ruan, W. J., Simons-Morton, B., & Scheit, P. (2001). Bullying Behaviors among US youth. *Journal of the American Medical Association*, 285 no. 16, 2094-2100.
- Olweus, Dan. (1993). *Bullying at school*. Oxford and Cambridge, Massachusettes: Blackwell Publishers.
- Olweus, Dan (2003). A profile of bullying. *Educational Leadership*, March, 2003, 12-17.
- Pepler, D.J. & Craig, W.M. (2000). Making a difference in bullying. La Marsh Research Report # 60. Toronto: York University. Retrieved January 15, 2011, from http://psycserver.psyc.queensu.ca/craigw/Craig_Pepler_2000_REPORT_Making_a_Difference_n_Bullying.pdf
- Phillips, Debby A. (2007). Pinking and bullying strategies in the middle school, high school, and beyond. *Journal of Interpersonal Violence*, 22 no. 2, 158-178.
- Rigby, Ken. (1998). The relationship between reported health and involvement in bully/victim problems among male and female secondary students. *Journal of Health Psychology*, 3. 465-476.
- Rigby, Ken. (2002). *New perspectives on bullying*. London and Phildelphia, PA: Jessica Kingsley Publishers.
- Rigby, Ken. (2003) Prospects of adolescent students collaborating with teacher in addressing issues of bullying and conflict in schools. *Educational Psychology*, 32, 536-546.
- Ritter, J. (2002). AMA puts doctors on the lookout for bullying. *Chicago Sun Times*, June 20. 3-4.

- Salmivalli, Christina, Kaukiainen, Ari, and Voeten, Marinus. (2005). Anti-bullying intervention: implementation and outcome. *British Journal of Educational Psychology, 75*, 465-487.
- Scarpaci, Richard T. (2006). Bullying effective strategies for its prevention. *Kappa Delta Pi Record, Summer*, 170-174.
- Shariff, Shaheen. (2005). Cyber-dilemmas in the new millennium: school obligations to provide student safety in a virtual school environment. *McGill Journal of Education, 40*, 467-487.
- Shryock, Kathleen Wilson. (2010). Pillars for society. *Leadership for Student Activities, February*. 8-12.
- Smith, David, Cousins, J. Bradley, and Stewart, Rebecca. (2005). Antibullying interventions in schools: ingredients of effective programs. *Canadian Journal of Education, Vol. 28. Issue 4*. 739-762.
- Smith, Peter K.. (2000). Bullying and harassment in schools and the rights of children. *Children & Society, 14*. 294-303.
- Solberg, ME, & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggressive Behavior Volume 29*. 239-268.
- Soukhanov, A. (Ed.). (1999). Encarta world English Dictionary. London:St. Martin's Press.
- Strom, Paris S., & Strom, Robert D. (2005). When teens turn cyberbullies. *Education Digest, 71*. 35-41.

Swearer, Susan M., Espelage, Dorothy L., Vaillancourt, Tracy, and Hymel, Shelly (2010).

What can be done about school bullying? Linking research to educational practice. *Educational Researcher*, Vol. 39, No. 1. 38-47.

Ttofti, Maria M., and Farrington, David P. (2010). Effectiveness of school-based programs to reduce bullying: a systematic and meta-analytic review. *Springer Science and Business Media*. 27-56.

Tuckman, Bruce W. (1999). *Conducting educational research*. New York: Harcourt Brace College Publishers.

U.S. Constitutional Amendments Title IX, Sections 1681-1688

Van der Wal, Marcel F., de Wit, Cess A.M., & Hirasing, Remy A. (2003). Psychosocial health among young victims and offenders of direct and indirect bullying. *Pediatrics*, Vol. 111 No. 6, 1312-1317.

Viadero, Debra (2003). Tormentors. *Education Week*, Jan. 15, 24.

Webb, Patrick (2006). Beliefs and bullying: Factors associated with peer victimization among youth. ERIC Clearinghouse no. ED493749

Wolfsberg, Jeffrey S. (2006). Students safety from cyberbullies in chat rooms and in instant messaging. *Education Digest Ann Arbor*, 72. 33-38

www.aclu-il.org

www.charactercounts.org

www.secretservice.gov

Yoneyama, Shoko & Rigby, Ken. (2006). Bully/victim students & classroom climate. *Youth Studies Australia*, 25 no. 3. 34-41.

APPENDIX A
(Illinois District Report Card)

Student Demographics & Characteristics - Race/Ethnicity							
	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
DISTRICT	1999	82.6	2.2	12.8	2.4	0.1	-
	2000	82.5	2.4	13	2	0	-
	2001	82	1.9	13.7	2.3	0	-
	2002	82.1	2.4	13.7	1.8	0	-
	2003	81.3	2.3	14.7	1.7	0	-
	2004	81.1	2	15.2	1.7	0	-
	2005	80.3	1.7	15.9	1.9	0	0.2
	2006	79.3	1.6	16.7	1.9	0	0.5
	2007	78.6	1.2	17.2	2	0	1
	2008	76.7	0.9	19.2	1.8	0	1.4
	2009	75.8	1.7	18.6	1.9	0	2
	2010	74.6	2.2	18.8	1.9	0	2.5
2011	72.5	1.9	21.2	1.8	0.3	2.2	

APPENDIX B

(Active Consent Letter)

*Active consent***[On school letterhead]**Date **(insert date)**

Dear Parent/Guardian,

Your child's class has been randomly selected to participate in a countywide student survey, "*A Global Portrait of Social and Moral Health for Youth*." The purpose of the survey is to gather data to assist in planning and evaluating important character development programs locally and throughout DuPage County. In addition, you and the other parents of the students in the class will be sent a parallel version of the survey for you to complete. The data will be compiled and presented to local character coalitions for their use in program assessment and planning and for additional community and school staff educational follow-up sessions.

The survey is entirely anonymous and voluntary. Neither students nor parents will put their names or identifying information on the survey. We are hoping that all students in the class, and you, the student's parent or guardian, will participate to give the most valid results, but your child will participate only if you and your child agree to do so. Teachers will assign a non-punitive, alternate activity for those students not participating. Please sign and return the form below to the school office by **(insert date)** to indicate whether your child will participate in the survey.

A blank copy of the survey is available for your inspection at the school office. If you have any questions about the survey, call me **(school contact person)** at **(insert phone number)**.

This survey is a project of the Healthy DuPage Character Development Coalition and is funded in part by a U.S. Department of Education Character Education grant to the DuPage Regional Office of Education. To ensure that all federal regulations regarding surveys of students have been met, the survey procedures have been reviewed and certified by an independent Institutional Review Board, as required by law.

My child, _____
(student's name)

may may not

participate in the Healthy DuPage Character Development "*Global Portraits*" Survey.

Parent/Guardian Signature _____

Date _____

APPENDIX B (continued)

(Active consent letter in Spanish)

*Consentimiento pasivo***(On School Letterhead)**Fecha **(insert date)**

Estimado padre o tutor,

El grupo de su hijo(a) ha sido seleccionado para participar en una encuesta estudiantil de todo el condado, "Un Retrato Global de la Salud Social y Moral para Jóvenes." El propósito de la encuesta es recopilar información para ayudar a planear y evaluar importantes programas de desarrollo de carácter a nivel local y por todo el condado de DuPage. Además, usted y otros padres de estudiantes en el grupo recibirán una versión paralela de la encuesta para que la llenen. La información será recopilada y presentada a las coaliciones de carácter locales para su uso en evaluaciones y planeación de programas y para sesiones adicionales de continuidad para el personal docente y la comunidad.

La encuesta es totalmente anónima y voluntaria. Ni los estudiantes ni los padres de familia deben poner sus nombres ni información que los identifique en la encuesta. Esperamos que todos los estudiantes del grupo, y usted, el padre o tutor, participen para poder dar los resultados más válidos, pero su hijo(a) solo participará si usted y él o ella están de acuerdo. Los maestros asignarán una actividad alterna para aquellos estudiantes que no participen. Favor de firmar y devolver la forma adjunta a la dirección de la escuela antes del **(insert date)** si usted desea que su hijo(a) sea excluido de participar.

Una copia en blanco de la encuesta estará disponible para que la revise en la dirección de la escuela. Si tiene usted alguna pregunta acerca de la encuesta, por favor llámeme **(school contact person)** al **(insert phone number)**.

Esta encuesta es un proyecto de la Coalición para el Desarrollo de Carácter de un DuPage Sano y recibe fondos en parte de una donación de la Educación del Carácter del Departamento de Educación de E. U. para la Oficina de Educación Regional del condado de DuPage. Para garantizar que todas las normas federales en relación a encuestas estudiantiles sean cubiertas, los procedimientos de la encuesta han sido revisados y certificados por una Directiva Institucional de Revisión independiente, como lo requiere la ley.

Favor de excluir a mi hijo(a) _____, de la encuesta
(nombre del estudiante)

del Desarrollo de Carácter para un DuPage Sano "Retratos Globales."

Firma del padre o tutor _____

Fecha _____

APPENDIX C

(Survey used for youth)

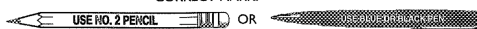
**A Global Portrait of
Social & Character Development
for Youth**

Created for Highland Park by Matthew L. Davidson, Ph.D. & Vladimir T. Khmelkov, Ph.D.

Section I.

Below are descriptions of different kids.
Please indicate how much these kids are like you.

CORRECT MARK: ●



These people...	Not like me at all	Mostly not like me	Somewhat like me	Mostly like me	Exactly like me
1. ...feel badly when others are in pain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ...feel responsible for helping those in need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ...try to be nice even to those who are not their friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ...can forgive those who hurt them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ...never talk disrespectfully about teachers to other kids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. ...believe it's important that everyone has a fair chance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. ...sometimes cheat to win or get ahead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. ...are respectful to others even if they do not agree with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. ...would give up watching their favorite TV show to study for a test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. ...keep working to achieve difficult goals they care about	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. ...can be counted on to do their part for any group they are members of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. ...do what they think is right even if others disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section II.

(A) In the left-hand column, please indicate how often you see (hear) the following happen in your school.

(B) In the right-hand column, please indicate how often you see (hear) the following in your home town/community

(A) In Your School

(B) In Your Home Town/Community

Write school name _____ Write community name _____

Practically never	A few times a year	A few times a month	A few times a week	Practically every day		Practically never	A few times a year	A few times a month	Practically every day
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. ... someone teases or bullies another person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. ... someone makes negative comments about someone's race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. ... someone makes negative comments about someone's religious beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. ... someone drinks alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. ... someone smokes cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. ... someone uses illegal drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. ... someone disrespects public property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. ... someone physically assaults another person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. ... someone swears or uses inappropriate language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. ... someone steals from another person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C (continued)

Section IV.

Please indicate how often the following happened to you over the last year

	Practically never	A few times a year	A few times a month	Practically every day
1. I talked about moral values (such as honesty, respect, or responsibility) with a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. An adult told me about the importance of good character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I read a story that made me think about issues relating to good character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I was held accountable for my actions by an adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I worked together with other students to solve a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I participated in some extra-curricular activity in my school (such as an arts or music club, a sport team, student council)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I saw an ad (bulletin board, commercial, mural, etc.) that made me think about my values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. An adult talked to me about the importance of character in their life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I was praised for giving my best effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I read a story that made me admire the good character of a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My friends stopped me from doing something bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I talked about character values with a parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. An adult listened carefully to my explanation of why I disagreed with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I considered different points of view when making a decision about an issue or dilemma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I saw a movie that made me admire the good character of a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I thought about how my parent, teacher, or coach would act before making an important decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I helped another student choose between doing what was right and what was wrong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I had a leadership role in my classroom, school, or in an extracurricular activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I talked with an adult about the moral issues in a recent news story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I participated in some group or activity outside the school in my community/home town (such as Boy/Girl Scouts, sport team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Before setting up rules, an adult asked for my input or opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I participated in a service project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONTINUE ON NEXT PAGE.

Appendix C (continued)

SECTION V: Demographics

1. What school do you attend?

School code

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

2. What is your grade in school?

4

5

6

7

8

9

10

11

12

3. Not counting this year, how many years have you attended this school?

0

1

2

3

4

5

6

7

8

9

4. What is your gender?

Male

Female

5. What is your race/ethnicity? (mark all that apply)

American Indian or Alaskan Native

Asian

Black (African American)

Hispanic (Latino, Latina)

Native Hawaiian or Pacific Islander

White

6. Which one of the following describes your family?

I live with two parents (not biological or adopted)

I live with two parents, one whom is a step-parent

I live in a one-parent family

Sometimes I live with my n and sometimes with my fat

I live with foster parents

I live with my grandparents other relatives (not my par

Other

7. What is your home zip code?

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

8. How many years have you lived in that community?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Section VI: Supplemental Items

Spanish version

If you received an additional page of questions, please mark your answers

1. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	7. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	13. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	19. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
2. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	8. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	14. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	20. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
3. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	9. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	15. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	21. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
4. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	10. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	16. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	22. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
5. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	11. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	17. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	23. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
6. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	12. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	18. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	24. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

Appendix D

Vladimir T. Khmelkov, Ph.D.
Vice-President
Director of Research & Technology
Institute for Excellence & Ethics, Inc.
PO Box 189
Fayetteville, NY 13066
phone 315.677.8114

Deborah Shapiro
2870 Arlington Avenue
Highland Park, IL 60035

March 6, 2009

Dear Deborah,

It was great to talk to you and learn more about your project. I'm writing this to confirm that in my view your proposed use of items regarding bullying and peer cruelty behaviors from the *Global Portraits* survey is appropriate and would preserve face validity in assessing such behaviors.

I wish you good luck in your important research. Matt Davidson and I will be looking forward to learning about your findings.

Sincerely,

Vlad Khmelkov