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BULLYING IN THE ELEMENTARY AND MIDDLE SCHOOL LEVELS

A project based upon an independent investigation, submitted
in partial fulfillment of the requirements for the degree of
Bachelor of Arts in Social Work.

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Middle and
Elementary School

ABSTRACT

Bullying can be defined as deliberately hurting someone emotionally or physically. Although bullying is a serious issue, at times, it is instigated by overprotective parents or the lack of resiliency in students. This research study, using pre-tests, a PowerPoint presentation and a book on bullying, and post-tests, was conducted in order to determine whether or not a presentation on bullying could educate students about bullying and assist in preventing it in the future. Findings indicate that an educational presentation on bullying did educate elementary school students on bullying (p<.05) but did not educate middle school students (p>.05). Findings also indicate that a presentation on bullying does not prevent bullying in the future (p>.05).

I. Introduction
   A. Bullying in elementary and middle schools.
      1. Prevalent in elementary and middle schools
      2. Elementary school developmental stage
      3. Middle school developmental stage
      4. Definition- "a conscious, willful, and deliberate hostile activity intended to harm, induce fear through the threat of further aggression, and create terror" (Coloroso, 2002, p. 13).
      5. 3 basic forms (Coloroso, 2002).
         a. verbal
         b. relational
         c. physical
      6. Four elements of bullying (Coloroso, 2002).
         a. imbalance of power
         b. an intent to harm
         c. threat of further aggression
         d. terror
      7. Roles (Holt et al, 2007)
         a. bully
         b. victim
         c. bully-victim
      8. Bystanders (Coloroso, 2002)
      9. Bullies as victims
         a. victims of abuse and discrimination in their own homes and societies.
         b. Run a higher risk of being attacked outside of school because of tendency not to walk away from difficult situations.
   B. Problem Justification
      1. 1/3 of students in the US are considered a bully, bullied, or bully-victim (Holt et al, 2007).
      2. Bullies and bullied are more likely to be a victim of crime, maltreatment, sexual abuse, and other forms of victimization (Holt et al, 2007).
      3. Bullied show more signs of depression and loneliness, avoid school, at a higher risk of suicide (Holt et al, 2007).
      4. Bullies are more likely to exhibit externalizing behaviors (Holt et al, 2007).
         a. conduct disorder
         b. delinquency
      5. Bullies are more likely to commit crimes as adults (Holt et al, 2007).
      6. Bullied often become targets of sexual, physical, and emotional abuse in relationships (Holt et al, 2007).
      7. Bullies have higher risk of becoming physically abusive in relationships (Holt et al, 2007).
      8. 70% of bullying is verbal (Holt et al, 2007).

9. 1 in 7 students are either victims or bullies (Beane, 2005).
10. ¾ of preteens report bullying happens on a regular basis at their school (study conducted by Kaiser Foundation, Nickelodeon, and Children Now) (Coloroso, 2002).
11. 10-15 % report being bullies on a regular basis (Coloroso, 2002).
12. 86% children say they are bullied but not necessarily on a regular basis (Coloroso, 2002).
13. Littleton, Colorado (Coloroso, 2002).
14. 1999- 8 year old girl hanged herself because she could not deal with bullies at school any longer (Coloroso, 2002).
15. 1997- boy was attacked, beaten unconscious, and thrown in body of water (Coloroso, 2002).
16. Bullying is more prevalent than alcohol use, sex, drugs, and smoking.
17. suicide- in 2000, more than 2000 students successfully attempted suicide (Coloroso, 2002).
18. 1999-UK- approximately 1 in 16 chose death (Coloroso, 2002).

II. Main Points

A. Developmental stages of elementary school children.
   1. Biophysical Dimension (Holt et al, 2007).
      a. motor development: sports, sit-down games, concentration.
      b. Sex differences: boys develop more gross motor skills & girls develop more fine motor skills.
      c. Develop cognitive and physical capacities.
   2. Psychological Dimension
      a. Reasoning, information processing, emotional intelligence
      b. More concrete and complex language
      c. Emotional competence
      d. Social cognition and regulation
      e. Moral development, fairness, cooperation
      f. Self worth.
      g. Industriousness (Erikson)
      h. Internalizing and externalizing behaviors
   3. Social Dimension
      a. family strength
      b. parental discipline
      c. power assertion
      d. love withdrawal
      e. peer groups
      f. school influenced
      g. school phobia
      h. self-expectations
      i. racial and gender identification

B. Developmental stages of middle school children (Holt et al, 2007).
   1. Biophysical Dimension

a. growth spurt, hormonal changes, psychological consequences of puberty.
2. Psychological Dimension
    a. more abstract thinking, hypothetical reasoning, use of metaphors and satire, confidentiality
    b. identity formation, increased emotional fluctuation and intensity, changes in self-esteem.
    c. Egocentrism, delinquency
3. Social Dimension
    a. parent-adolescent conflict and attachment.
    b. Conformity
    c. Friendship
    d. Cliques and crowds
    e. Peer relationships and adolescents of color.
    f. Gender roles.
    g. Harassment
    h. Adolescents at risk.
    i. Victimization of children
    j. Alcohol and drug use

C. Verbal Bullying (Coloroso, 2002)
1. boys and girls use it equally
2. younger children who have not developed a sense of self are most likely to suffer from it.
3. can be dismissed as insensitive conversation among classmates
4. Dehumanizes the target
5. takes the form of includes taunting, name-calling, racist slurs, personal insults, demeaning, gossip, anonymous notes, etc.

D. Relational Bullying (Coloroso, 2002)
1. most difficult to detect
2. takes the form of ignoring, not paying attention to someone, exclusion, alienation, and avoidance.
3. expressed through eye rolling, glares, sighs, snickers, mocking, and antagonistic or unfriendly body language
4. most prevalent in middle school year when children are trying to fit in with peers and find themselves.
5. often dismissed because its not physical or seen, but the pain is still caused.

E. Physical Bullying (Coloroso, 2002)
1. accounts for less than 1/3 of bullying
2. takes the form of kicking, hitting, jabbing, prodding, pinching, nudging, slapping, elbowing, biting, scratching, spitting, and damaging someone's property or clothing

F. Four elements of bullying (Coloroso, 2002)
1. imbalance of power- the bully is older, stronger, larger, smarter, more popular among peers, different race, etc.

   2. intent to harm- the bully intends to cause physical and/or emotional harm to another.
    a. takes pleasure in it
    b. bullying is not a mistake.
   3. threat of further aggression- the bullies and the bully are aware that the bullying will happen again.
   4. terror- comes after the bullying have escalated.
    a. used to frighten and control.
    b. Once the bully knows that they have caused terror, they believe the victim will not report the bullying and feels as though they can continue without consequences.

 G. Where bullying occurs
   1. undefined public spaces- hallways, bathrooms, playgrounds, stairwells, cafeterias, locker rooms (Astor et al., 2001).
   2. areas where there is no teacher or adult supervision.

 H. Role of the bully
   1. 7 kinds of bullies (Coloroso, 2002).
    a. confident bully
    b. social bully
    c. fully armored bully
    d. hyperactive bully
    e. bullied bully
    f. bunch of bullies
    g. gang of bullies
   2. perpetrators (Holt et al, 2007).
   3. do not experience victimization from peers (Holt et al, 2007).
   4. overly aggressive, destructive, take pleasure in having control over others, irritable (Smokowski & Kopasz, 2005).
   5. tend to interpret others' actions as an attack or antagonistic when they are not (Smokowski & Kopasz, 2005).
   6. tend to be popular in the earlier grades (Smokowski & Kopasz, 2005).
   7. popular aggressive- socialize with other students labeled as popular and do not suffer from any social stigma related to their status as a bully. (Smokowski & Kopasz, 2005).
   8. unpopular aggressive- rejected or disliked by others and use their aggressiveness to seek attention (Smokowski & Kopasz, 2005).
   9. use violence to solve problems (Smokowski & Kopasz, 2005).
   10. lack problem solving skills (Smokowski & Kopasz, 2005).
   11. use eternalizing behaviors to cope with emotions (Smokowski & Kopasz, 2005).

 I. Role of the victim
   1. targets of aggression (Holt et al, 2007).
   2. not perpetrators (Holt et al, 2007).

3. approximately 2/3 of victims are compliant to bullies and/or submissive (Brockenbrough et al, 2002, as cited in Smokowski & Kopasz, 2005).
4. tend to be smaller, weaker, more frail than bullies (McNamara & McNamara, 1997, as cited in Smokowski & Kopasz, 2005).
5. tend to react to bullying by crying or removing themselves from others.
6. more careful, nervous, apprehensive, quiet, unsure of themselves, sensitive, etc (Glew et al., 2000, as cited in Smokowski & Kopasz, 2005).
7. lack assertiveness (Schwartz et al., 1993, as cited in Smokowski & Kopasz, 2005).
8. have few or no friends (Olwues, 1993, as cited in Smokowski & Kopasz, 2005).
9. suffer from poor self-images (Smokowski & Kopasz, 2005).
   a. therefore blame themselves for being bullied.
10. Usually do not report bullying (Smokowski & Kopasz, 2005).
    a. therefore, bullies see this as an opportunity to continue the cycle of bullying.
11. tend to do better in elementary school but worse in middle school(Olwues, 1993, as cited in Smokowski & Kopasz, 2005).
    a. due to impact of bullying and a deterioration of a sense of engagement with schoolwork.

J. Role of the bully-victim
   1. perpetrator and victim (Holt et al, 2007).
   2. labeled provocative victims (Holt et al, 2007).
   3. fight and then claim self-defense (Beale, 2001, as cited in Smokowski & Kopasz, 2005).
   4. not socially accepted (Andreou, 2001, as cited in Smokowski & Kopasz, 2005).
   5. Teachers tend not to like these students, contributing to their stigma (McNamara & McNamara, 1997, as cited in Smokowski & Kopasz, 2005).
   6. poor problem solvers (Andreou; Maynard & Joeseph, 1997, as cited in Smokowski & Kopasz, 2005).
   7. see temselves as less attractive, more nervous, miserable, etc (O'Moore & Kirkham, 2001 as cited in Smokowski & Kopasz, 2005).

K. Role of bystander
   1. choice to make- look away or encourage the bully (Coloroso, 2002).
   2. 81 % of bystanders either join the bullying or pretend not to see it (Coloroso, 2002).
   3. Reasons for joining in or pretending not to see it (Coloroso, 2002).
      a. the bystander is afraid that if they get involved, the bully will victimize them as well.
      b. Fear or getting physically harmed.

          c. They fear they will make the situation worse and get people in trouble, including themselves.

          d. The bystander has not been taught how to react and intervene in these situations.

L. Families/Home life of bullies
1. tend to be troubled (Olweus, 1994, as cited in Smokowski & Kopasz, 2005).
2. parents tend to be unsympathetic, uncaring, and uninterested in children (Smokowski & Kopasz, 2005).
3. supervision is minimal (Roberts, 1988, as cited in Smokowski & Kopasz, 2005).
4. discipline is inconsistent (Carney & Merrell, 2001, as cited in Smokowski & Kopasz, 2005).
5. punishment is often physical and is followed by a period where the child is ignored by parents (Roberts, 2000, as cited in Smokowski & Kopasz, 2005).
          a. because of this, children learn that violence can be used to achieve goals (Patterson, Capaldi, & Bank, 1991, as cited in Smokowski & Kopasz, 2005).

M. Families/ Home life of victims
1. families are often overprotective and controlling (Smokowski & Kopasz, 2005).
2. parents feel their children cannot cope with conflict and avoid it altogether (Smokowski & Kopasz, 2005).
          a. therefore, children do not learn problem solving skills (McNamara& McNamara, 1997, as cited in Coloroso, 2002).

N. Families/Home life of bully-victims
1. troubled homes (Smokowski & Kopasz, 2005).
2. neglectful/overprotective parents (Bowers, Smith, & Binney, 1994, as cited in Smokowski & Kopasz, 2005).
3. sometimes abusive (Bowers, Smith, & Binney, 1994, as cited in Smokowski & Kopasz, 2005).
4. Learn unfriendly behaviors at home and therefore see the rest of the world as unreliable and dishonest (Bowers et al, as cited in Smokowski & Kopasz, 2005).

O. Effects for bullies
1. more likely to be involved in drinking and smoking (Smokowski & Kopasz, 2005).
2. poorer school achievement, specifically in middle school (Smokowski & Kopasz, 2005).
3. suffer from anti-social behavior in adulthood (Kaltiala-Heino et al.; Olweus, 1994, Pulkkinen & Pitkanen, 1993, as cited in Smokowski & Kopasz, 2005).
4. do not work to potential in employment (Carney & Merrell, 2001; NSSC, 1995, as cited in Smokowski & Kopasz, 2005).

P. Effects for Victims

1. Victimization adds to internalizing disorders- depression and anxiety (Brockenbrough et al., 2002; Kaltiala-Heino et al., 2002, as cited in Smokowski & Kopasz, 2005).
2. In girls, it may contribute to eating disorders (Bond, Carlin, Thoman, Rubin, & Patton, 2001, as cited in Smokowski & Kopasz, 2005).
3. suffer from absenteeism, poor academic performance, loneliness, and suicidal ideation (Beale, 2001; Roberts & Coursol, 1996, as cited in Smokowski & Kopasz, 2005).
4. 7% of eighth graders miss at least one day of school per month because of bullying (Foltz-Gray, 1996, as cited in Smokowski & Kopasz, 2005).
5. approximately 1 out of 5 middle school students avoid using the bathroom because of bullying that occurs there (Glew et al., 2000; Hazler, Hoover, & Oliver, 1992, as cited in Smokowski & Kopasz, 2005).
6. approximately 20% of all students report being frightened throughout the majority of the school day (Glew et al., 2000; Hazler, Hoover, & Oliver, 1992, as cited in (Smokowski & Kopasz, 2005).
7. Difficulty sleeping, nightmares (McNamara & McNamara, 1997, as cited in Smokowski & Kopasz, 2005).
8. more likely than others to bring weapons to school to for self defense of payback (Brockenbrough et al., 2002, as cited in Smokowski & Kopasz, 2005).
9. sometimes attempt suicide (Olweus, 1993, as cited in Smokowski & Kopasz, 2005).
10. Achievement levels lower in school because of days missed (McNamara & McNamara, 1997, as cited in Smokowski & Kopasz, 2005).
11. at age 23, victims are more depressed and have lower self-confidence than others (Olweus, 1993, as cited in Smokowski & Kopasz, 2005).
12. affects future personal relationships- inhibition with women (Gilmartin, 1987, as cited in Smokowski & Kopasz, 2005).
13. possibly murder former bullies (Carney & Merrell, 2001, as cited in Smokowski & Kopasz, 2005).
14. With own children, victims may overreact to behaviors and shelter their children (McNamara & McNamara, 1997, as cited in Smokowski & Kopasz, 2005).
    a. continues the cycle.
Q. Effects for bully-victims
1. suffer from low self-confidence and self-image (Smokowski & Kopasz, 2005).
2. greater tendency to suffer from oppositional-conduct disorder and depression that bullies image (Smokowski & Kopasz, 2005).

3. have more psychiatric symptoms while young and when adults (Kumpulainen & Rasanen, 2000, as cited in Smokowski & Kopasz, 2005).
4. higher risk than bullies and victims of depression, anxiety, mental health problems, eating disorders, etc (Kaltiala-Heino et al., 2000, as cited in Smokowski & Kopasz, 2005).

III. Opposing Points
    A. There are things that are more important to worry about.
        1. Closing the achievement gap.
            a. "To increase the achievement levels of minority and low-income students, we need to focus on what really matters: high standards, a challenging curriculum, and good teachers."
            b. The reading level of 17 year old Latinos and African Americans climbed in the 1970s and 1980s but greatly widened in the 1990s (Haycock, 2001).
            c. The achievement gaps in mathematics for both white students and African American students narrowed up until 1992 and has further widened since then (Haycock, 2001).
            d. In 1999, only 1 in 50, 17 year old Latino students were able to read and understand information from text at the end of high school (Haycock, 2001).
                a. Only 1 in 100 African Americans were capable of the same thing (Haycock, 2001).
                b. Compared to 1 in 12 white students (Haycock, 2001).
            e. 1 in 30 Latinos and 1 in 100 African Americans can do multistep problem solving and elementary algebra by the end of high school compared to 7 in 10 white students (Haycock, 2001).
            f. By the end of high school, many African American and Latino students have skills in mathematics and reading that are equivalent to those of white students in the 8th grade (Haycock, 2001).
            g. 90% of whites and 94% of Asians in the 18 to 24 year old range have earned a GED or completed high school compared to 81% of African Americans and 63% of Latinos (Haycock, 2001).
            h. 71% of African Americans and 71% of Latinos go directly to college after graduation from high school compared to 76% of white students and 86% of Asians (Haycock, 2001).
            i. African American students are only half as likely as white students to obtain a bachelor's degree by the age of 29 (Haycock, 2001).
                a. Latinos are only 1/3 as likely (Haycock, 2001).
        2. Schools need more effective teachers.
            a. Bullying can be blamed on teachers because they are not effective in teaching their students the material, therefore, the

students devote more of their time toward things other than schoolwork.
- b. Students are not challenged in school (Haycock, 2001).
    - a. Therefore, they focus their attention on other things that often involved bullying.
- c. In high-poverty school, so little is expected of the students that they are given only a few assignments per month.
    - a. Again, leaves much free time.
- d. Teachers are not engaging (Haycock, 2001).
    - a. Give assignments that require no thinking, such as coloring. To middle school students.

B. Bullying has always been around.
1. It has always been around in our culture and is nothing to be surprised about.
2. White supremacy
   - a. Can be defined as "beliefs and ideas asserting the natural superiority of the lighter-skinned, or 'white', human races over other racial groups (white supremacy, 2007).
   - b. White supremacists often use violence to reach their goals (white supremacy, 2007).
   - c. Bullying in the United States began in the later 19th century (white supremacy, 2007).
       - a. Jim Crow laws- created separation between white people and any person who was black or suspected of having any black ancestry in all aspects of life (Jim Crow Laws, 2007).
           - i. Black people were not allowed to attend the same schools, theatres, parks, restaurants, etc as white people (Jim Crow Laws, 2007).
   - d. The Ku Klux Klan
       - a. Two specific terrorist organizations in the United States.
           - i. One began immediately after the Civil War and ended in the 1870s.
           - ii. The other began in 1915 and is still present today.
       - b. 19th century Ku Klux Klan
           - i. Began as a social club in Pulaski, Tenn. In 1866 (Ku Klux Klan, 2007).
           - ii. They used violence and intimidation to restore white supremacy when black men were freed (Ku Klux Klan, 2007).
           - iii. Became known as the "Invisible Empire of the South" and was headed by Nathan Bedford Forrest, known as the grand wizard (Ku Klux Klan, 2007).

          iv. The members of the group were called grand dragons, grand wizards, and grand titans.

          v. They all wore robes and sheets in order to disguise themselves from the federal troops and to frighten the black people that they sought after (Ku Klux Klan, 2007).

          vi. KKK killed the recently freed black men and the white people who supported their freedom (Ku Klux Klan, 2007).

      c. 20th century KKK

          i. Organized near Atlanta, Georgia in 1915 (Ku Klux Klan, 2007).

          ii. Organized by Colonel William J. Simmons (Ku Klux Klan, 2007).

          iii. Was inspired by patriotism, a desire to restore the old South where white men ruled, and by white men who felt threatened by the large number of immigrants that came to the South and changed the ethnic diversity of the country (Ku Klux Klan, 2007).

          iv. KKK had approx. 4 million members.

          v. Gained profits from selling memberships, costumes, and rituals (Ku Klux Klan, 2007).

          vi. Their symbol was the burning cross (Ku Klux Klan, 2007).

          vii. Klansmen marched in parades and burned crosses all over the country (Ku Klux Klan, 2007).

          viii. This Klan added discrimination against Roman Catholics, Jewish people, foreigners, and organized labor (Ku Klux Klan, 2007).

          ix. Had a strong presence in the 1960s during the Civil Rights Movement (Ku Klux Klan, 2007).

              1. When U.S. legislation tried to being equality among black and white people, the KKK tried to stop it (Ku Klux Klan, 2007).

              2. They participated in bombings, shootings, and whippings (Ku Klux Klan, 2007).

C. Parents are too overprotective

    1. According to one student, "adults can be very stupid at times. They ban everything, for health and safety reasons. If they're going to ban very simple stuff like this, they might as well lock all kids in empty rooms to keep them safe. Kids should be allowed to experiment and try things. Otherwise when they grow up they'll make very stupid

        mistakes from not getting enough experience at childhood" (Gill, 2007, p. 19).

    2. In a 2006 study by the Future Foundation, the amount of time that parents spend looking after their children has increased since 1975 from 25 minutes to 99 minutes in 2000.

    3. "There is a place for some degree of teasing, challenging and critical comment in the normal interactions of childhood play… It is possible to become overprotective of young people. They need to be able to meet challenges and justifiable criticism to prepare them for the teasing, taunting and the range of other challenges they will undoubtedly meet later in life… Over-involvement and direction by adults may thwart the emerging skills of decision-making, imaginative play and creativity… The role of adults in the playground is to be vigilant and supportive, ready to step in, but only where necessary" (Besag as cited in Gill, 2007).

    4. In today's society, bullying has come to be defined as any form of victimization of a young person by another young person (Gill, 2007).

    5. Because of this, it is difficult for adults to decide whether or not someone is being bullied (Gill, 2007).

    6. It puts adults under pressure of intervening every single time children have an argument or difference (Gill, 2007).

    7. In doing so, parents will prevent children from learning how to deal with situations that are less than ideal on their own (Gill, 2007).

    8. Many teachers, parents, and adults view everyday unpleasantness as bullying and therefore hinder children's abilities to problem solve and develop the capacity to deal with difficult situations (Gill, 2007).

D. Children are not resilient enough

    1. Society needs to acknowledge children's ability to recover from difficult situations more often (Gill, 2007).

        a. Situations including bullying, tragedies, failure, conflict, etc (Gill, 2007).

    2. Children need to discover ways to live and function in a society where bad things are bound to happen (Gill, 2007).

    3. Many people in society want to eliminate these difficult situations from children's lives altogether, which will hinder them from developing these skills (Gill, 2007).

    4. If children are not given responsibility to deal with their problems on their own, parents will feel an increased need to intervene, hindering children from being able to problem solve and deal with difficult situations on their own (Gill, 2007).

E. Children who aren't involved in bullying drink alcohol.

    1. Drinking alcohol is not caused by bullying that occurs in school (Bolton-Brownlee, 1987).

    2. There are many students who participate in underage drinking who were not bullies in school.

3. For example, many college students were not involved in bullying in elementary or middle school and still use alcohol.
4. Therefore, students use alcohol not because they were involved in bullying but as a way to fit in during social situations, in response to their emerging adulthood, or as a means to cope with stress (Bolton-Brownlee, 1987).

F. Something is wrong with the bullied.
1. Some kids just don't fit in.
   a. Spectrum disorders (Teaching Students with Autism Spectrum Disorders, 2003)
      a. They have difficulty with expressive and receptive language and communication.
      b. Have difficulty with social interaction and behavior.
      c. May be withdrawn
      d. Socially awkward.
      e. They often have limited interests.
      f. Display obsessive characteristics.
      g. Respond to stress by rocking and spinning.
      h. Difficulty with non verbal communication
         i. Inappropriate facial expressions
         ii. Lack of eye contact
         iii. Awkward posture
         iv. Lack focus
      i. odd pitch to their voice.
      j. Problem communicating with others
      k. Have trouble following rules that are not written down for them to see.
      l. Interrupt people often
      m. Difficulty maintaining conversation
      n. Trouble recognizing others verbal and non verbal communications
      o. Trouble understanding the connection between mental states and actions.
         i. Cannot comprehend why someone is upset unless they are upset at that same moment.
2. Body weight
   a. A child's weight can be blamed for them being bullied.
   b. Adolescence is marked by changing bodies among boys and girls (Janssen et al., 2004).
   c. Adolescents are so focused on this external characteristic that it is often the cause of bullying (Janssen et al., 2004).
   d. Obesity is also a cause of aggression in many adolescents which causes them to be not only bullied, but to bully others (Janssen et al., 2004).
   e. Children who are unhappy with their weight take their pain out on others by bullying them about characteristics that might be

wrong with them in order to feel better about themselves (Janssen et al., 2004).

    f. It is these children's own fault.

        a. If they lost weight, they would not be the victims of bullying because they would not have that characteristic for others to make fun of. Also, they would no longer feel badly about themselves and feel as though they need to bully others in order to feel better.

  3. Unpopular children and adolescents.

    a. Popular children act appropriately in the eyes of their peers (Zola, 2002).

    b. Therefore, it is the unpopular children's fault that they are bullied.

        a. They can see the example that others are setting.

        b. They need to learn to act in a socially acceptable fashion.

    c. Adolescents who are viewed as popular smile and laugh (Zola, 2002).

    d. Adolescents who are seen as outcasts are not happy around their peers, do not smile as often, or participate in laughing and jokes (Zola, 2002).

    e. Those seen as unpopular need to be more focused on observing the attitudes and actions of those who are socially accepted.

        a. By doing so, those children considered to be popular will see the outcasts as more similar to themselves and therefore treat them in a more socially accepting manner.

        b. It is up to the unpopular student to change their status in social situations to be seen as more popular, therefore ending the possibility of being bullied based on unpopularity.

IV.   Hypothesis

  A. Bullying

    1. harmful to all involved parties

    2. many children bring it upon themselves

      a. obesity

      b. lack of social skills

      c. lack of resiliency

      d. overprotective parents

    3. Closing the achievement gap is important

    4. decrease in bullying is possible

  B. Education

    1. Education combines all points above.

    2. All children is U.S. attend school.

3. Could an educational presentation on bullying presented in school be effective in reducing the prevalence of bullying in elementary and middle schools?

V. Methodology

A. 110 elementary and middle school students (males and females).
   1. 33 middle school students
   2. the rest elementary
   3. all members of the after school program at CVS Highlander Charter School.
   4. # not exact—it depends on how many of the 110 students actually attend the after school program on Friday 2/8/2008.

B. Educational presentation—form of powerpoint and picture book.
   1. 1 powerpoint for grades 5-8.
   2. 1 powerpoint for grades 2-4
   3. 1 picture book for Kindergarten-1.
   4. Powerpoint addresses a definition of bullying, what is considered bullying, why people bully, why people are bullied, why bullying is wrong, what can a student do if they are bullied, and what they can do if they see someone else being bullied.
   5. for K-1, picture book gives an example of someone being bullied, how it makes people feel, and how to solve the problem.
   6. Tools- Pre/Post tests.
      a. Pre- determines definition of bullying, what students consider to be bullying, how many times students are bullied, how many times they bully, etc.
      b. Post- asks same questions after presentation. Plus, did it teach you anything? Did you like it?
   7. Variables
      a. The type of pre and post tests are variables. The wording among the 5-8 tests and 2-4 tests differ to meet development.
      b. K-1 is read a book, not a powerpoint. Given yes or no questions on pre/post tests, instead of lihkert scales.

C. Data analysis
   1. SPSS
   2. divided data into 4 variables.
      a. Overall score on pre-test
      b. Overall score on post-test
      c. Pre-test- do you try to stop bullying?
      d. Post-test- will you try to stop bullying in the future?
   3. created a means table for scores on pre-test and post-test to determine whether or not students learned anything from the educational presentation
   4. created a means table to determine if students were more likely to prevent bullying before or after the presentation to determine if it's probable that they will try to prevent bullying in the future.
   5. content validity

      6. internal consistency reliability

   D. Findings: results of statistical procedures

      1. mean for pre-test – 78.8

      2. mean for post-test – 81.8

      3. mean for whether or not students try to stop bullying- 1.4

      4. mean for if students will try to stop bullying in the future- 1.3

VI.   Conclusion

   A. Bullying is prevalent in elementary and middle schools.

      1. An educational presentation will educate students about bullying and prevent it in the future.

      2. An educational presentation does educate students about bullying and does aid in creating an attitude and awareness that will prevent it in the future.

         a. The differences are not vast.

         b. Opinions/views are similar.

      3. More research needs to be done in order to gather more significant results.

   B. Implications for social work practice, research and policy.

      1. a different procedure should be used

         a. the researched presented to a group of 10 or more students at a time.

         b. students were distracted- some were asked to leave, resulting in a difference in number of pretests vs. number of posttests.

         c. should present it to few students at a time to ensure focus and understanding.

      2. revise tools

         a. Change pretest and posttest so that they are all on an even measure.

      3. Results have proven that this did educate students on bullying and there was a slight increase in the willingness to prevent bullying in the future.

      4. implication for practice- try an extended program. Do not do pre-test and post-test all in one day.

      5. Specific to CVS Highlander Charter School, a leadership program should be developed in order to teach students more about bullying.

         a. Develop a plan that relates to specific situations that students at this school face.

PREFACE

The literature review of this research study orients the reader to information related to the issue of bullying in elementary and middle schools. The distinction between the developmental stages of children in elementary and middle schools is made, along with potential explanations for the development of bullying. Information is provided describing the physical locations where bullying takes place as well as the different forms of bullying that occur. The roles of the bully, bully-victim, victim, and bystander are explained along with the effects that bullying has on each of these individuals. Although bullying is a negative experience that is to be taken seriously, there are several factors that oppose this point. In the school setting, closing the achievement gap is an issue that teachers' and administrators' focuses should be on. Furthermore, children need bullying in their lives at some point in order to build up resiliency to difficult situations in life. Similarly, overprotective parents make it difficult for children to learn to handle less than desirable situations on their own and in an appropriate manner. Quantitative research has been done in order to determine that an educational presentation does education students about bullying and assists in motivating students to prevent it in the future.

Introduction

Although bullying occurs in high school, this paper will focus on its prevalence in elementary and middle schools. In elementary and middle school, students are at the middle childhood and adolescence stages of development (Ashford et al., 2006). Middle childhood includes ages six through 12 and adolescence includes ages ten through twenty two (Ashford et al., 2006). Three themes characterize middle childhood: fairness, rules, and reciprocity (Ashford et al., 2006). Children at this developmental stage create sanctions for rule breaking and adjust to peer relationships, friendships, and working in groups (Ashford et al., 2006). Developmental themes of adolescence include developing personal identities and meaning in the world, peer approval, and physical appearance (Ashford et al., 2006).

Bullying is defined as a "conscious, willful, and deliberate hostile activity intended to harm, induce fear through the threat of further aggression, and create terror" (Coloroso, 2002, p. 13). There are three basic forms of bullying (Coloroso, 2002). They are verbal, relational, and physical (Coloroso, 2002). Verbal bullying includes taunting, name-calling, racist slurs,

personal insults, demeaning, etc (Coloroso, 2002). It can also take the form of threatening

phone calls, e-mails, or notes, as well as extortion of personal possessions or money

(Coloroso, 2002). Gossiping, rumors, and dishonest allegations are also considered forms of

verbal bullying (Coloroso, 2002). Relational bullying takes the forms of ignoring, not paying

attention to someone, exclusion, alienation, and avoidance (Coloroso, 2002). It is expressed

through eye rolling, glares, sighs, snickers, mocking, and antagonistic or unfriendly body

language (Coloroso, 2002). Physical bullying is the easiest form of bullying to detect

(Coloroso, 2002). Kicking, hitting, jabbing, prodding, pinching, nudging, slapping, elbowing,

biting, scratching, spitting, and damaging someone's property or clothing are forms of

physical bullying (Coloroso, 2002).

Bullying contains four elements (Coloroso, 2002). They include an imbalance of

power, an intent to harm, a threat of further aggression, and terror (Coloroso, 2002). Bullying

is not a quarrel between two equal children or groups of children (Coloroso, 2002). It

involves one party that is older in age, stronger, larger, more popular, bigger in number, of

the opposite sex, or of a different race (Coloroso, 2002). The intent to harm involves the

bullying purposefully causing harm, whether it be emotional or physical, expecting their

actions to cause pain, and taking pleasure in the hurt that they cause (Coloroso, 2002). The

threat of further aggression includes both the victim and the bully being aware that the

bullying will happen again (Coloroso, 2002). Terror is instilled in a victim when the bullying

is ongoing and regular (Coloroso, 2002). It is created when a victim feels powerless enough

not to retaliate or ask for help (Coloroso, 2002). At this stage, the bully relies on bystanders

not to try and stop the bullying and/or to join in on the attacks (Coloroso, 2002). It is with

these four markers of bullying that "the cycle of violence beings" (Coloroso, 2002, p. 14).

There are three types of roles that students involved in bullying take (Holt et al., 2007). They are known as the bully, the victim, and the bully-victim (Holt et al., 2007). The bully is the executor of the victimization and tends not to experience that same victimization from his or her classmates (Holt et al., 2007). The victim is who the bully intends to harm and is not a perpetrator of antagonistic acts (Holt et al., 2007). The bully-victim is the student who is both a perpetrator and a target of bullying (Holt et al., 2007).

Those students who witness the bullying, the bystanders, are affected as well (Coloroso, 2002). The bystanders have a choice to make; either join in on the bullying or pretend not to see it (Coloroso, 2002). Either way, there are consequences (Coloroso, 2002). If the bystanders join in on the bullying, they run the risk of falling into the same pattern as the initial bully; either desensitized to the violence that is occurring or become a bully themselves (Coloroso, 2002). If the bystander decides to pretend not to see the bullying that is occurring, they will struggle with the guilt of not living up to their ethical responsibility to protect their classmates (Coloroso, 2002).

One-third of students in the United States fall into one of the categories of bully, victim, or bully-victim (Holt et al., 2007). Students that are bullied and those who bully are more likely to be a victim of crime, maltreatment, sexual abuse, and a witness to other forms of victimization (Holt et al., 2007). It has been found that students who suffer from bullying show more signs of depression and loneliness than students who are not bullied (Holt et al., 2007). They also tend to avoid school and are at a higher risk of suicide (Holt et al., 2007). Students who act as bullies are more likely to exhibit externalizing behaviors and commit crimes as adults (Holt et al., 2007). These externalizing behaviors include conduct disorder, which refers to oppositional and noncompliant actions, and delinquency, which includes

theft, burglary, property damage, etc (Ashford et al., 2006). Students who are subject to bullying often become targets of sexual, physical, and emotional abuse in relationships (Holt et al., 2007). Additionally, those who fall under the category of the bully have a higher risk of becoming physically abusive in their own dating relationships (Holt et al., 2007).

Although bullies may come across as having higher self confidence and others may look at them as the perpetrator and not the victim, often times, bullies are victims of abuse and discrimination in their own homes and societies (Holt et al., 2007). Because bullies often lack the tendency to walk away from difficult situations, they run a higher risk of being attacked outside of school (Holt et al., 2007).

The most common form of bullying is verbal bullying (Coloroso, 2002). Seventy percent of bullying is verbal (Coloroso, 2002). Approximately one in seven students falls under the category of bully or victim (Beane, 2005). According to the National Association of School Psychologists, one out of seven children is a bully or a victim of the act of bullying (Cromwell, 2006). In 2001, a study was conducted by the Kaiser Foundation, which is a health care philanthropy group in the United States, Nickelodeon TV, and Children Now, an advocacy group for young people (Coloroso, 2002). It determined that approximately three-quarters of preteens who were interviewed reported that, at their school, bullying happens on a regular basis (Coloroso, 2002). Additionally, ten to fifteen percent of all children report that they themselves are regularly bullied (Beane, 2005). When asked if they are bullied, not necessarily on a regular basis, eighty-six percent of children answered yes (Coloroso, 2002). Bullying is considered a problem among students in the age range of 8 to eleven years old (Coloroso, 2002).

Bullying should be considered a life or death situation (Coloroso, 2002). In the United Kingdom, at least sixteen children commit suicide due to being bullied every year (Coloroso, 2002). In 2000, there were a reported two thousand successful suicide attempts made in the United States (Coloroso, 2002). In 1999, an eight year old girl hanged herself with her jump rope because she did not want to deal with the bullies at her school any longer (Coloroso, 2002). In 1997, a boy was attacked, beaten unconscious, and thrown into a body of water (Coloroso, 2002). In 1999, after being tormented on a regular basis, having ketchup packets squirted at them, and being called faggots, Eric Harris and Dylan Klebold attacked their school in Littleton, Colorado with weapons and bombs (Coloroso, 2002). Sadly, it takes appalling acts of violence and bullying in order for this issue to be noticed (Schaefer, 2007). It is the most widespread form of violence among youth (Smokowski & Kopasz, 2005). These statistics and stories make bullying more common than alcohol use, sex, drugs, and smoking; making it clear that bullying is a problem that needs to be addressed in our country (Coloroso, 2002).

Developmental Stages of Elementary School Children

At the elementary school level, children are characterized as in the middle childhood stage (Ashford et al., 2006). This ranges from age six to age twelve (Ashford et al., 2006). On average, children at this age grow approximately two to three inches every year (Ashford et al., 2006). During this developmental stage, children's alertness and coordination become more sophisticated due to the development of muscles (Ashford et al., 2006). In general, gross motor activity develops in this stage and children begin to enjoy physical activities (Ashford et al., 2006). Boys' gross motor development develops at a quicker rate than that of girls in the middle childhood stage (Ashford et al., 2006). As children become older, their

attention span and cognitive abilities increase, allowing them to become more interested in sit-down games (Ashford et al., 2006). Once a child reaches age eight, he or she tends to be involved in activities that require a lot of attentiveness and effort (Ashford et al., 2006). At age 10, when adolescence begins, children invest more time in physical activities that include their peers.

According to Piaget, children in middle childhood engage in concrete operational thought (Ashford et al., 2006). In this stage, a child's thought process is limited to tangible objects (Ashford et al., 2006). Children can understand information about objects beyond their physical characteristics (Ashford et al., 2006). This period of life is one of linguistic refinement (Ashford et al., 2006). Children in the middle childhood stage develop a metalinguistic awareness where they are able to understand jokes and metaphors presented to them (Ashford et al., 2006).

Emotions at the middle childhood stage are extremely high (Ashford et al., 2006). During middle childhood, children are more short-tempered, grouchy, and easily aggravated (Ashford et al., 2006). It is common for children at this age to become angry at the people who they feel are preventing them from achieving a goal (Ashford et al., 2006). On the other hand, children who are emotionally competent are able to express their feelings in a socially appropriate manner and are able to recognize others' emotions (Ashford et al., 2006). Similarly, children develop social cognition at this stage as well (Ashford et al., 2006). Social cognition describes a child's ability to determine other people's mind-sets, thoughts, and objectives, which effects how they relate and interact with others (Ashford et al., 2006).

Children at the middle childhood age begin to develop their own self-concepts (Ashford et al., 2006). They start to realize that they are unique and although someone else

may be better at one skill then they are, they are better at something else (Ashford et al., 2006). According to Harter, children measure their self-worth based on five characteristics (Ashford et al., 2006). The first is their scholastic competence (Ashford et al., 2006). This includes how smart they feel and how well they do in school (Ashford et al., 2006). The second measure is behavioral conduct (Ashford et al., 2006). This includes not getting in trouble (Ashford et al., 2006). The third measure is physical appearance and how attractive children feel they are (Ashford et al., 2006). Next is social acceptance (Ashford et al., 2006). This includes how liked by peers children feel and whether or not they feel popular (Ashford et al., 2006). Lastly, children measure their athletic ability and how well they perform in physical activities (Ashford et al., 2006). At this age, children are very concerned with how others see them (Ashford et al., 2006). Additionally, children are sophisticated enough during middle childhood to understand how they can elicit the type of reaction they want from their peers by controlling their own behavior (Ashford et al., 2006).

The formation of social groups is common in middle childhood (Ashford et al., 2006). At this age, children form groups based on reliability, constancy, and the amount of time spent together (Ashford et al., 2006). Although these groups are formed based on these criteria, there is a high turnover rate among the individuals in the groups (Ashford et al., 2006). These groups are often formed in school, which tends to be where the majority of socialization takes place (Ashford et al., 2006). It is at this stage that school phobia due to bullying begins to occur (Ashford et al., 2006).

According to Erikson, the level of development that children in middle childhood need to achieve is that of industriousness (Ashford et al., 2006). Industriousness is reached when a child learns the cognitive skills of reading, writing, and mathematics, as well as the

social skills of collaboration, equality, and approval from others (Ashford et al., 2006). Once these are achieved, children are ready to move into adolescence (Ashford et al., 2006). Along with these emotional, social, and physical changes come new personalities. As these personalities develop, differences among peers arise. These differences have the potential to lead to a growth in bullying.

Developmental Stages of Middle School Children

In middle school, children are in the adolescence stage of development (Ashford et al., 2006). This stage begins with the onset of puberty (Ashford et al., 2006). During puberty, children undergo a growth spurt and develop secondary sex characteristics as well as mature physiologically (Ashford et al., 2006). Furthermore, they experience chemical changed in their brains and social skills and interactions continue to develop.

Additionally, their brains continue to develop. Around age eleven, the gray matter in the frontal lobes develops and brings about planning, problem solving, and decision making (Ashford et al., 2006). Due to this brain development, Piaget classifies adolescents under the formal operations intellectual stage (Ashford et al., 2006). At this stage, adolescents are no longer at the concrete thinking stage that they were at in middle childhood (Ashford et al., 2006). They are now capable of abstract thought, reasoning, and problem solving (Ashford et al., 2006).

At the adolescence stage, self-esteem is a widespread issue (Ashford et al., 2006). It is at the beginning stages of adolescence that self –esteem reaches its lowest point (Ashford et al., 2006). Also at this time, adolescents are highly self-conscious and their self-perceptions are highly influenced by others (Ashford et al., 2006). These thoughts are represented in Erikson's stage of identity versus identity confusion (Ashford et al., 2006). Adolescence is a

period where people are stuck between the security of being a child and the autonomy of being an adult (Ashford et al., 2006). Erikson calls this psychological moratorium (Ashford et al., 2006). James Marcia expanded upon Erikson's ideas and created a classification system for the stages of identity development (Ashford et al., 2006).). This first is identity confusion. At this point adolescents have not made any decisions about their attitudes, morals, or future plans (Ashford et al., 2006). Next is identity foreclosure (Ashford et al., 2006). Here, adolescents have established certain goals but have not undergone a crisis, and therefore have not had the opportunity to actively work toward or investigate their goals (Ashford et al., 2006). The next classification of identity development is identity moratorium (Ashford et al., 2006). In identity moratorium, adolescents experience a crisis and are given the chance to work toward their goals (Ashford et al., 2006). Lastly, there is identity achievement where adolescents have resolved their crisis and have dedicated themselves to certain organizations and morals (Ashford et al., 2006).

Moral development is an important concept in the adolescent stage (Ashford et al., 2006). This is when adolescents develop guidelines for appropriate interactions with others (Ashford et al., 2006). Adolescents also experience an imaginary audience where they think that others are just as concerned with what they are doing and saying as they are about themselves (Ashford et al., 2006). Also, they experience the personal fable where they feel as though they are so unique to the world that no one else is going to understand them (Ashford et al., 2006). Because adolescents tend to be insecure and have fluctuating emotions, bullying among peers tends to increase at this stage of development.

As adolescents move out of the stage of middle childhood, they begin to gain more independence from their caregivers (Ashford et al., 2006). This process tends to involve

parent-adolescent conflict where there is less time spent together, less emotion and affection displayed, as well as a lot of arguing (Ashford et al., 2006).). It has been found that by the sixth grade, adults make up only 25% of adolescents' support network and that the rest comes from peers (Ashford et al., 2006). It is during this time that adolescents strive to be popular and fit in with their peers (Ashford et al., 2006). Through their relationships with others, adolescents learn about leadership, disagreements, sexual relationships, problem solving, etc (Ashford et al., 2006). Whether or not an adolescent is accepted in to a peer group has a large effect on their self-esteem and development (Ashford et al., 2006). Whether or not they are accepted into a group depends on their physical appearance, athleticism, race, intelligence, economic status, and other personality traits (Ashford et al., 2006). As children in middle childhood become aware of their social status among peers, they develop individual personalities where they are either prone to bully, prone to be bullied, or prone to ignore bullying when it occurs.

Forms of Bullying

In both age ranges, middle childhood and adolescence, bullying occurs. There are three forms of bullying (Coloroso, 2002). The first is verbal bullying (Coloroso, 2002). Verbal bullying is the most common form of bullying and is equally used among boys and girls (Coloroso, 2002). It takes the forms of taunting, name calling, racist slurs, personal insults, demeaning, gossip, anonymous notes, etc (Coloroso, 2002). Because younger children, those in middle childhood, have not yet developed a sense of self, they are most likely to suffer from this form of bullying (Coloroso, 2002). Although verbal bullying can be dismissed as insensitive conversation among classmates, it does dehumanize the target (Coloroso, 2002). Once a child feels dehumanized, it becomes easier to attack them because

those around them often become immune to the insults and the compassion for the bullied is lost (Coloroso, 2002).

The next form that bullying takes is relational bullying (Coloroso, 2002). It takes the form of ignoring other people, not paying attention to others, exclusion, alienation, and avoidance (Coloroso, 2002). Relational bullying is expressed through eye rolling, glares, sighs, snickers, mocking, and antagonistic or unfriendly body language (Coloroso, 2002). This type of bullying is most prevalent in adolescence when children are trying to distinguish who they are, fit in with peers, and deal with emotional, mental, physical, and sexual changes (Coloroso, 2002). This form is the most difficult to detect because there is often no physical evidence to prove the bullying has occurred, but the emotional pain causes severe damage to self-esteem and development (Coloroso, 2002).

Physical bullying is the third form (Coloroso, 2002). Although it is the easiest to detect because there is concrete evidence of its occurrence, the physical form accounts for less than one-third of bullying (Coloroso, 2002). It takes the form of kicking, hitting, jabbing, prodding, pinching, nudging, slapping, elbowing, biting, scratching, spitting, and damaging someone else's property or clothing (Coloroso, 2002).

Elements of Bullying

All forms of bullying include four elements (Coloroso, 2002). They include an imbalance of power, an intent to harm, a threat of further aggression, and terror (Coloroso, 2002). The first element, an imbalance of power, occurs when the person doing the bullying is older, stronger, smarter, more popular among peers, or of a different race (Coloroso, 2002). The intent to harm is when the bully sets out to cause physical and/or emotional harm to another person and takes pleasure in doing so (Coloroso, 2002). The third element, the threat

of further aggression, occurs when the bully and the bullied are aware that the act of bullying will occur again (Coloroso, 2002). Lastly, terror occurs after the act of bullying has escalated (Coloroso, 2002). Terror is used to frighten and control the bullied (Coloroso, 2002). Once the bully knows that they have caused terror, they believe the victim will not report the bullying and feel as though they can continue without consequences (Coloroso, 2002).

Where Bullying Occurs

Bullying in elementary and middle schools is most likely to occur in undefined public spaces such as hallways, bathrooms, playgrounds, stairwells, cafeterias, and locker rooms (Astor et al., 2001). These areas are not owned or defined by any members of the school community (Astor et al., 2001). Since these areas lack teacher or adult supervision, they are spaces where bullies can get away with their acts of harm (Astor et al., 2001). Elementary school students tend to name the playground as a dangerous area because there are a lot of people, with a lot going on, making the bullying that goes on less noticeable (Astor et al., 2001). Seventy-five percent of bullying occurs during breaks in the school day (U.S. Department of Health & Human Services, 2003).

The Role of the Bully

A bully can be defined several ways; as there are seven identifiable types of bullies (Coloroso, 2002). The list includes the confident bully, social bully, fully armored bully, hyperactive bully, bullied bully, bunch of bullies, and gang of bullies (Coloroso, 2002). The confident bully is the type of person who has an inflated ego and lack of compassion (Coloroso, 2002). The confident bully has a powerful personality, which often makes him popular among students and teachers, but he or she feels good only when they are controlling others (Coloroso, 2002). The social bully engages in gossip, rumor spreading, and excluding

others from social engagements (Coloroso, 2002). This type of bully is jealous of the positive

characteristics of their peers and pretends to be confident and empathetic (Coloroso, 2002).

The fully armored bully is always looking for a chance to bully when no one else is looking

(Coloroso, 2002). He or she is cruel to their victims but sweet and charming towards others

(Coloroso, 2002). This type of bully is often unhappy with him or herself (Coloroso, 2002).

The fourth type of bully is the hyperactive bully (Coloroso, 2002). This type of bully has

difficulty making friends and often misinterprets others' innocent actions for hostility and

continuously places the blame on others (Coloroso, 2002). The bullied bully is both a bully

and a target (Coloroso, 2002). The bullied bully is maltreated by others and therefore takes

his or her aggression and helplessness out on weaker targets (Coloroso, 2002). The sixth type

of bully is the bunch of bullies (Coloroso, 2002). This is a group of friends who join together

to perform the act of bullying (Coloroso, 2002). Lastly, there is the gang of bullies (Coloroso,

2002). This is not necessarily a group of friends, but a group of people who lack sympathy

and are seeking domination (Coloroso, 2002).

All bullies are perpetrators (Holt et al., 2007). The majority of bullies do not

experience victimization from their peers (Holt et al., 2007). Bullies tend to be overly

aggressive, irritable, destructive, and take pleasure in having control over others (Smokowski

& Kopasz, 2005). In earlier grades, bullies tend to be popular (Smokowski & Kopasz, 2005).

Once adolescence sets in, bullies tend to be disliked (Smokowski & Kopasz, 2005). In

addition to the seven types of bullies, bullies can be broken down into two subgroups;

popular aggressive and unpopular aggressive. Popular aggressive bullies socialize with other

students labeled as popular by their peers and do not suffer from any social stigmas related to

their status as a bully (Smokowski & Kopasz, 2005). Unpopular aggressive bullies are

rejected and disliked by others and use their aggressive personalities as a means to attention (Smokowski & Kopasz, 2005). In general, bullies use violence to solve their problems and have an overall positive attitude toward cruelty (Smokowski & Kopasz, 2005). Bullies lack problem solving skills and use externalizing behaviors to cope with their emotions (Smokowski & Kopasz, 2005).

The Role of the Victim

Children and adolescents who fall into the category of victims are usually targets of aggression and rarely hold the role of perpetrator (Holt et al., 2007). Victims often possess qualities that attract and reinforce bullies (Smith, 1999). Approximately two-thirds of victims are compliant and submissive to bullies (Brockenbrough et al., 2002, as cited in Smokowski & Kopasz, 2005). Victims tend to be smaller, weaker, and more frail than bullies (McNamara & McNamara, 1997, as cited in Smokowski & Kopasz, 2005). Often times, victims respond to bullying by crying or by removing themselves from others (Smokowski & Kopasz, 2005). In comparison to bullies, victims are more careful, nervous, apprehensive, quiet, sensitive, and unsure of themselves (Glew et al., 2000, as cited in Smokowski & Kopasz, 2005). Victims also lack assertiveness and have few or no friends in school (Olwues, 1993, as cited in Smokowski & Kopasz, 2005). Victims suffer from low self-esteem and poor self-images (Smokowski & Kopasz, 2005). Therefore, they often blame themselves for being bullied (Smokowski & Kopasz, 2005). Children and adolescents often do not report bullying (Smokowski & Kopasz, 2005). Because of this, bullies see an opportunity to continue the cycle of bullying (Smokowski & Kopasz, 2005). Victims tend to do better in elementary school and worse in middle school due to the impact of bullying and a deterioration of a sense of engagement with schoolwork (Smokowski & Kopasz, 2005).

The Role of the Bully-Victim

The bully-victim is both a perpetrator and a victim (Holt et al., 2007). They tend to fight and then claim that is was self-defense (Beale, 2001, as cited in Smokowski & Kopasz, 2005). Bully-victims are not socially accepted by their peers and are often disliked by teachers, which reinforces their stigma (McNamara & McNamara, 1997, as cited in Smokowski & Kopasz, 2005).Bully-victims are hot-tempered and are poor problem solvers (Andreou; Maynard & Joeseph, 1997, as cited in Smokowski & Kopasz, 2005). In relation to their peers, bully-victims have lower self-esteem, see themselves as less attractive, more nervous, and miserable (O'Moore & Kirkham, 2001 as cited in Smokowski & Kopasz, 2005).

The Role of the Bystander

In the event of bullying, it is not only those who are labeled bully, victim, or bully-victim who are affected. The bystander, the student who witnesses the bullying but is not directly involved, is affected as well. When bullying occurs, bystanders have a choice to make (Coloroso, 2002). They can either look away, report, or encourage the bully (Coloroso, 2002). If the bystander engages in the bullying, he puts himself at risk of becoming a bully himself or turning the situation into a bunch of bullies (Coloroso, 2002). On the other hand, walking away and ignoring the situation causes harm as well. The student will inevitably struggle with the decision of whether or not to tell (Coloroso, 2002). If they do not report, they will not be fulfilling their moral obligation to keep their peers safe (Coloroso, 2002). Eighty-one percent of bystanders either look the other way or join in on the bullying (Coloroso, 2002). There are four common reasons why bystanders choose these options (Coloroso, 2002). The first is that the bystander is nervous that he or she will get hurt along

with the victim (Coloroso, 2002). Secondly, the bystander is afraid that if they intervene, he

or she will become the bully's next victim (Coloroso, 2002). Thirdly, the bystander may

think that by intervening, he or she will make the situation worse for him or herself as well as

the victim (Coloroso, 2002). Lastly, often times, the bystander does not know the proper

ways in which to intervene, ways to assist the victim, or who to report the bullying to.

(Coloroso, 2002). Other excuses for not doing anything about the bullying include that the

bystander thinks the bully is his or her friend, they feel as though it is not their problem, they

are not friends with the person being bullied, they have negative feelings towards the victim,

they think that bullying will toughen the victim up, and they feel it is better to be in the

popular group than the outcasts and do not want to risk their status (Coloroso, 2002).

The Home Life of the Bully, the Victim, and the Bully-Victim

The life that children and adolescents live at home and their family dynamic often

have an effect on the type of role the student plays in the bullying scene. The families of

bullies tend to be troubled (Olweus, 1994, as cited in Smokowski & Kopasz, 2005). The

parents of bullies tend to be unsympathetic, uncaring, and uninterested in their children

(Smokowski & Kopasz, 2005). In these households, supervision tends to be minimal

(Roberts, 1988, as cited in Smokowski & Kopasz, 2005). Additionally, children in these

households are permitted to act aggressively and parents often do not set consistent rules

regarding appropriate behavior towards others (Olweus, 1993). Punishment given at home is

often physical and is followed by a period where the child is ignored by their parents

(Roberts, 2000, as cited in Smokowski & Kopasz, 2005). Therefore, children learn that

violence can be used to achieve goals (Patterson, Capaldi, & Bank, 1991, as cited in

Smokowski & Kopasz, 2005).

The families of victims tend to be overprotective and controlling (Smokowski & Kopasz, 2005). The parents of victims often feel as though their children cannot cope with conflict and therefore avoid it altogether (Smokowski & Kopasz, 2005). Consequently, children do not learn problem solving skills (McNamara& McNamara, 1997, as cited in Coloroso, 2002).

Bully-victims also commonly come from troubled homes (Smokowski & Kopasz, 2005). Their parents are often neglectful, overprotective, and sometimes abusive (Bowers et al, as cited in Smokowski & Kopasz, 2005).In this type of household, the bully-victim learns unfriendly behaviors and therefore see the rest of the world as unreliable and dishonest (Bowers et al, as cited in Smokowski & Kopasz, 2005).

The Effects Bullying Has on the Bully, the Victim, and the Bully-Victim

Unfortunately, bullying is something that not only affects children and adolescents at the time that it occurs, but it also has long term effects. Bullies are more likely to be involved in drinking and smoking later in their life (Smokowski & Kopasz, 2005). They have poorer school achievement than their peers, especially during the middle school years (Smokowski & Kopasz, 2005). Children and adolescents that are labeled as bullied suffer from anti-social behavior in adulthood (Kaltiala-Heino et al.; Olweus, 1994, Pulkkinen & Pitkanen, 1993, as cited in Smokowski & Kopasz, 2005). It has also been found that bullies do not work to their fullest potential in employment settings later in life (Carney & Merrell, 2001; NSSC, 1995, as cited in Smokowski & Kopasz, 2005).

The effects that bullying has on the victim are vast. The victimization that these children and adolescents face adds to internalizing disorders such as depression and anxiety (Brockenbrough et al., 2002; Kaltiala-Heino et al., 2002, as cited in Smokowski & Kopasz,

2005). Specifically to girls, bullying may cause eating disorders (Bond, Carlin, Thoman, Rubin, & Patton, 2001, as cited in Smokowski & Kopasz, 2005). Victims suffer from absenteeism, poor academic performance, loneliness, and suicidal ideation (Beale, 2001; Roberts & Coursol, 1996, as cited in Smokowski & Kopasz, 2005). Approximately 1 out of 5 middle school students avoid using the bathroom during school because of the bullying that occurs there (Glew et al., 2000; Hazler, Hoover, & Oliver, 1992, as cited in Smokowski & Kopasz, 2005). Approximately twenty percents of victims report that they are frightened throughout the majority of the school day (Glew et al., 2000; Hazler, Hoover, & Oliver, 1992, as cited in Smokowski & Kopasz, 2005). They also experience trouble sleeping as well as nightmares (McNamara & McNamara, 1997, as cited in Smokowski & Kopasz, 2005). Victims are more likely than others to bring weapons to school for self defense or payback against bullies (Brockenbrough et al., 2002, as cited in Smokowski & Kopasz, 2005). The rate of suicide is higher among victims than it is among bullies (Olweus, 1993, as cited in Smokowski & Kopasz, 2005). Being bullied also affects the bullied's future relationships, specifically inhibition with women for males (Gilmartin, 1987, as cited in Smokowski & Kopasz, 2005). Additionally, with their own children, victims may overreact to behaviors and shelter their children, which continues the cycle of bullying and victimization (McNamara & McNamara, 1997, as cited in Smokowski & Kopasz, 2005).

The bully-victim is the most at risk population (Coloroso, 2002). Although there are a higher number of males who are characterized as bully-victims, the effects are prevalent for both sexes (Solberg et al., 2007). They suffer from low self-confidence and self-image (Smokowski & Kopasz, 2005). Bully-victims have a greater tendency to suffer from oppositional-conduct disorder and depression (Smokowski & Kopasz, 2005). They also have

more psychiatric symptoms than their peers during both childhood and adulthood

(Kumpulainen & Rasanen, 2000, as cited in Smokowski & Kopasz, 2005). Furthermore, they

are at higher risk than bullies and victims of depression, anxiety, mental health problems,

eating disorders, etc (Kaltiala-Heino et al., 2000, as cited in Smokowski & Kopasz, 2005).

Closing the Achievement Gap

Bullying is not the most important issue for schools to place their focus. In our

country, there is an education inequity that affects students of different races and economic

status (Teach For America, 2006). Closing the achievement gap between different races and

incomes is of more concern than bullying. High standards, good teachers, and a challenging

curriculum are needed in order to increase the achievement levels of students in poverty and

minorities (Haycock, 2001). The reading level of 17 year old Latinos and African Americans

heightened in the 1970s and 1980s, but, in the 1990s, it widened greatly (Haycock, 2001).

For mathematics, the gaps for both African Americans and for white students narrowed until

1992, but has greatly widened since then (Haycock, 2001). In 1999, only one in 50, 17 year

old Latino students were able to read and understand information read from text by the end of

their high school career (Haycock, 2001). Only one in 100 African American, 17 year old,

students were capable of the same, compared to one in 12 white students (Haycock, 2001).

Furthermore, only one in 30 Latino students and one in 100 African American

students can do elementary algebra and multistep problem solving by the end of high school

compared to seven in 10 white students (Haycock, 2001). By the end of high school, many

African American and Latino students have acquired skills in mathematics and reading that

are equivalent to those of white students in the eighth grade (Haycock, 2001). Ninety percent

of white students and 94% of Asians in the 18 to 24 year old range have either earned a

General Educational Development (GED) degree or a high school degree, compared to 81%

of African Americans and 63% Latinos (Haycock, 2001).

African American students are only half as likely as white students to obtain a

bachelor's degree by the age of 29 (Haycock, 2001). Similarly, Latino students are only one

third as likely as white students to obtain a bachelor's degree by age 29 (Haycock, 2001).

With these clear disadvantages and differences among races, more attention should be paid

toward bridging the achievement gap in education rather than the bullying that occurs in

schools.

Teacher Quality

School districts need to be more selective in hiring their teaching staff. Many of the

teachers that are employed in school districts throughout the United States are ineffective

(Haycock, 2001). Students who are considered low-income or minorities are more likely to

be taught by under qualified teachers (U.S Department of Education, 2005). Many of the

teachers of these students are poorly trained and many of them do not return year to year

(U.S Department of Education, 2005). The difference between students who are taught by

qualified teachers and those who are taught by unqualified teachers can be equivalent to one

grade-level (Things to remember, 2005). Therefore, students who are placed in these classes

feel as though they have more freedom to do things other than their schoolwork. In high

poverty schools, so little is expected of the students that they are given only a few

assignments to complete each month (Haycock, 2001). Often times, students are not

challenged in school (Haycock, 2001). Teachers also engage very little with students in these

types of schools and assign work that requires little or no thinking to be done, such as

coloring (Haycock, 2001). Consequently, students become accustomed to an environment

where they are not held accountable for a great deal and get comfortable with a culture where little is expected of them. These low expectations have the ability to transfer over to other aspects of their life. If little is expected of them academically, they will feel as though little of them is expected socially as well, in which case, they will have more of an opportunity to bully their peers and succeed at it without any consequences.

Overprotective Parents

Although bullying seems to have strong prevalence in elementary and middle schools, it is not as big of a problem as many parents make it out to be. Parents today are overprotective of their children (Gill, 2007). According to one student,

> …adults can be very stupid at times. They ban everything, for health and safety reasons. If they're going to ban very simple stuff like this, they might as well lock all kids in empty rooms to keep them safe. Kids should be allowed to experiment and try things. Otherwise when they grow up they'll make very stupid mistakes from not getting enough experience at childhood. (Gill, 2007, p. 19)

Overprotection of children by parents can have different effects. It can cause children to be either overly shy or disobedient (Effects of overprotective parents). This overprotection hinders children's ability to function in the real world (Effects of overprotective parents).

In a 2006 study done by the Future Foundation, the amount of time that parents spend looking after their children each day has increased since 1975 from 25 minutes to 99 minutes in the year 2000 (Gill, 2007).

> There is a place for some degree of teasing, challenging and critical comment in the normal interactions of childhood play… It is possible to become overprotective of young people. They need to be able to meet challenges and justifiable criticism to prepare them for the teasing, taunting and the range of other challenges they will undoubtedly meet later in life… Over-involvement and direction by adults may thwart the emerging skills of decision-making, imaginative play and creativity… The role of adults in the playground is to be vigilant and supportive, ready to step in, but only where necessary. (Besag as cited in Gill, 2007)

In today's society, bullying has come to be defined as any form of victimization of a young person by another young person (Gill, 2007). It is difficult for adults to determine when someone is actually being bullied and when children are teasing each other and participating in natural behaviors of life (Gill, 2007). Therefore, adults are under the pressure of intervening every time children are engaged in conflicts or disagreements (Gill, 2007). By doing this, parents prevent children from learning how to deal with situations that are less than ideal on their own (Gill, 2007). It is vital for children to make mistakes and face conflict in their life in order to develop coping mechanisms (Effects of overprotective parents). Children must learn to take risks without parent involvement (Effects of overprotective parents). Furthermore, many teachers, parents, and adults view everyday unpleasantness as bullying and therefore hinder children's abilities to problem solve and develop the capacity to deal with difficult situations (Gill, 2007).

Children Lack Resiliency

Conversely, children are not resilient enough to deal with challenging and hurtful situations. They need to discover ways to live and function in a society where bad things are bound to occur (Gill, 2007). Many people in society want to eliminate these difficult situations from children's lives altogether, which will hinder them from developing these skills (Gill, 2007). If children are not given responsibility to deal with their problems on their own, parents will feel an increased need to intervene, hindering children from being able to problem solve and deal with difficult situations on their own (Gill, 2007). Consequently, society needs to evolve to acknowledge children more often when they have developed the

ability to recover from situations such as bullying, tragedies, failure, and conflict (Gill, 2007).

<div align="center">*Misfits*</div>

Although it is thought that bullying is wrong under all circumstances, it is true that some children just do not fit in. Their characteristics that differ from those of other children surrounding them are to blame for the bullying that occurs in elementary and middle schools.

For example, students who have autism spectrum disorders display several out of the ordinary characteristics that cause them to be frequent victims of bullying. They have difficulty with expressive and receptive language and communication (Teaching Students with Autism Spectrum Disorders, 2003). They have difficulty understanding the connections between mental states and actions (Teaching Students with Autism Spectrum Disorders, 2003). Therefore, it is difficult for them to understand how someone is feelings unless they are feeling the exact same emotion at the time (Teaching Students with Autism Spectrum Disorders, 2003). Children with autism spectrum disorders have a hard time understanding others' verbal and nonverbal communication (Teaching Students with Autism Spectrum Disorders, 2003). Consequently, they have trouble with social interaction and behavior (Teaching Students with Autism Spectrum Disorders, 2003). They have awkward posture, lack of eye contact, lack of focus, and often display inappropriate facial expressions (Teaching Students with Autism Spectrum Disorders, 2003). This type of child responds to stress by rocking or spinning, often has an odd pitch to their voice, have a tendency to interrupt people, and has trouble following rules that are not written down for them (Teaching Students with Autism Spectrum Disorders, 2003). All of these characteristics are to blame for the bullying that this specific group faces. These personality traits are difficult to

accept by other children and those with the spectrum disorder are often viewed as outcasts, putting them in a situation to be bullied by others who do not share their uniqueness.

A child's weight can also be the reason why he or she is bullied. The adolescence developmental stage is marked by the bodily changes and developments that occur among boys and girls (Janssen et al., 2004). Body image is a large concern for children of this age and consequently, children are focused on their own body image as well as that of their peers, causing the external characteristic of weight to be a frequent cause of bullying (Janssen et al., 2004). Obesity is a cause of aggression in many adolescents, causing them to not only be bullied for being overweight, but to bully others themselves (Janssen et al., 2004). Children who are unhappy with their weight take their pain out on others by bullying those others based on characteristics that might be wrong with them in order for the bully to feel better about him or herself (Janssen et al., 2004).

Social status is another reason why children are bullied. In middle childhood and adolescence, social cliques are formed. Therefore, children who are considered social outcasts are likely to be bullied. Popular children act appropriately in the eyes of their peers (Zola, 2002). Therefore, according to the students labeled as popular, those who do not act like them are targets of bullying.

<p style="text-align:center">Hypothesis</p>

Bullying is an aspect of life that is harmful to all involved parties. Verbal, relational, and physical bullying cause severe consequences for the bully, the victim, the bully-victim, and the bystander. Furthermore, many children who are bullied bring it upon themselves in one way or another; obesity, lack of social skills, or lack of resiliency. Bullying can also be caused by overprotective parents. In addition, it is true that our world has survived and

advanced despite the ongoing prevalence of bullying, but it is possible that with a decrease in the hostile acts, humanity could improve even further.

In order to do this, education is critical. A quality education is capable of combining several areas; bullying, social skills, resiliency, parent involvement, and closing the achievement gap. Because every student, specifically in the United States, is required to attend school until a certain age, could an educational presentation on bullying, presented in school, be effective in educating students on the subject of bullying and assist in preventing it in the future?

Methodology

Sample

The sample of convenience comes from CVS Highlander Charter School in Providence, Rhode Island. The CVS Highlander Charter School serves 250 students in grades kindergarten through eight. Thirty five percent of the students are Latino, 24% are African American, 17% are Caucasian, 12% are Bi-racial, 5% are Cape Verdean, 5% are Asian American/Pacific Islander, and 2% are American Indian. Sixty two percent of the students who attend the CVS Highlander Charter School are eligible for free or reduced lunch. This demographic information is in reference to the entire student body at CVS Highlander Charter School. The demographic information of the students who participated in the study was not taken. Out of the 250 students that attend the CVS Highlander Charter School, 110 of them attend the after school program. The sample in this study was 103, female and male, students who attend the after school program at CVS Highlander Charter School. Seventeen kindergarten and first grade students, 38 second through fourth graders, 28 fifth through sixth graders, and 20 seventh and eighth grade students participated in this research study.

Data Gathering

        In order to gather data to determine whether or not an educational presentation would be effective in educating students on bullying and assisting bullying prevention in the future in elementary and middle schools, the researcher presented a PowerPoint presentation, preceded by a pre-test and followed by a post-test, to students in grades two through eight. The researcher also read a picture book story, preceded by a pre-test and followed by a post-test to kindergarten and grade one.

        On February 8, 2008 at 3:15, the researcher entered a room with approximately 11 kindergarten and first grade students. The researcher administered a pre-test to these students (See Appendices A and B). She read aloud eight questions, one at a time, to the kindergarten and first graders. As the researcher read each question, she gave the students ample time to answer. The questions were: do you think that calling someone a bad name is bullying, do you think saying something mean about someone that is not true is bullying, do you think giving someone a high-five is bullying, do you think hitting someone is bullying, do you think letting someone play with you at recess is bullying, are you bullied in school, do you ever bully anyone in school, and when you see someone being bullied in school, do you try to stop it? The pre test had numbers one through eight on it and each number had a yes and a no answer. The children were asked to circle yes or no for each answer. In addition to the researcher, two people who worked at the after-school program were assisting these children in answering the questions.

        The researcher then read a picture book titled "No One Knew What to Do" to the students. The researcher then administered a post-test (See Appendices C and D). The post-test asked 10 questions: do you think letting someone play with you at recess is bullying, do

you think hitting someone is bullying, do you think that calling someone a bad name is bullying, do you think saying something mean about someone that is not true is bullying, do you think giving someone a high-five is bullying, are you bullied in school, do you ever bully anyone in school, is hitting someone back a good way to stop bullying, is telling an adult a good way to stop bullying, and did you like this book? Again, the researcher read each of these questions aloud and the students circled yes or no on their own post-test. The same two workers assisted the students on the post-test as well.

From 4:00-4:30PM on February 8, 2008, the researcher presented a PowerPoint to students in the after school program in grades five through eight at CVS Highlander Charter School. First, the researcher administered a pre-test (See Appendices E and F). The pre-test asked what the students' definition of bullying was, whether or not they think certain things are considered bullying, how many times a week they are bullied, how many times a week they bully someone else, and what they usually do when they see someone being bullied. The researcher gave the students approximately 10 minutes to answer all of the questions. Next, the researcher presented grades five through eight with the PowerPoint presentation on bullying. The PowerPoint addressed a definition of bullying, what is considered bullying, why people bully, why people are bullied, why bullying is wrong, what a student can do if they are bullied, and what they can do if they see someone else being bullied. After the PowerPoint, the researcher administered a post-test (See Appendices G and H). The students were given approximately 10 minutes to finish. The post-test asked what the students' definition of bullying is, whether or not they think certain things are considered bullying, how many times a week they are bullied, how many times a week they bully someone else,

whether or not the presentation taught them anything new, if they will try to stop bullying in the future, how they will do that, and what they liked or disliked about the presentation.

From 4:30-5:00PM on February 8, 2008, the researcher presented a PowerPoint to students in the after school program in grades two through four at CVS Highlander Charter School. First, the researcher gave the students a pre-test (See Appendix I). The pretest asked students what they considered bullying, how many times a week they bullied someone, how many times a week they were bullied, and what they do when they see someone being bullied. The researcher then presented the PowerPoint presentation. The presentation addressed a definition of bullying, what is considered bullying, why people bully, why people are bullied, why bullying is wrong, what a student can do if they are bullied, and what they can do if they see someone else being bullied. The researcher then distributed a post-test (See Appendix J). The post-test asked them what they considered to be bullying, if the presentation taught them anything new, what the best way to stop bullying is, and their favorite part of the presentation.

On Monday, February 11, 2008, the researcher followed the exact same methodology with a different group of students.

Variables

The independent variable in this study was the PowerPoint presentation and the book that was read to the students. Because of the age difference, and therefore difference in cognitive skills, a PowerPoint was used for grades two through eight and a book was used for kindergarten and first grade.

The dependant variable in this study was the students' knowledge of bullying. Whether or not they gained any knowledge on the topic was dependant on that delivered in the PowerPoint and book presented to them.

An additional variable in this study was gender. Both males and females participated in this study. Gender was a variable because males and females may experience bullying in different ways and therefore answer the proposed questions differently.

Furthermore, age was also a variable. Because the researcher wanted to study the effectiveness of an educational presentation on increasing students' knowledge of bullying and future prevention in elementary and middle schools, students in grades kindergarten through eight participated. Therefore, the ages of the students ranged from approximately five to 14.

Data Analysis

In order to gather meaning from the data collected, the researcher scored each pre and post test out of 100 points. The researcher also evaluated students' responses to the question of whether or not they stop bullying on the pre-test, and whether or not they will try to stop it in the future on the post-test. Using the Statistical Package for Social Sciences, the researcher created a data set that included five variables: grade level, numerical score on the pre-test, numerical score on the post-test, do you try to stop bullying when you see it happen, and will you try to stop bullying if you see it happen in the future. The researcher ran a T Test in order to determine the mean scores of the pre-test and post-test for all the students as a whole, for elementary school students, and for middle school students. Next, the researcher ran a T Test in order to determine the mean scores for whether or not students tried to stop bullying when they saw it happen on the pre-test, and whether or not they will try to stop

bullying in the future after seeing the presentation. This test was done for all students as a whole, for elementary school students, and for middle school students.

The test that was run on the Statistical Package for Social Sciences in order to compute these means was a T Test. This test was chosen because it not only computes means, but it also computes statistical significance

Content validity was used in this research study. Due to the variance among the pre and post-tests for the different grade levels, the questions covered an entire range of meanings within the concepts presented to the students in the presentation. Internal consistency reliability was used in this research study. As a whole, the scores among both scale items and subsets of items correlated with each other.

Because only one aspect of this study proves to be statistically significant, it is thought that the variables in this study are contaminated and generated by an outside source. In the area that was statistically significant, the elementary school students' mean scores on the pre and post test, the knowledge that the students gained about bullying was most likely a result of the PowerPoint and book presentation. Therefore, internal validity has been achieved in this aspect of the study.

Findings

As a result of analyzing the information using the Statistical Package for Social Sciences, there are several points that have been concluded. Students in grades kindergarten through eighth grade scored a mean of 78 on the pre-test that was given to them (Figure 1). After being presented with the PowerPoint, and given a post-test, the same students scored a mean of 81.8 (Figure 1).

Figure 1.

Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	77.9040	99	23.50629	2.36247
	posttest	81.7874	99	24.73352	2.48581

This data does not prove to be statistically significant (p=.085), and therefore it can be

concluded that as a whole, an educational presentation does not educate students on the topic

of bullying (Figure 2).

Figure 2.   **T Test**

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	-3.88333	22.20703	2.23189	-8.31245	.54578	-1.740	98	.085

Students in the elementary school scored a mean of 78.2 on the pre-test and a mean

score of 82.6 on the post-test (Figure 3).

Figure 3.

Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	78.2437	79	24.52801	2.75962
	posttest	82.6354	79	22.16046	2.49325

This is the one area of this study that proves to be statistically significant (p<.05). It can be

concluded from this data that a presentation is effective in educating elementary school

students on the topic of bullying (Figure 4).

Figure 4.

T Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	-4.39177	19.48907	2.19269	-8.75709	-.02646	-2.003	78	.049

Students in the middle school scored a mean of 76.6 on the pre-test and 78.4 on the

post-test (Figure 5).

Figure 5.

Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	76.5625	20	19.43645	4.34612
	posttest	78.4375	20	33.53336	7.49829

This data is not statistically significant (p=.792) and therefore proves that an educational

presentation is not effective in educating middle school students on the topic of bullying

(Figure 6).

Figure 6.

T Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest – posttest	-1.87500	31.28945	6.99653	-16.51891	12.76891	-.268	19	.792

When analyzing students' responses to the question of whether or not he or she tries,

or will try in the future, to stop bullying, the researcher used the number one to indicate yes

and the number zero to indicate no. On the pre-test, the mean score for all students' responses

to the question of whether or not he or she tries to stop bullying when they see it happen was

a .65. On the post-test, the mean score for all students' responses to the question of whether

or not he or she will try to stop bullying in the future was a .70 (Figure 7).

Figure 7.

Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	prestop2	.6548	84	.47830	.05219
	poststop2	.7024	84	.45996	.05019

This information is not statistically significant (p=.496) and therefore it can be concluded that

an educational presentation is not effective in preventing bullying among elementary and

middle school students (Figure 8).

Figure 8.

T Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	prestop2 - poststop2	-.04762	.63823	.06964	-.18612	.09089	-.684	83	.496

Students in the elementary school scored a mean score of .74 in response to the

question of "do you try to stop bullying when you see it?" and a mean score of .74 in

response to the question "will you try to stop bullying when you see it happen in the future?"

(Figure 9).

Figure 9.

Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	prestop2	.7429	70	.44021	.05262
	poststop2	.7429	70	.44021	.05262

This data is not statistically significant (p=1.000) and therefore, proves that an educational

presentation does not prevent bullying in elementary schools (Figure 10).

Figure 10.

T Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	prestop2 - poststop2	.00000	.63702	.07614	-.15189	.15189	.000	69	1.000

Students in the middle school scored a mean score of .21 on the question of "do you try to

stop bullying when you see it?" and a score of .5 on the question "will you try to stop

bullying when you see it happen in the future?" (Figure 11).

Figure 11.

Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	prestop2	.2143	14	.42582	.11380
	poststop2	.5000	14	.51887	.13868

These findings are not statistically significant (p=.104) and therefore, it can be concluded that

an educational presentation does not prevent bullying in middle schools (Figure 12).

Figure 12.

T Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	prestop2 - poststop2	-.28571	.61125	.16336	-.63864	.06721	-1.749	13	.104

Overall, an educational presentation has proven not to be effective in educating students in middle and elementary school on the topic of bullying or in preventing bullying in the future. Although there were statistically significant results for elementary school students' scores on the pre and post-tests regarding knowledge on bullying, the increase was small.

Conclusion

Bullying in elementary and middle schools is an activity that creates fear in students' lives and can cause both physical and emotional pain. Bullying affects everyone involved, especially the bully, the victim, the bully-victim, and the bystander. Because students at the elementary and middle school age are required to attend school, it was hypothesized that giving an educational presentation on bullying in school would educate students about bullying and assist in preventing it in the future.

Though presenting an educational PowerPoint to the students in the after school program at the CVS Highlander Charter School in Providence, Rhode Island, collecting pre-tests and post-tests from each student, and analyzing the data through the Statistical Package for Social Sciences, it was concluded that an educational presentation is not effective in educating students on the topic of bullying or preventing bullying in the future.

Although the elementary school students' scores on the pre and post-tests regarding knowledge of bullying increased and was statistically significant, the increase was only from

78.2 to 82.6; which is a small increase. Therefore, even though the numerical results of this study show that an educational presentation does increase elementary school students' knowledge about bullying, more research must be done in order for it to be sure that this type of an approach to bullying education is effective. Additionally, research on different approaches to bullying education and prevention must be conducted in order to determine if there are more effective ways, other than an educational presentation, to address the problem of bullying in elementary and middle schools.

Through this study on whether or not an educational presentation is effective in educating students about bullying and effective in preventing bullying in the future, many implications for social work practice, research, and policy have been determined. The researcher presented this presentation to large groups of students. If this research study were to be done again, or in future research, students need to be presented to individually. Because of the size of the group, many students were distracted, which could have resulted in lack of focus in other students and an inability to answer all questions accurately and truthfully. Furthermore, some students were so disruptive that they were asked to leave the presentation; resulting in a different number of pre-tests and post-tests. By presenting to students individually, the researcher will be able to explain topics more thoroughly and ensure that all students understand the content. Additionally, students will be able to focus on what the message of the presentation is as well as their answers to the questions on the pre-tests and post-tests.

Another implication for research regarding analyzing data is to revise the pre and post-tests so that students of all ages are responding to the exact same questions; not simply variations of the same questions. Instead of adapting the questions to be asked, it might be

better to adapt the way in which they are asked. For example, because kindergarten and first grade students will not be able to understand the same questionnaire set-up as the eighth graders, have an adult ask them the questions in words they can understand and record their answers, rather than having the students recording their answers themselves. By doing this, analyzing the data will be more feasible and accurate.

One implication for social work practice is that a bullying education and prevention program should be extended over a period of time. This research study was conducted in one day. Students filled out a pre-test, were presented with a presentation, and then immediately filled out a post-test. Therefore, the results of this study are based on what students think they might do in the future, not what they actually take with them and put into practice after seeing the educational presentation. In social work practice, it is important to actually see a client making changes, not just hear what they plan to do. Therefore, in the future of research studies and social work practice, it might be a good idea to run programs such as this one over a period of time in order to gather the most accurate results.

This study has proven that there is a need for a bullying prevention program at the CVS Highlander Charter School. Many students indicated that they either bully, are bullied, or both, at school. Therefore, it seems as though the students at this school will benefit from a more in depth bullying education and prevention presentation or program. The results of this educational program indicate that students at this particular school might respond more accurately and attentively to actual situations that have either happened to them or that they have witnessed. The students had a difficult time focusing during the presentation given during this research study. Therefore, for this particular agency, a more interactive presentation may be more beneficial.

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Appendix A

Grades K-1 Read Aloud PRE

1. Circle YES or NO
Do you think that calling someone a bad name is bullying?

2. Circle YES or NO.
Do you think saying something mean about someone that is not true is bullying?

3. Circle YES or NO.
Do you think giving someone a high-five is bullying?

4. Circle YES or NO.
Do you think hitting someone is bullying?

5. Circle YES or NO.
Do you think letting someone play with you at recess is bullying?

6. Circle YES or No.
Are you bullied in school?

7. Circle Yes or No.
Do you ever bully anyone in school?

8. Circle Yes, Sometimes, or No.
When you see someone being bullied in school, do you try to stop it?

Appendix B

Grades K-1 PRE

BULLYING
<u>*do not put your name on this paper*</u>

1.   **YES**   **NO**

2.   **YES**   **NO**

3.   **YES**   **NO**

4.   **YES**   **NO**

5.   **YES**   **NO**

6.   **YES**   **NO**

7.   **YES**   **NO**

8.   **YES   SOMETIMES   NO**

Appendix C

Grades K-1 Read Aloud POST

1. Circle YES or NO
Do you think letting someone play with you at recess is bullying?

2. Circle YES or NO.
Do you think hitting someone is bullying?

3. Circle YES or NO.
Do you think that calling someone a bad name is bullying?

4. Circle YES or NO.
Do you think saying something mean about someone that is not true is bullying?

5. Circle YES or NO.
Do you think giving someone a high-five is bullying?

6. Circle YES or No.
Are you bullied in school?

7. Circle YES or NO.
Do you ever bully anyone in school?

8. Circle YES or No.
Is hitting someone back a good way to stop bullying?

9. Circle YES or NO.
Is telling an adult a good way to stop bullying?

10. Circle YES or NO.
Did you like this book?

Appendix D

Grades K-1 POST

<div align="center">BULLYING

<u>***do not put your name on this paper***</u></div>

1.   YES   NO

2.   YES   NO

3.   YES   NO

4.   YES   NO

5.   YES   NO

6.   YES   NO

7.   YES   NO

8.   YES   NO

9.   YES   NO

10. YES   NO

Appendix E

Grades 5-6 PRE

BULLYING
do not put your name on this paper

1. What is your definition of bullying?

2. Circle all that you consider to be bullying:

Calling someone names

Laughing at someone's joke

Telling your teacher when someone swears.

Being unfriendly to someone one purpose

Saying mean things about someone

Spreading rumors

Threatening people

Kicking

Asking someone to stop talking so you can focus

Giving someone a high-five

Taking or ruining someone's belongings

Using the internet to say things that will hurt someone

Making someone feel uncomfortable or scared

Hitting

Poking

Leaving people out on purpose

3. How many times a week would you say that you ARE BULLIED by someone else? (Circle one)

0---------------1-------------2------------3--------------4--------------5------------more than 5

4. How many times a week would you say that YOU BULLY someone else? (Circle one)

0---------------1-------------2------------3--------------4--------------5------------more than 5

5. When you see someone being bullied, what do you usually do? (Circle one or explain what you do)

Ignore it-----laugh-----join in the bullying----- try to stop the bully yourself-----tell an adult --
----other
_____
_____
_____
_____

Appendix F

Grades 7-8 PRE

BULLYING
do not put your name on this paper

1. What is your definition of bullying?

2. Circle all that you consider to be bullying:

Calling someone names

Laughing at someone's jokes

Telling your teacher when someone swears

Being unfriendly to someone one purpose

Saying mean things about someone

Spreading rumors

Threatening people

Kicking

Asking someone to stop talking so you can focus

Giving someone a high-five

Taking or ruining someone's belongings

Using the internet to say things that will hurt someone

Making someone feel uncomfortable or scared

Hitting

Poking

Leaving people out on purpose

3. How many times a week would you say that you ARE BULLIED by someone else? (Circle one)

0---------------1--------------2------------3--------------4--------------5------------more than 5

4. How many times a week would you say that YOU BULLY someone else? (Circle one)

0---------------1--------------2------------3--------------4--------------5------------more than 5

5.When you see someone being bullied, what do you usually do? (Circle one or explain what you do)

Ignore it-----laugh-----join in the bullying----- try to stop the bully yourself-----tell an adult --
----other
_____
_____
_____

Appendix G

Grades 5-6 POST

<div align="center">

BULLYING

do not put your name on this paper
</div>

1. What is your definition of bullying?

2. Circle all that you consider to be bullying:

Being unfriendly to someone one purpose   **Calling someone names**

Saying mean things about someone   **Spreading rumors**

Asking someone to stop talking so you can focus   **Giving someone a high-five**

Threatening people   **Making someone feel uncomfortable or scared**

Using the internet to say things that will hurt someone   **Hitting**

Telling your teacher when someone swears   **Laughing at someone's jokes**

Leaving people out on purpose   **Poking**

Taking or ruining someone's belongings   **Kicking**

3. How many times a week would you say that you ARE BULLIED by someone else? (Circle one)

0---------------1--------------2-------------3---------------4--------------5------------more than 5

4. How many times a week would you say that YOU BULLY someone else? (Circle one)

0---------------1--------------2-------------3---------------4--------------5------------more than 5

5. Did this presentation teach you anything new about bullying? (Circle one)

No----------- A little ----------- A lot

6. In the future, do you think you will try to stop bullying when you see it happen? (Circle one)

No--------------probably not---------------maybe---------------probably--------------yes

7. If you answered maybe, probably, or yes to #6, what are you going to do to try to stop bullying?

_____
_____
_____

8. What did you like or dislike about this presentation?

_____
_____
_____

Appendix H
Grades 7-8 POST   BULLYING
                          do not put your name on this paper

1. What is your definition of bullying?

2. Circle all that you consider to be bullying:

Being unfriendly to someone one purpose   **Calling someone names**

Saying mean things about someone   **Spreading rumors**

Asking someone to stop talking so you can focus   **Giving someone a high-five**

Threatening people   **Making someone feel
                                                       uncomfortable or scared**

**Using the internet to say things
that will hurt someone**   **Hitting**

Telling your teacher when someone swears   **Laughing at someone's jokes**

Leaving people out on purpose   **Poking**

Taking or ruining someone's belongings   **Kicking**

3. How many times a week would you say that you ARE BULLIED by someone else? (Circle one)

0---------------1--------------2-------------3--------------4--------------5------------more than 5

4. How many times a week would you say that YOU BULLY someone else? (Circle one)

0---------------1--------------2------------3--------------4--------------5------------more than 5

5. Did this presentation teach you anything new about bullying? (Circle one)

No------------ A little ----------- A lot

6. In the future, do you think you will try to stop bullying when you see it happen? (Circle one)

No--------------probably not--------------maybe--------------probably--------------yes

7. If you answered maybe, probably, or yes to #6, what are you going to do to try to stop bullying?

_____
_____
_____

8. What did you like or dislike about this presentation?

_____

_____

_____

Appendix I

Grades 2-4 PRE

<div align="center">BULLYING
<u>*do not put your name on this paper*</u></div>

1. DIRECTIONS: CIRCLE YES OR NO.
Do you think that calling someone a bad name is bullying?   YES   NO

2. DIRECTIONS: CIRCLE YES OR NO.
Do you think saying something mean about someone that is not true is bullying?   YES
NO

3. DIRECTIONS: CIRCLE YES OR NO.
Do you think giving someone a high-five is bullying?   YES   NO

4. DIRECTIONS: CIRCLE YES OR NO
Do you think hitting someone is bullying?   YES   NO

5. DIRECTIONS: CIRCLE YES OR NO.
Do you think letting someone play with you at recess is bullying?   YES   NO

6. DIRECTIONS: CIRCLE A NUMBER.
How many times a week are YOU BULLIED?

0------------------1---------------2--------------3-------------------4--------------5-----------
more than 5

7. DIRECTIONS: CIRCLE A NUMBER.
How many times a week do YOU BULLY someone else?

0------------------1---------------2--------------3-------------------4--------------5-----------
more than 5

8. DIRECTIONS: CIRCLE WHAT YOU DO.
When you see someone being bullied, what do you usually do?

Ignore it------------laugh-----------join in the bullying------------tell the bully to stop-----------
tell an adult

Appendix J

Grades 2-4 POST

<div align="center">

BULLYING
<u>*do not put your name on this paper*</u>
</div>

1. DIRECTIONS: CIRCLE YES OR NO.
Do you think giving someone a high-five is bullying?   YES   NO

2. DIRECTIONS: CIRCLE YES OR NO.
Do you think that calling someone a bad name is bullying?   YES   NO

3. DIRECTIONS: CIRCLE YES OR NO.
Do you think letting someone play with you at recess is bullying?   YES   NO

4. DIRECTIONS: CIRCLE YES OR NO
Do you think saying something mean about someone that is not true is bullying?   YES
NO

5. DIRECTIONS: CIRCLE YES OR NO.
Do you think hitting someone is bullying?   YES   NO

6. DIRECTIONS: CIRCLE ONE
Did this presentation teach you anything new about bullying?

No-------a little---------yes

7. DIRECTIONS: CIRCLE ONE
In the future, will you try to stop bullying if you see it happen?

No-------------I don't think so---------------maybe--------------I think so----------------yes

8. DIRECTIONS: CIRCLE ONE
What do you think the best way to stop bullying is?

Do nothing, it will stop itself-----------hit the bully---------make fun of the bully back ----------
tell an adult

9. What was your favorite part of this presentation?

_____

_____

_____