University of Massachusetts Amherst

ScholarWorks@UMass Amherst

5-2013

An Exploratory Study of Students and Teachers Attitudes Toward Three Types of Bullying: Physical, Verbal and Social Exclusion

Laurice Ann Guillory
University of Massachusetts Amherst

**AN EXPLORATORY STUDY OF STUDENTS AND TEACHERS ATTITUDES
TOWARD THREE TYPES OF BULLYING:
PHYSICAL, VERBAL AND SOCIAL EXCLUSION**

A Dissertation Presented

By

LAURICE ANN GUILLORY

Submitted to the Graduate School of the
University of Massachusetts Amherst in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May 2013

Education

Children, Family and Schools

AN EXPLORATORY STUDY OF STUDENTS AND TEACHERS ATTITUDES TOWARD THREE TYPES OF BULLYING: PHYSICAL, VERBAL AND SOCIAL EXCLUSION

A Dissertation Presented

By

LAURICE ANN GUILLORY

Approved as to style and content by:

_____
Ernest D. Washington, Chair

_____
Alfred Karlson, Member

_____
Nathaniel Whitaker, Member

_____
Christine B. McCormick, Dean
School of Education

DEDICATION

For my father

Joseph Alfie Ray Guillory

September 11, 1943 to January 31, 1992

For planting the seeds that guided this journey of educational success

and

Priscilla Guillory Taylor and Albert Taylor

For believing in me

ACKNOWLEDGMENTS

It would not have been possible to write this doctoral dissertation without the guidance of my committee members, help from friends, and support from family and most importantly, God!

To my father, Joseph Alfie Ray Guillory, who has been instrumental in this journey! I am grateful for his determination and dedication to learning. His dream lives on in me.

My deepest gratitude to my advisor, Dr. Ernest Washington for his continued guidance, caring and patience. To my committee members Dr. Alfred Karlson and Dr. Nathaniel Whitaker for their encouraging words, time and thoughtful criticism.

To my professors at the university of Massachusetts for showing me by example and through challenging coursework how to think and teach others how to think, in particular Dr. Grace Craig, Dr. Masha K. Rudman, Dr. Claire Hamilton, and Dr. Portia Elliot. A special thanks to Ms. Linda Guthrie, for being most supportive in organization and competence.

I'm truly grateful to Dr. Christopher Guillory for his expertise with data analysis, despite the distance, running my data and painstakingly emailing the information I needed.

To my invaluable network of supportive, generous and loving friends whom I could not have survived the process: To my brother-in-law, Tim Bryant who has always supported, encouraged and believed in me and unselfishly shared his home, time and family with me. Daniel Finn, for sharing his passion and love of yoga with me and keeping me

ABSTRACT

AN EXPLORATORY STUDY OF STUDENTS AND TEACHERS ATTITUDES TOWARD THREE TYPES OF BULLYING: PHSYICAL, VERBAL AND SOCIAL EXCLUSTION

MAY 2013

LAURICE ANN GUILLORY, B.S., LOUISIANA STATE UNIVERSITY BATON ROUGE

M.Ed., UNIVERSITY OF MASSACHUSETTS AMHERST

Ed. D. UNIVERSITY OF MASSACHUSETTS AMHERST

Directed by: Professor Ernest D. Washington

The primary purpose of this study is to explore student and teacher attitudes toward three types of bullying (physical, verbal and social-exclusion) in elementary schools. The secondary purpose of this study was to explore the role of gender and grade in attitudes towards the three types of bullying.

An ANOVA design was used to investigate the research questions. The population consisted of third and fifth grade students and their classroom teachers in mid to large inner city school districts. The data sets are attitudes, i.e. seriousness and empathy toward three types of bullying (physical, verbal and social exclusion) and a personal data questionnaire was used to gather demographic information and additional information about the participants. Six vignettes were used to assess student judgment about seriousness of the incident and empathy for the victim. The ANOVA for the seriousness of the incident revealed significant differences with regard to grade level but not gender. There was no interaction between grade level and vignette and gender and vignette. With regard to empathy, there were significant differences with regard to

gender and grade level. Again, there was no interaction between grade level and vignette and gender and vignette. A post hoc analysis revealed significant differences between the vignettes. Students in the study identified hitting and the threat of being hit as the most serious bullying incidents.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1

INTRODUCTION

This study explores student and teacher attitudes (how serious the incident and empathy toward the victim) across three types of bullying (physical, verbal and social exclusion) in third and fifth grade students. This study fills a gap in research literature with its focus upon the elementary school students and teachers.

School bullying is a significant problem in American schools and has come to the forefront of challenging behaviors according to students and teachers. Over the past fourteen years, there has been a heightened awareness of bullying and the need for school safety. This has prompted school administrators, teachers, law enforcement professionals, families, and mental health professionals to put into place methods for identifying and intervening proactively. With the heightened concern for school safety, bullying research is at the forefront of educational policies and public concerns.

Bullying is a persistent problem in American schools. Media reports of incidents such as the shooting at Columbine High in 1999 have heightened concerns for school safety. After the Columbine High School shootings, school officials throughout the country called on the students and teachers to report students exhibiting maladaptive behaviors (Kinan, 2010),but an interesting number of serious incidents continued to be reported. The tragic event at Columbine was followed by increased media attention when a South Hadley, Massachusetts high school students took her life in 2010 to escape the perils of bullying. The incident triggered public outrage resulting in local and state laws penalizing the perpetrators and protecting teachers. In 2011, a six-year-old first grader choked and tied up another classmate on the playground at Brookfield Elementary School

in Virginia. Incidents such as these led to thirty-five states to enact anti-bullying legislation. In response to this legislation, schools have developed intervention programs to prevent bullying. Still incidences of bullying are growing and schools haven't found measures to prevent incidents of bullying.

Bullying in schools is an international and prevalent problem that has negative consequences for school climate and the rights of students to learn in a safe environment. D. Olweus (1992), A Norwegian researcher fist examined the issue of bullying after a 1982 news report outlining the story of three adolescent boys who committed suicide following severe bullying by peers. Over the next thirty years, the issue of bullying has taken the forefront of research concerns. Bullying has negative lifelong consequences-- both for students who bully and for their victims. Bullying is comprised of direct behaviors such as teasing, taunting, threatening, and hitting initiated by one or more students against a victim and indirect behaviors such as isolating a student through intentional exclusion. While boys typically engage in direct bullying methods (i.e. physical), girls are more apt to utilize more subtle indirect methods (i.e. verbal and social exclusion), such as spreading rumors and enforcing social isolation (Cheng et al, 2011; Guerra et al, 2011; Galen and Underwood, 1997). Whether the bullying is direct or indirect, the key component of bullying is that the physical or psychological intimidation occurs repeatedly over time to create an ongoing pattern of harassment and abuse (Vlachou et al, 2011; Graham, 2010; Cohn & Canter, 2002).

In summary, this research examines attitudes of third and fifth grade students and their teachers toward bullying (physical, verbal and social exclusion). The information

provides a necessary database for the planning of interventions to lessen the impact of

bullying in elementary school grades.

<u>Definitions of Terms</u>

The following definitions apply to terms used in this research study:

1. <u>Bullying</u>- a student repeatedly exposed to negative actions by one or more
   students (Olweus, 1992). A form of physical, verbal and social aggression, verbal
   or physical behaviors repeated over time within the context of an imbalance of
   power between the aggressor and victim (Russell et al, 2010; Hazler et al, 2009).

2. <u>Physical bullying</u>-intending to cause harm to another by physical means (Russell
   et al, 2010). Physical contact to cause discomfort to another individual (Veenstra
   et al, 2005).

3. <u>Verbal bullying</u>- Verbal abuse includes attacks that are not physical in nature but
   rather the use of inappropriate language such as name calling, threatening, and
   spreading malicious rumors (Guerra et al, 2011).

4. <u>Social-exclusion bullying</u>- refers to the act of rejecting someone; it may be overt
   or subtle (Archer & Coyne, 2005).

5. <u>Attitudes</u>- Russell et al (1998) defines attitude as a multi-dimensional construct
   composed of cognitive and affective domains. The cognitive domain is an
   expression of beliefs (a conviction that something is true) about an object and
   affective domain is an expression of feelings toward an object. For the purposes
   of this paper, attitude is defined as a predisposition (positive or negative) to
   respond in a consistent manner toward an object, idea, concept or situation.

6. <u>Intervention</u>- Interference in the affairs of another (Webster's Dictionary, 1996).

7. <u>Empathy</u>- ability to share in another's emotions, thoughts or feelings (Webster's
   Dictionary, 1996).

Statement of the Problem

Bullying is at the forefront of challenging behaviors in schools and society today. "Bullying is a widespread problem in our schools and communities and has a negative impact on school climate and on students' right to learn in a safe and secure environment without fear. Once thought of as a rite of passage or harmless behavior that helps build character, bullying is now known to have long-term academic, physical, and emotional effects on both the victim and the bystander" (Cohn & Canter, 2002).

It is also clear that age and gender play a crucial role in recognizing and identifying the types of bullying. The controversies and issues surrounding perceptions of specific behaviors and what constitutes bullying is made more complex by the age range of the aggressors or victims and type of aggression; verbal, physical or social exclusion (Russell et al, 2010). It is for this reason that this research focuses on the elementary school years. Researchers agree that males predominantly participate in physical bullying while females predominantly participate in verbal bullying; and in some instances have reports of bullying psychologically. Seals and Young (2003) explored the relationship of bullying and victimization with regard to gender, grade level and ethnicity among seventh and eighth grade students. The researchers concluded that male and female bullies tended to target victims of the same gender, there were no significant grade differences and there was no significant difference between African American and Caucasian students.

Purpose of the Study

The primary purpose of this study is to investigate the effects of gender and grade level toward three types of bullying (physical, verbal and social-exclusion) in elementary schools. Six vignettes were used to examine the three types of bullying: two physical,

two verbal and two social exclusion. The subjects were presented with a set six vignettes

and asked to judge how the seriousness of the event. Next the same vignettes were used

and subjects were asked to judge how empathetic they would feel toward the victim. The

second purpose of the study is to investigate teachers' attitudes toward the three types of

bullying and the intervention strategies used by teachers. This will be examined using

the same six vignettes. The teacher data are briefly reported because of the small number

of teachers who participated. These research questions lead this investigation:

1. Does the type of bullying (physical, verbal and social exclusion) impact student attitudes (seriousness of bullying and empathy toward victim)?
2. Does gender impact student attitudes on the three types of bullying (verbal, physical and social exclusion)?
3. Does grade level impact student attitudes on the three types of bullying (verbal, physical and social exclusion)?

Hypotheses

The data collected will be analyzed to accept or reject the following hypotheses:

Ho: There are no significant differences between boys and girls attitudes towards the seriousness of physical, verbal and social exclusion bullying.

Ho: There are no significant differences between boys and girls empathy toward physical, verbal, and social exclusion bullying.

Ho: There are no significant differences between third and fifth graders attitudes of the seriousness of physical, verbal and social-exclusion bullying.

Ho: There are no significant differences between third and fifth graders empathy toward physical, verbal, and social exclusion bullying.

CHAPTER 2

REVIEW OF RESEARCH AND LITERATURE

This chapter is a discussion of the literature pertaining to bullying. This literature review discusses the definitions of bullying, the types of bullying, the roles and behaviors related to bullying with a focus on the elementary schools. The attitudes toward bullying in middle and high schools will be briefly considered.

Definition of Bullying

Bullying isn't easily defined, but it certainly cannot be dismissed as child's play (Garrett, 2003). Olweus (1991) defined bullying as a subset of aggressive behavior characterized by repetition and an imbalance of power. Other researchers and authors have defined bullying as repeated aggression where one or more persons intend to harm another person physically, verbally, or psychologically (Boulton & Underwood, 1993; Nansel, Overpeck, Pilla-Ruan, Simmons-Morton, and Scheidt, 2001).

What is peer victimization/bullying? Peer victimization, commonly labeled bullying has recently been recognized as a pervasive problem associated with negative short and long term effects on children's psychosocial development (Graham, 2010; Vlachou et al, 2011). Guerra et al (2011) define bullying as "a distinct type of proactive aggression characterized by power imbalance between perpetrator and victim that typically involves repetition".

Garrett (2003) suggests that repeated uses of aggressive strategies to dominant another person is bullying. This form of abuse is commonly associated with neighborhoods, communities and schools (Garrett, 2003). School bullying happens at school or during school-sponsored activities when students or groups of students

6

intentionally and/or repeatedly use power to hurt others. School bullying is a form of

physical, verbal or social aggression (Black et al, 2010, Oh & Hazler, 2009).

Within the literature, numerous definitions of bullying have been presented.

However one notable researcher, Dan Olweus specified three characteristics for bullying:

"(1) it is an aggressive behavior of intentional harm doing, (2) which is carried out

repeatedly over time (3) in an interpersonal relationship characterized by an imbalance of

power" (Olweus and Limber, 1999).

Types of Bullying

Researchers have observed and documented bullying. In recent years, the three

types of bullying have been considered a significant social problem with potentially

serious consequences for both the aggressor and victims (Guerra et al, 2011).   The three

types of bullying are physical, verbal or social exclusion. Physical bullying includes

physical contact such as hitting or punching. Verbal bullying includes attacks that are not

physical in nature but rather the use of inappropriate language such as, threatening, and

spreading malicious rumors. Social exclusion is the act of not including a person or

group of people such as "cyber bullying". "Cyber bullying" is a form of social exclusion

and/or verbal bullying that extends outside of schools. This form of bullying is growing

and reaching epidemic proportions in the twenty-first century using social media and

technology. This particular form of bullying and prevention has proved to be

challenging.

Physical Bullying

Physical bullying has gained the most attention and is most easily recognizable. Veenstra, Lidenberg, Oldehinkle, Winter, Verhulst, & Omel (2005) distinguish physical bullying from verbal bullying; defining physical bullying in terms of shoving, punching, hitting or an act of hurting someone, while verbal bullying refers to name-calling, teasing or making offensive remarks. Psychological bullying (social exclusion) is the act of keeping certain people out of a "group" and spreading rumors. As mentioned earlier, the attention to bullying has been linked to parties who are active participants in the act, bully or person being bullied, and have overlooked the attention to bullying situations. Physical bullying is more often associated with boys at an early age who are the primary perpetrators of physical aggression throughout childhood, adolescence, and adulthood (Cheng et al, 2011; Guerra et al, 2011; Galen and Underwood, 1997).

Verbal Bullying

Verbal bullying occurs when someone uses language to gain power and control. Garbarino and deLara (2003) co-authored the article "Sticks and Stones My Break My Bones, But Words Can Never Hurt Me" to discuss the power of words and the effect of verbal bullying. This old rhyme from childhood is a tactic used by parents and educators directing children to deflect taunts and teasing. The words alone have the power. The effects of physical bullying may be more obvious at first, but verbal bullying is more insidious over periods of time and has been linked to long term psychological effects. Verbal bullying is more associated with girls (Cheng et al, 2011; Guerra et al, 2011; Galen and Underwood, 1997). There are multiple studies and research on verbal bullying

coupled with the other two types of bullying, but very little research on just verbal bullying.

Social Exclusion Bullying

Indirect aggression has been largely neglected. It is harder to detect and recognize these aggressive acts. This type of bullying refers to purposefully manipulating and damaging another's peer relationships. This includes not talking to or hanging around with an individual, deliberately ignoring someone, threatening to withdraw friendship and excluding someone from a group or activity (Xie et at, 2003). Crick and Grotpeter (995) studied age and sex differences in relation to bullying behaviors. They found that girls were more likely to participate in relational aggression than boys. That same study also noted that older children, primarily girls, were more likely to experience relational aggression as their age increased. However, Galen and Underwood (1997) examined social aggression behaviors with students ages nine, twelve and fifteen. The participants were asked to respond to how hurtful incidents of physical aggression and relational aggression were. In general, both boys and girls rated physical aggression more hurtful than relational aggression, but when the researchers looked specifically at sex (gender), they found that girls rated relational aggression as more hurtful than boys, and conversely, boys viewed physical bullying (physical aggression) as more hurtful than social exclusion bullying (relational aggression). Galen and Underwood (1997) also looked at age and reported that younger children (nine year olds) viewed physical and relational aggression as more hurtful than older children (twelve and fifteen year olds). Additionally, they found that boys and girls participated in social exclusion bullying, but for boys, that aggression tended to decrease with age and

increased with girls with age. The study concluded that researchers should consider sex differences when planning and implementing anti bullying programs.

Roles in Bullying

The aggressive act of bullying continues to be defined as an imbalance of power that is repeated over time (Olweus, 1999) and it is based on social relationships in and around the group. In the study, *Peer Relations of Bullies, Bully-Victims, and Victims: The Two Social Worlds of Bullying in Second-Grade Classrooms,* Farmer, et al, 2010, examines the extensions of aggression, the implications of school bullying and the roles of bullying. The roles children might assume, voluntarily or involuntarily, are as the victim, the bully or the bystander. Children can assume all roles.

Through the years, bullying has evolved from treating the act of bullying as an individual behavior to understanding the act of bullying as a group process. Olweus (2001) proposed "The Bullying Circle", a model used to describe the roles children assume in bullying situations or scenarios. "Victims" are targeted by the bully, "Bullies" carry out the act of bullying and "Bystanders" may or may not assume an active role in bullying.

Victims and Behavior of the Victim

Victims of bullying are described as submissive or provocative representing some 80-85% of all victims (Olweus, 2003). Submissive victims will display anxiety or insecurities resulting in the victim withdrawing when under attack by others and displaying physical weakness. Provocative victims tend to elicit a negative reaction from others in the classroom setting. These victims are the least liked peer group. Victims of bullying tend to have poor social skills, fewer playmates, and are more likely to be

socially marginalized (Farmer et al, 2010; Nansel et al, 2001). Crain (1998) posited that victims are more withdrawn, depressed, quiet and anxious and in contrast with other classmates, report feeling lonelier and have fewer friends.

Physically weaker, underweight and withdrawn victims often have a difficult time relating to peers which affects social skills. Some victims develop a tough façade and retaliate, while others react with passiveness and tears. The physical reactions and responses differ with each victim, for instance, the victim may have difficulty concentrating on school assignments, develop anxiety related to psychosomatic physical and emotional ailments, chronic absenteeism and an overall decline in school performance (Lumsden, 2002). Unfortunately, victims typically do not report bullying to adults due to shame, fear of retaliation or fear of protection. Hoover et al, (1992), report that students often refrain from reporting bullying to school officials and staff because they perceive that reporting rarely leads to effective intervention.

The Bully and Behavior of the Bully

On the side opposing the victims are the bullies. Bullies are characterized as better integrated in class social structures. In addition, bullies possess a variety of personal characteristics, which influence their aggressive behaviors such as being disliked by others, impulsive, social beings, and lack empathy for others. Bullies are reported to have poor self-concepts and feelings of being unloved or unnoticed by significant people in their lives (MacNeill & Newell (2004). In comparison to their other classmates, bullies are aggressive, impulsive, hostile, antisocial and uncooperative (Kumpulainen et al., 1998). In most cases, bullies lack empathy and compassion for their victims.

One might think that the class bully is disliked, but in truth, research shows that the bullies have high status in classrooms as well as a large circle of friends (Graham, 2010). According to Olweus (1992), bullies have an impulsive temperament and are more inclined to bully peers. Children who are bullies are less likely to be socially marginalized than children who are identified as victims of bullies (Farmer et al, 2010).

Familial factors and characteristics associated with bullying include family violence, hostile discipline techniques, lack of solid bonding or attachment, poor supervision, which makes recognizing social behavior is difficult for the bully (Kinan, 2010; Garrett 2003). Bullying often begins in homes where children learn the behavior from a parent or sibling. Aggression is often passed from parent to child through generations. This behavior presents serious threats to the bully and the victim; and the connection to healthy development.

Bystanders and Behavior of the Bystander

In recent research, 85% of students reported being bystanders to a bullying incident, but only 10% intervened. Witnesses have a range of responses to bullying episodes. Jeffrey (2004) outlined some responses of bystanders as experiencing feelings of guilt, distress, fear, anxiety, discomfort and anger for not intervening. Salmivalli et al (1996) conducted a study to investigate bystanders' roles when a bully is harassing a victim and there are several members of a group present.   The majority of children in the class do not actively participate in bullying, but they may behave in ways which they make bullying possible. Whitney & Smith (1993) reported that most children disapprove of bullying. What isn't clear to most bystanders is that the act of ignoring the bully, the

bullying incident, and the victim may be interpreted as approval of such behaviors, particularly by the bully (Salmivalli et al, 1996).

Bullies crave the attention of an audience. Despite the growing recognition of bystander involvement, it still remains the least researched area of bullying. Bystanders are the witnesses to acts of bullying and are a separate group in the bullying circle (Weins & Dempsey, 2009; Olweus, 2001). Bystanders play a significant part in the cycle of bullying. This group is described as possible defenders. Possible defenders dislike the bullying and think that they ought to help, but they do not help. Bystanders can promote victimization as followers, passive bullies or passive supporters (Olweus, 2001). Bystanders can prevent victimization as defenders of the victim (Olweus, 2001; Salmivalli et al, 1996) identified the following bystander roles in bullying situations: (a) the reinforcer; (b) the defender; (c) the encourager, and (d) the ignorer. The role of the bystander is an important component to the culture of bullying (peer victimization) in school settings. Weins & Dempsey (2009) explored reports of victimization, peer aggression and witnessing of peer aggression victimization. The study included 582 sixth graders from public middle schools in rural southeastern United States. The research reported higher frequency of witnessing peer victimization than of experiencing peer victimization or committing aggressive toward others. These findings have important implications for research in peer victimization suggesting that when examining peer victimization, it should be examined from the perspective of the bystander because victims and aggressors are less likely to report bullying.

The Role of Gender and Grade Level

Developmental psychologists have developed various theories with regard to the cycle of bullying and gender. The research suggests that age and gender play a crucial role in recognizing bullying and in the type of bullying. One question becomes, why the differences between genders and grade level? Turkel (2007) explains that boys are encouraged to be more physical kicking and punching their negative feelings away, while girls are taught to avoid direct confrontation and be non-aggressive.

Previous research has found significant differences in gender and grade level in the prevalence of bullying and victimization (Olweus, 1991; Pepler et al, 1993). Research focusing on bullying and victimization has reported a decline with age (Crick & Grotpeter, 1995). Russell et al (2010) posited that the controversies surrounding gender perceptions and bullying are complicated by the age range of the aggressor or victim and type of aggression; verbal, physical or social exclusion. Physical bullying is more often associated with boys and verbal bullying more often associated with girls (Cheng et al, 2011; Guerra et al, 2011; Wimmer, 2009; Galen and Underwood, 1997).

In a study conducted on *Relational Aggression, Gender and Social-Psychological Adjustments,* Crick and Grotpeter (1995) surveyed 491 third through sixth-grade children from four public schools in the Midwest. The researchers looked at gender differences in relational aggression (damage to one's social status or one's relationships), overt aggression (violent acts), pro-social behavior, and isolation. The result indicated that girls showed more relationally aggressive behaviors than boys; however boys exhibited more overtly aggressive behavior.

This research suggested that previous research on gender and aggression underestimated aggression by girls. The researchers summarized their study with these conclusions; boys tend to display more overt aggression and girls tend to display more indirect aggression, older children tend to display less overt aggression than younger children (Crick & Grotpeter, 1995).

Seals and Young (2003) conducted a study with seventh and eighth graders examining bullying, gender, grade level and ethnicity. They reported that males were more likely to be involved in bullying than females. In regard to grade level, the research indicated that seventh graders were more involved in bullying than eighth graders. Seal and Young found that both males and females tend to target victims of the same gender. These finding are inconsistent with previous research (Cairns, et al., 2002) reporting children's aggressive behaviors are more diversified from childhood to adolescence with decreases in physical aggression and increases in verbal and other subtle forms of aggression, however these results are consistent with previous research showing that gender is largely associated with the type of aggression (Russell & Owens, 1999).

Bullying in Elementary, Middle and High Schools

Bradshaw et al (2008) studied the frequency and location of bullying. They found that 33.6% of elementary school students recognized bullies by the way they "looked, talked or dressed". (p. 370). This study did not find a relationship between family socioeconomic status and race as reason for bullying. The study also reported the most common locations for being bullied was the playground, the school cafeteria and the classroom. Roughly, 11% of the elementary school students believed that gender played a role in bullying. Additionally, Bradshaw et al (2007) noted different forms of verbal

15

bullying. Specifically, 40.8% of elementary school students reported name-calling, 42.9% reported teasing and 21.1% reported threats as common forms of bullying. Direct physical bullying occurred less frequently. Specifically, 28% of elementary school students reported being pushed or shoved, 20.8% reported being hit, slapped or kicked and 20% reported that their belongings being stolen.

Newman and Murray (2005) conducted a study with fourth and fifth grade students and teachers to understand help seeking in the context of three types of peer harassment (verbal teasing, verbal threats, and physical aggression) occurring at two locations (classroom and playground).   Students and teachers reported acknowledging times when children should not be expected to handle a conflict on their own. Help seeking was warranted when students are being harmed or threatened physically. The students and teachers also agreed that threats on playgrounds are more serious than threats in the classroom and tend to be more dangerous and should warrant help seeking. A similar study conducted by Craig et al (2002) on bullying using naturalistic observations to explore bullying and victimization in the playground and classroom reported observing more direct bullying behaviors on the playground because of fewer rules and constraints compared to the classroom, where more indirect bullying behaviors were observed.   The researchers posited that children may resort to covert types of bullying (i.e. gossiping, social exclusion) in the classroom to avoid detection.

Craig et al (2000) also found that being a victim of bullying was more likely to occur on the playground than in the classroom. "The unstructured, free-ranging, loosely supervised playground context appears to foster bullying. Even those children identified by their teacher as nonaggressive are more likely to bully on the playground than the

16

classroom. Nonaggressive children's involvement in bullying on the playground may relate to experiences of receiving bullying" (p. 30). In sum, the study posited that the aggressive behaviors of a typically nonaggressive child are due to high activity levels and low supervision. On the contrary, in the classroom, aggressive children had higher proportion of disruptive bullying activities than nonaggressive children. The researcher attributed the findings to the fact that aggressive children tended to engage in more off-task behavior that requires more teacher attention than nonaggressive children. Bullying within the classroom context may interfere not only with the bully's academic progress, but it also interferes with the academic progress of their peers. Finally, Craig et al (2000) found that bullies appear to command an audience on the playground and in the classroom.

Teacher Attitudes on Bullying

With the significant presence of bullying in America's school, it is essential that teachers understand bullying, the attitudes toward bullying, ways to prevent bullying behaviors, ways to support students, and intervention strategies. These are critical components in efforts to address school bullying (Demaray & Malecki, 2003). Some popular reports suggests that teachers are often intervene in bullying situations, however current research suggests that teachers are only interceding between 15%-18% of the time in classroom bullying episodes (Craig, Pepler & Atlas, 2000).

Craig, Henderson and Murphy (2000) found the low percentage of teachers' intervening is due to the classroom teachers' inability to effectively identify bullying behaviors, particularly verbal and social exclusion, which are harder to detect than physical bullying. Moreover, the literature indicates that school location is a factor that

influences teacher attitudes, intervention rates and procedures for addressing bullying. The National Center for Educational Statistics and the Bureau of Justice Statistics (2009), found that 40% of teachers in inner city schools reported that student bullying interfered with teaching compared to 32% of suburban teachers and 31% of teachers in rural schools. It is often assumed that bullying is primarily occurring in urban school (i.e. schools located in mid-large cities), but Olweus (1993) reported that the assumption is a myth.

Bullying Intervention Programs

Since the Columbine High School massacre over twelve years ago, schools are broadening their awareness of bullying by implementing state laws and district mandated policies for school-based anti-bullying programs. The goals are to prevent and reduce bullying incidents. Specifically, the Criminal Justice Degrees Guide (2012) discusses ways schools have changed since the Columbine tragedy. First, zero-tolerance policies have been adapted in elementary, middle and high schools. These policies restrict violent acts or behaviors. However, the policies have led to controversies, such as student expulsions for minor offenses, such as nail clippers or knives for cutting birthday cakes. Two, another policy is heightened school security. Specifically, this policy includes metal detectors, security cameras, school security guards, identification badges, and police officers. Critics of the policies suggest that they are extreme and lead to many overreactions. The American Psychological Association Zero-Tolerance Task Force (2008) argues that such programs are not effective and fail to achieve the goals. The task force posits that schools who have adopted the zero tolerance policy have found that school climate and school safety have not been improved. In addition, the task force

18

reported that the zero tolerance policy has affected minority students, males and students in urban school systems disproportionately. Finally, the task force concluded that further research is necessary to understand how best to implement zero-tolerance programs in schools. On the other hand, supporters insist that the policies are necessary to ensure the safety of all students because the policies are consistent and hold students and staff accountable. The two sides of the argument agree that schools have a responsibility to preserve a safe environment and promote a safe climate for students to have a positive and productive learning environment. School-based anti-bullying efforts and programs are administered to the entire school population. The goals of anti-bullying programs are to increase awareness of bullying, to introduce strategies for intervention and to decrease the number of bullying incidents among students.

Teachers and parents are generally unaware of the extent of the bullying problem and children are either reluctant to get involved or simply do not know best practices for intervention (Hoover, Oliver, & Hazler, 1992; Jeffrey, 2004; Salmivalli et al 1996). As such, it seems that the most effective interventions would involve not only the perpetrators and the victims, but the entire school community. The review of the literature revealed that most bullying prevention programs commonly rely on adults as the primary members of this social effort (Packman et al, 2005). Smith and Sharp (1994) emphasize the need to develop whole-school bullying policies and implement measures to improve the school environment. Specifically, the measures would empower students through conflict resolution training and peer counseling. Packman et al (2005) suggests that students have the potential to be "key players in addressing bullying" (pg. 554) and that "anti-bullying efforts would benefit from getting the full involvement of students,

and indeed many research-supported arguments exist for involving student leadership in developing anti-bullying program" (pg. 554). Similarly, Olweus (1993) details an approach that involves bullying interventions on three levels: school, class, and individual. Schools that have implemented Olweus' program have reported reduction in bullying. The interventions proposed by Olweus (1993) include the following components:

- An initial questionnaire distributed to students, school staff, and parents that helps both adults and students become aware of the extent of the problem, helps to justify intervention efforts, and serves as a benchmark to measure the impact of improvements in school climate once other intervention components are in place. Questionnaire results are publicized.

- A parental awareness program should include i.e. parent-teacher conference days, parent newsletters, and PTA meetings. The goal is to increase parental awareness of the problem, point out the importance of parental involvement for program success, and encourage parental support of program goals.

- Teachers can work with students at the class level to develop class rules against bullying and implementation of cooperative learning activities to reduce social isolation

- The interventions should engage students in a series of formal role-playing exercises and related assignments that can teach those students directly involved in bullying alternative methods of interaction. These programs can also show other students how they can assist victims and how everyone can work together to create a school climate where bullying is not tolerated.

- Individualized interventions with bullies and victims.

- Increased adult supervision at key times (e.g., recess, lunch).

Bullying is a serious problem that can dramatically affect the ability of students to progress academically and socially. A comprehensive intervention program that involves the entire school community (i.e. students, parents, and school staff) is essential to ensure a safe and optimal learning environment.

CHAPTER 3

METHODOLOGY

This chapter discusses the various components, procedures, and methodology used in this research study.

Participants

The participants in this research study are students and classroom teachers in three medium to large school districts. The sample population consists of 130 third and fifth grade students and their teachers. Teachers in the sample population met the following criteria: (a) hold at least a bachelor's degree in Education or closely related field, (b) certified by the state, and (c) currently teaching at a public school. Students in the sample population met the following criteria: (a) currently enrolled in either 3rd or 5th grade, (b) currently enrolled in a public school and (c) no physical or cognitive limitations.

Research Design

This research study employed a 2x2 factorial design. Grade and gender are the variables used in this study. See Table 1 below for an explanation of the research variables in this study. Questions 1, 2, and 3 are the dependent variables.

Table 3.1: 2x2 Factorial Analyses

Explanation of the Variables

Group	BOYS	GIRLS
3RD GRADE	BAQ-MM (Q1, Q2,Q3)	BAQ-MM (Q1, Q2,Q3)
5th GRADE	BAQ-MM (Q1,Q2, Q3)	BAQ-MM (Q1, Q2,Q3)

The Bullying Attitude Questionnaire (BAQ) was originally designed by Craig, Henderson and Murphy (2000) to assess teacher attitudes and used eighteen vignettes. This original form of the BAQ consisted of eighteen vignettes. Three vignettes for each of the six types of bullying (i.e. physical bullying not witnessed, physical bullying witnessed, verbal bullying not witnessed, verbal bullying witnessed, social-exclusion not witnessed, social-exclusion witnessed) totaled eighteen vignettes. Each scenario included elements of bullying according to Olweus' definition: an imbalance of power and repetition over time. Following each of the vignettes are three questions: (1) How serious is the conflict; (2) How likely are you to intervene in this situation; and (3) Would you call this bullying? For the first two questions, participants responded on a 5-point Likert scale and on the third question, the response format is dichotomous (items range form 0-1). The mean responses in each of the six types of vignettes was computed and created 18 sub-scales which served as dependent measures in the analysis. Cronbach alpha's for internal constancy for these scales (n=18) ranged from 0.69 to 0.85.

The Bullying Attitudes Questionnaire-Modified (BAQ-M) was developed by Yoon and Kerber (2003) to assess teacher attitudes toward bullying. The BAQ-M was modified from the original Bullying Attitudes Questionnaire (BAQ) (Craig, et al, 2000). The Yoon and Kerber modifications included changing some scenarios to make bullying less ambiguous using only witnessed bullying situations. The modified questionnaire assesses (1) teachers' perceived seriousness of bullying, (2) their likelihood to intervene, (3) empathy toward victims, and (4) types of intervention strategy mostly likely employed. Participants are presented with six vignettes (two physical, two verbal and

two social exclusions).   Each vignette depicted bullying as a repeated pattern of behavior rather than an isolated incident.

Table 3.2

Type of Bullying Vignettes (Yoon and Kerber, 2003)

Vignette	Type of Bullying
1	Verbal
2	Physical
3	Verbal
4	Physical
5	Social Exclusion
6	Social Exclusion

*See appendix E and F for vignette incidents

Teacher Perceived Seriousness of Bullying

Following the description of each vignette, teachers were asked to rate each bullying vignette in terms of seriousness (ranging from 1, not at all serious, to 5, very serious. Mean scores for seriousness were computed for each bullying vignette. In this sample population of 98 elementary teachers, the Cronbach alpha, a measure of internal consistency for this scale was 0.65.

Empathy Toward Victim

Teachers were asked to indicate how sympathetic they feel toward the victim in each of the six vignettes: 2 physical bullying, 2 verbal bullying and 2 social exclusions. Teachers responded on a five-point scale ranging from 1, strongly disagree, to 5, strongly

agree. Cronbach alpha for the empathy scale with this sample of 98 elementary teachers was 0.78.

Likelihood of Intervention

In addition, teachers were asked to indicate how likely they were to intervene in each vignette using a five-point scale ranging from 1, not at all likely, to 5, very likely. Mean scores were computed for each bullying vignette. In this sample of 98 elementary teachers the Cronbach alpha for this scale was 0.62.

Teacher Involvement in Intervention

Teachers were asked to explain how they would respond to the perpetrator in each vignette. A researcher with knowledge of the disciplinary strategies of teachers created an initial rating system that reflects different levels of teacher involvement. The levels of teacher involvement include: (1) no intervention; (2) peer resolution; (3) discuss rules with class; (4) indication of tolerable behaviors; (5) discipline students' bullying behavior; and (6) report to higher authority; inform parents. Teachers' responses were rated on a six-point scale, with no intervention receiving one point, peer resolution, two points and so on. Higher scores indicated more involvement and seriousness. In this sample of 98 elementary teachers the Cronbach alpha for this scale was 0.55.

Yoon and Kerber (2003) BAQ-M was modified by Guillory (2013). The new modification, the BAQ-MM was adapted to be used with students and teachers. In addition, the last two questions will only be answered by teachers participating in the study since only teacher intervention strategies are of interest in this research study (see appendix E and appendix F).

Bullying Attitude Questionnaire-Modified (BAQ-MM) Six Vignettes

1. At the writing center, you hear a student call another student "fatty". The child tried to ignore the remarks, but sulks at his desk. It is not the first time this has happened.

2. Your class is getting ready to go to lunch and students are in line at the door. When you hear one student say to another student, "Hey, give me your lunch money, or I'll hit you." The child given in and eventually gives his/her lunch money to the student. It is not the first time this has happened.

3. A student brings a Harry Potter pencil to school. He is bragging that it was a prize from a game arcade. A jealous student approaches and threatens him demanding the pencil at once. The child refuses at first but eventually give in.

4. As your class returns from music class, you observe a student hit another student in the hallway. You can see it caused bruising. It is not the first time this has happened.

5. During centers, you overhear a child student say to another, "If you don't let me have the purple marker, I won't invite you to my birthday party." It is not the first time this has happened.

6. Your class has been awarded free time because they have worked so hard today. You witness a student say to another, "No, absolutely not. I already told you that you can't play with us." The student is isolated and plays alone for the remaining time with tears in her eyes. It is not the first time this has happened.

Validity of BAQ-M Instrument

A valid instrument measures what it is supposed to measure and performs the functions that it purports to perform (Patten, 2003). There is evidence of validity on the BAQ-M. Each of the items is designed to measure the attitudes and the three types of bullying. For the purposes of this study, the type of validity of most interest is content validity. Content validity is the extent to which the items on a test appropriately measure a concept. Goodwin and Goodwin (1996) and Patten (2203) suggest that content validity is more judgmental than empirical.

Procedures

Student Procedures

The researcher contacted schools to obtain permission to conduct the research during the fall of 2012 with elementary school teachers; and their 3rd and 5th grade students. The researcher met with school personnel to explain the research process and to distribute the informed consent forms for the teachers and students to participate in the project.

Students completed the survey (BAQ-MM). The students read and responded to six vignettes examining student attitudes about bullying. After reading each vignette, the student rated the level of seriousness of bullying and empathy toward the victim using a 5-point Likert scale. Students in two of four schools provided narratives of their experiences in bullying incidents. To understand the relationship among variables, students also completed a student survey in which they provided demographic information such as: (1) race; (2) gender; (3) school location and (4) grade level.

Independent Variables

The independent variables in this study are gender and grade.

1. *Gender*- Students identify gender that is defined as male or female.

2. *Grade*- Students identify their current grade 3rd of 5th.

Dependent Variables

The dependent variables in the study are:

1. Seriousness of bullying
Seriousness is measured by each of the six vignettes using a Likert scale ranging from 1, not at all serious, to 5, very serious.

2. Students were asked if they viewed this scenario as a form of bullying.

Students answered yes or no. A Chi square analysis was applied to determine if the responses were equally likely.

3. Empathy toward victim of bullying
Empathy is measured by each of the six vignettes using a Likert scale ranging from 1, not at all serious, to 5, very serious.

Teacher Procedures

The total number of teachers in the study was eleven. The small number of subjects prevented the use of parametric and non-parametric data. The descriptive statistics describe their responses to the instrument. The teachers responded to the same six vignettes examining teacher attitudes about bullying and their method of intervention. Following each vignette, the teacher rated the level of seriousness and empathy toward the victim, and the likelihood of intervention using a 5 point-Likert scale. The teachers were next asked to identify the method of intervention : (1) no intervention; (2) peer resolution; (3) discuss rules of the class; (4) indication of intolerable behaviors with the students; (5) discipline students' behaviors; and (6) report to higher authority; inform parents. To understand the relationship among the variables, the classroom teachers also completed a survey that provided information such as years of teaching experience and previous bullying training.

The variables in this study are:

1. Gender

    Subjects will be asked to identify gender as male or female.

2. Years of teaching experience

    The teacher will provide information indicating the number of years in which they have been teaching. This is an interval variable.

3. Previous bullying training

27

This variable is operationalized as the teachers' participation in bullying training and their level of training on bullying issues. This variable is composed of four levels: (1) no training; (2) undergraduate/graduate training; (3) professional development; and /or (4) both undergraduate/graduate training on bullying and professional development.

Dependent Variables

The dependent variables in the study for teachers are: (1) teachers' perceived level of seriousness of bullying; (2) empathy toward victim; (3) likelihood of intervention; and (4) method of intervention (physical bullying, verbal bullying and social-exclusion bullying).

1. Seriousness of bullying

Seriousness is measured by each of the six vignettes using a Likert scale ranging from 1, not at all serious, to 5, very serious.

2. Empathy toward victim of bullying

Empathy is measured by each of the six vignettes using a Likert scale ranging from 1, not at all serious, to 5, very serious.

3. Likelihood of intervention

Scores will indicate how likely teachers are to intervene in the six bullying vignettes ranging from 1, not at all serious, to 5, very serious. The raw score will be calculated from a 5-Point Likert scale.

4. Method of Intervention

Scores will indicate level of teacher involvement in verbal, physical and social-exclusion vignette. Interventions include: (1) no intervention; (2) peer resolution; (3) discuss rules with class; (4) indication of tolerable behaviors; (5) discipline students' bullying behavior; and (6) report to higher authority; inform parents. Teacher responses are rated on a 6-point scale, no intervention receiving one point, Peer resolution receiving two points and so on. Higher scores indicate more involvement. The raw score will be calculated from a 6-point Likert scale.

Experimental Methodology

This study included fifty-six 3rd graders and seventy-four 5th graders. Seventy-one

females and fifty nine males participated in this study from four urban school districts.

The students identified as the following: 105 Black/African-American, 11 other, 9

Hispanic and 5 Caucasian.   Six 3rd grade and five 5th grade teachers participated in the

study. Of the eleven teachers, 7 were Black/African-American, 3 Caucasian and 1 Native

American.

This experiment was conducted in two phases. During the first phase, the researcher

visited schools and met with school principals, classroom teachers and/or school liaisons.

During this visit, the researcher distributed a description of the study and consent forms.

During the second phase, the researcher visited the schools, collected the consent forms

and administered the demographic questionnaire, the Bullying Attitudes Questionnaire-

Modified (BAQ-MM) and asked students to write narratives detailing a personal

experience with bullying. The researcher and one trained assistant monitored students

during the second phase of the experiment.

Phrase One:

1. Contact the school and arrange a meeting to discuss the study (i.e. consent forms,
   IRB, instruments, timeline, etc.) and obtain permission to collect data.

2. Visit the schools and meet with school staff to discuss the research project,
   request permission to administer the questionnaires and schedule visits to
   administer the questionnaires and collect narratives from students. The consent
   forms (Appendix A and B) were delivered during this visit to the schools.

 Phrase Two:

3. The researcher and a trained assistant visited the schools:

- Collected consent forms from all the participants (for students only the consent form (Appendix A) must be completed by his/her legal guardian.

- Administered the Personal Data Questionnaire (Appendix C and D) to both students and teachers.

- Each participant (i.e. students and teachers) completed the BAQ-MM. (Appendix E and F).

- Students in two schools were asked to write a brief narrative (Appendix G) about an experience with bullying once students had completed the BAQ-MM.

Sequence of Data Analysis

The data analysis utilized descriptive and inferential statistics. The inferential statistics provide estimates of population parameters. An ANOVA was used on the student data to determine statistical differences between the vignettes. The factors for the ANOVA were gender and grade level. In addition to the ANOVA, a post-hoc analysis was conducted to determine differences between the vignettes.

Finally, based on the participant responses on the scale and the demographic data the researcher analyzed the:

1. Relationship between type of bullying and gender.

2. Relationship between type of bullying and grade level.

3. Relationship between seriousness of the type of bullying and gender.

4. Relationship between empathy toward the victim and the different types of bullying and gender.

5. Relationship between seriousness of the type of bullying and grade level.

6. Relationship between empathy toward the victim and the different types of bullying and grade level.

7. Descriptive statistics from the personal data questionnaire.

CHAPTER 4

REPORT OF DATA AND DATA ANALYSIS

The purposes of this research were to investigate third and fifth grade boys and girls attitudes toward the three types of bullying. Descriptive analysis is used to investigate teachers' attitudes toward the three types of bullying.

Statistical Analysis Software (SAS) software was used to analyze the data. SAS provides a range of statistics from traditional statistical analysis of variance to predictive methods. In summary, SAS provides a complete, comprehensive set of tools that can meet the data analysis needs of this research study.

<u>Statistical Methods</u>

Student BAQ-MM Results

The results will be reported in the following sequence. ANOVAs were applied to determine the effects of gender and grade level upon students' judgment of the seriousness of bullying and empathy toward the victim. A Tukey's Post Hoc was applied to determine if there were significant main affects due to gender and grade level among the vignettes after the ANOVA revealed significant differences. A Chi square analysis was applied to calculate student responses to question 2, "Would you call this bullying?" yes or no. A frequency distribution was reported from student responses to the Personal Data Questionnaires.

Analysis of Variance (ANOVA) of Student Responses for Question 1(How serious do you rate this conflict?):   Vignette and Gender Summary

An ANOVA was performed to examine the differences between gender and the types of bullying (vignettes) on the BAQ-MM. The results yielded a significant difference at the .0001 with regard to vignettes. The ANOVA also shows that there was no significant difference due to gender. There was no interaction between gender and the vignettes. The researcher concludes that gender does not impact attitudes toward three types of bullying.

Table 4.1: Analysis of Variance (ANOVA) of Bullying Attitudes Responses for Question 1: Vignette and Gender

Source	Df	Mean Square	F Value	Sig.
Vignette	5	75.3489744	58.59	.0001
Gender	1	0.1004857	0.08	.7799
Vignette*Gender	5	2.1304161	1.66	0.1428

Analysis of Variance (ANOVA) of Student Responses for Question 1(How serious do you rate this conflict?): Vignette and Grade Level Summary

An ANOVA was performed to examine the differences between third and fifth grade students and the types of bullying on the BAQ-MM. The results yielded a significant difference due to vignettes at the .0001 level.   There was also a significant difference between grades three and five at the .0001 level. There was no interaction between grade level and vignettes. The researcher concludes that grade level does impact attitudes toward three types of bullying.

Table 4.2: Analysis of Variance (ANOVA) of Bullying Attitudes Responses for Question 1: Vignette and Grade Level

Source	Df	Mean Square	F Value	Sig.
Vignette	5	75.3489744	60.79	.0001
Grade	1	35.8986684	28.96	.0001
Vignette*Grade	5	2.1312702	1.72	0.1277

Post Hoc Analysis of Student Responses for Question 1:   Summary

Tukey's Studentized Range test was applied to the vignettes. The alpha was .05, the error Degrees of Freedom was 774, the error mean square was 1.29, the critical value of the Studentized range was 4.04 and the minimal significant difference was 0.40.

Vignette five, social exclusion (purple marker), with a mean of 2.43 was significantly different from all the other vignettes. Vignette one, verbal bullying (fatty), with a mean of 3.82 is significantly different from vignettes 2, 4, 5 and 6. Vignette two, physical bullying, (give me your lunch money) with a mean of 4.40 is significantly different from vignettes 1, 3, 5, and 6. Vignette three, verbal bullying (Harry Potter pencil), with a mean of 3.64 is significantly different from vignettes 3, 4, and 5. Vignette four, physical bullying (hitting), with mean of 4.6 is significantly different from vignettes 1, 3, 5, and 6. Vignette six, social exclusion (can't play with us), with a mean of 3.60 is significantly different from vignettes 2, 4 and 5.

Table 4.3: Post Hoc Analysis of Bullying Attitudes Responses for Question 1

Tukey Grouping	Mean	N	Vignette
A	4.5846	130	4
A	4.4000	130	2
B	3.8231	130	1
B	3.6462	130	3
B	3.6000	130	6
C	2.4308	130	5

Chi Square Analysis of Student Responses for Question 2: Summary

A chi-square was used to examine differences on question 2 of the vignettes. Question 2 reads "Would you call this bulling?" Possible responses to question 2 of the vignettes were dichotomous: yes or no. Of the chi-squares preformed, there was a significant difference at the .0001 level for each of the vignettes. These data show that students are in agreement about the definition of bullying.

Table 4.4: Chi Square Analysis

Vignette	N	%	Cumulative N	Cumulative %		x²	Df	Sig.
1 YES	118	90.77%	130	100		86.4308	1	.0001
1 NO	12	9.23%	12	9.23%				
2 YES	123	94.62%	130	100%		103.5077	1	.0001
2 NO	7	5.38%	7	5.38%				
3 YES	98	75.35%	130	100%		33.5077	1	.0001
3 NO	32	24.62%	32	24.62%				
4 YES	120	92.31%	130	100%		93.0769	1	.0001
4 NO	10	7.69%	10	7.69%				
5 YES	44	33.85%	130	100%		81.4308	2	.0001
5 NO	85	65.38%	85	65.38%				
6 YES	85	65.38%	130	100%		12.3077	1	.0001
6 NO	45	34.62%	45	34.62%				

Analysis of Variance (ANOVA) of Student Responses for Question 3 (I would be upset by the student's remarks and feel sympathetic toward the victim?): Vignette and Gender Summary

An ANOVA was performed to examine gender and vignettes of the three types of bullying on the BAQ-MM. The results yielded a significant difference among the vignettes, but no differences with regard to gender. There was no interaction between vignette and gender.

Table 4.5: Analysis of Variance (ANOVA) of Student Responses for Question 3: Vignette and Gender

Source	Df	Mean Square	F Value	Sig.
Vignette	5	59.4816662	50.70	.0001
Gender	1	0.0121200	0.01	0.9191
Vignette*Gender	5	1.1985893	1.02	0.4036

Analysis of Variance (ANOVA) of Student Responses for Question 3 (I would be upset by the student's remarks and feel sympathetic toward the victim?): Vignette and Grade Level Summary

An ANOVA was performed to examine the differences between third and fifth grade students and the types of bullying on the BAQ-MM. The results yielded a highly significant difference at the .0001 level with regards to vignette and a significant difference with regard with grade level. There was no interaction between grade level and vignette.

Table 4.6: Analysis of Variance (ANOVA) of Student Responses for Question 3: Vignette and Grade Level

Source	Df	Mean Square	F Value	Sig.
Vignette	5	58.1006999	50.05	.0001
Grade Level	1	6.3879616	5.50	0.0192
Vignette*Grade Level	5	1.8299307	1.58	0.1643

Tukey's Studentized Range test was applied to the vignettes. The alpha was .05, the error degrees of freedom were 774, the error mean square was 1.17, the critical value of the studentdized range was 4.04 and the minimal significant difference was 0.38.

Vignette five, social exclusion (purple marker), with a mean of 2.60 was significantly different from all the other vignettes. Vignette one, verbal (fatty), with a mean of 4.20 is significantly different from vignettes 3, 5 and 6. Vignette two, physical (give me your lunch money), with a mean of 4.44 is significantly different from vignettes 3, 5, and 6. Vignette three, verbal (Harry Potter pencil), with a mean of 3.72 is significantly different from vignettes 1, 2, 4, 5 and 6. Vignette four, physical (hitting), with mean of 4.40 is significantly different from vignettes 3, 5, and 6. Vignette six, social exclusion (can't play with us) with a mean of 3.7 is significantly different from vignettes 1, 2, 4 and 5.

Table 4.7: Post Hoc Analysis of Bullying Attitudes Responses Summary

Tukey Grouping	Mean	N	Vignette
A	4.4462	130	2
A	4.4077	130	4
A	4.2077	130	1
B	3.7692	130	6
B	3.7231	130	3
C	2.6077	130	5

Student Demographic Analysis

Frequencies were calculated from the 130 responses from student participants on the Personal Data Questionnaire. The questionnaire was divided into two sections: (1) student perceptions of bullying and (2) student experiences with bullying (Appendix C).

Tables 8-10 are presented below. The remaining frequency tables for the Personal Data

Questionnaire can be located in Appendix H.

Frequency Distribution of Student Demographic Responses (Appendix C) Question 3: Summary

Table 4.8 presents the frequency distribution of student responses to "who has bullied others". To the question, "In what grade is the student who bullied others the most?" 64% of the students reported that a student in the same or higher grade bullied them compared to less than 3% by a student in a lower grade.

Table 4.8: Frequency Distribution of Student Demographic Responses (Appendix C) Question 3

(3) In what grade is the student who bullies others the most?

In my classroom	In the same grade but another classroom	In lower grade	In a higher grade	I haven't been bullied
30	19	3	34	44
23.08%	14.62%	2.31%	26.15%	33.85%

Frequency Distribution of Student Demographic Responses (Appendix C) for Question 5:
Summary

Table 4.9 presents the frequency distribution of student responses to "who does the most bullying"? Boys had the highest with 20%, while girls had only 8%. Overall, the students responded that 33.08% of boys and girls engaged in bullying.

Table 4.9: Frequency Distribution of Student Demographic (Appendix C) for Question 6

(6) Who does most of the bullying?

Boys and girls	Group of boys	Boy	Group of girls	Girl	Nobody
43	17	26	9	11	24
33.08%	13.08%	20%	6.92%	8.46%	18.46

Student Experiences with Bullying

Frequency Distribution of Student Demographic Responses (Appendix C) for Question 5:   Summary

Table 4.10 shows student reports of what they would do if there bullied at school, 55% reported they would tell a teacher if there were bullied, followed by 18% of students reporting they would just walk away. Only 6% of students responded that they would bully the student who bullied them or confront them by asking them to stop.

Table 4.10: Frequency Distribution of Student Demographic Responses (Appendix C) for Question 5

(5) If someone was bullying you, what would you do? Select 1 answer.

Hit them	Tell the teacher	Walk away	Cry	Ask them to stop	Bully back
18	72	23	0	9	8
13.85%	55.38%	17.69%	0%	6.92%	6.15%

Teacher Demographic Analysis

Frequencies were calculated from the responses of the eleven classroom teachers to the Personal Data Questionnaire (Appendix D).   The questionnaire was divided into two sections: (1) teacher perceptions of bullying and (2) teacher experiences with observing bullying, intervention methods, consequences, and satisfaction with school environment/climate. (Appendix C). Tables 11-13 are presented below. The remaining frequency tables for the Personal Data Questionnaire can be located in Appendix I.

Teacher Perceptions of Bullying

Frequency Distribution of Teacher Demographic Responses (Appendix D) Question 3: Summary

Table 4.11 presents the frequency distribution of classroom teachers' responses as to who does most of the bullying. Over 70% of teachers reported that girls and boys bully

equally often. In contrast, the students reported that 33.08% of bullies were both boys and girls.   Students only see boys and girls bullying together 1/3 of the time, while teachers see boys and girls bullying together 2/3 of the time.

Table 4.11: Frequency Distribution of Student Demographic Responses (Appendix D) for Question 3

(3b) Who does most of the bullying?

Boys and girls	Group of boys	Boy	Group of girls	Girl	Nobody
8	0	1	1	0	1
72.7%	0%	9%	9%	0%	9%

Frequency Distribution of Teacher Demographic Responses (Appendix D) for Question 4: Summary

Table 4.12 presents the frequency distribution of classroom teachers' responses to what is the grade level of students who bully others the most at school. Over 50% of teachers reported that students are bullied most by a student in a higher grade in contrast to 60% of students who reported that students who bullied them the most were in a higher grade. Interestingly, none of the teachers surveyed reported the student bullying the most is in their classroom and 27.2% reported not knowing. It is clear from the students and teachers that the student who bullies the most is in a higher grade. While students report that 5.38% of bullies were in a lower grade and teachers report none were in a lower grade.

Table 4.12: Frequency Distribution of Teacher Demographic (Appendix D) for Question 4

(4) In what grade is the student who bullies the most?

In my classroom	In the same grade but another classroom	In lower grade	In a higher grade	Don't know
0	2	0	6	3
0%	18.2%	0%	54.5%	27.2%

Frequency Distribution of Teacher Demographic Responses (Appendix D) Question 6: Summary

Table 4.13 presents the frequency distribution of classroom teachers' responses to the possible consequences to students who bully. 36% of teachers reported that they would conference with parents, followed by 27% of classroom teachers reporting that the student should be suspended from school and finally, 18% of classroom teachers report that they would call the child's home and speak with the parents. Less than 1% of classroom teachers would consult with the school principal or recommend expulsion from school as a consequence for the bully. It appears that the teachers responded to this question based on school disciplinary policies. The policies appear to be designed to keep information about bullying private.

Table 4.13: Frequency Distribution of Teacher Demographic Responses (Appendix D) Question 6

(6) What do you think the consequence should be for people who bully others?

Select 1.

Call Home	Confer-ence with parent(s)	Meet with princip al	Suspen-sion	Expul- sion	Deten-tion	Nothing
2	4	1	3	1	0	0
18.2%	36.3%	9%	27.2%	9%	0%	0%

.

Teacher BAQ-MM Results (Appendix J)

The classroom teacher responses to the BAQ-MM are presented in Appendix J. The results on the six vignettes offer insight into the teacher's perceptions of bullying. Vignettes one and two address verbal bullying, vignettes three and four address physical bullying and vignettes five and six address bullying by social exclusion.

Vignette one reads "At the writing center, you hear a student call another student "fatty". The child tried to ignore the remarks but sulks at his desk. It is not the first time this has happened". Over 90% of classroom teachers agree that vignette one is a serious offense and they were very likely to intervene. Teachers varied in their intervention response to the perpetrator. Specifically, 27.2 % would report to a higher authority or inform parents, 36.4% would discipline the student and 27.2% would discuss the behavior with the perpetrator.

Vignette two reads "Your class is getting ready to go to lunch and the kids are in line at the door. When you hear one student say to another student, "Hey, give me your lunch money or "I'll hit you." The child gives in and eventually gives his/her lunch money to the student. It is not the first time this has happened". Over 90% of the classroom teachers agree that vignette two is a serious offense and they were very likely to likely intervene. Teachers varied in their intervention response to the perpetrator. Specifically, 72.7% would report to a higher authority or inform parents, 18.2% would discipline the student and 9 % would discuss the behavior with the perpetrator.

Vignette three reads "A student brings a Harry Potter pencil to school. He is bragging that it was a prize from a game arcade. A jealous student approaches and threatens him and demands the pencil at once. The child refuses at first, but eventually gives in". Classroom teachers report that vignette three did not identify a threat of

violence.   The classroom teachers report that vignette three was not a threat of violence. 100% of the teachers said that they were very likely to likely to intervene while very few believed it was a serious offense. In addition, 100% agree they would sympathize with the victim. On the question of how they would respond to the perpetrator, 27.2% would report the incident to higher authority or inform parents, 54.4% would discipline the perpetrator and 18.2% would discuss the intolerable behavior with the student.

Vignette four reads "As your class returns from music class, you observe a student hit another student in the hallway. You can see that it has caused bruising. It is not the first time this has happened". Classroom teachers in this study agree that vignette 4 was serious and that they were very likely to intervene and feel sympathy toward the victim. The intervention reported by the classroom teachers for vignette four was as follows: 90.9% would report the incident to higher authority or inform parents and 9% would discipline students' bullying behavior.

Vignette five reads "During centers, you hear overhear a child say to another, "If you don't let me have the purple marker, I won't invite you to my birthday party."   It is not the first time this has happened". Over 80% of classroom teachers agree that vignette five was moderately serious to not very serious. The intervention reported by classroom teachers for vignette 5 was as follows: 9% would report to a higher authority or inform parents, 9% would discipline the bullying behavior, 5% would discuss the intolerable behaviors with the students 9% would discuss rules of the classroom, and 27.2% would use peer resolution.

Vignette six reads "Your class has been awarded free time because they worked so hard today. You witness a student say to another, "No, absolutely not. I already told

you that you can't play with us." The student is isolated and plays alone for the

remaining time with tears in her eyes. It is not the first time this has happened". The

majority of the classroom teachers viewed this vignette six as very serious to moderately

serious. Over 45% of the classroom teachers were either likely or very likely to

intervene. With regard to the intervention, over 40% of the teachers reported the use of

peer resolution. This was the highest response for peer resolution on any of the six

vignettes.

CHAPTER 5

DISCUSSIONS AND CONCLUSIONS

"My experience of being bullied is in the fifth grade. I was bullied about my face because I had pimples. People said that they were going to connect the dots on my face. I used to get depressed and run out of the cafeteria and go into the bathroom". 5th grade girl

"In fourth grade, I was bullied for having black and dark skin". 5th grade girl

This chapter is organized around the data and results reported in chapter 4. The

discussions and conclusions are based on the research questions presented in chapter 1.

In the subsequent sections of the chapter, suggestions are made for further research and

finally interventions and recommendations for school-wide anti-bullying programs.

Discussions of Research Findings

The results of this study add to the current literature on attitudes toward three

types bullying. First, it is clear that in spite of the current heightened attention to

bullying, students continue to exhibit high levels of bullying behaviors in schools.

Moreover, it is clear that in spite of the current heightened attention to bullying, teachers

continue to intervene at higher levels for physical and verbal bullying but not social

exclusion.

An ANOVA and post hoc analyses were used to analyze third and fifth grade

boys and girls responses to six vignettes that assessed seriousness of bullying and

empathy for the victim.   The first ANOVA addressed the question of whether boys and

girls differ with regard to the seriousness of the three kinds of bullying: physical, verbal and social exclusion. There were no significant differences with regard to gender. There were significant differences with regards to vignettes. There was no interaction between the vignettes and gender.

The Tukey Studentized Range Test was applied to question 1, which addressed the seriousness of bullying and revealed some interesting differences among the vignettes. The outlier among the vignettes was vignette five (purple marker). This vignette was viewed as the least serious of all the vignettes and was significantly different from the other vignettes. One might suspect that vignettes would group according to the type of bullying: physical, verbal and social exclusion. The two highest mean values were for vignettes two and four, which both represent physical bullying scenarios. Vignette two is a physical threat and vignette four is an actual physical hit.

The second ANOVA addressed the question of whether third and fifth grade students differ with regard to the seriousness of the three kinds of bullying: physical, verbal and social exclusion. There were significant differences with regard to grade level and vignette. There was no interaction between the vignettes and grade level.

A Chi square analysis was applied to the question of whether or not the vignette was considered to be bullying. The Chi square analysis asked the question; if yes and no were equally likely. A significant Chi square indicated that the students were in agreement about bullying.

The third ANOVA addressed the question of whether boys and girls differ with regard to empathy for the victim of the three kinds of bullying: physical, verbal and

46

social exclusion. There were significant differences with regard to gender. There were no significant differences between gender and vignette.

The fourth ANOVA addressed the question of whether third and fifth grade students differ with regard to empathy for the victim of the three kinds of bullying: physical, verbal, and social exclusion. There were significant differences between grade level and vignettes. There was no interaction between grade level and vignette. There were significant differences with regard to vignettes.

The Tukey's Studentized Range Test was applied to question 3, which addressed student's empathy for the victim.   Again, the outlier among the vignettes was vignette five (purple marker). Among the six vignettes, student responses to vignette four, physical bullying, elicited the greatest amount of empathy. The second highest mean value for empathy was vignette 2 (threat of physical harm).

The Student Data Questionnaire revealed that students reported that students who bully are in a higher grade than the student being bullied. Both girls and boys are bullies in elementary school according to this data. Over 50% of students reported that they would tell the teacher if they were being bullied.

The Personal Data Questionnaire revealed he most surprising results of the teacher responses are that they are in denial about bullying in their own classrooms.   No teachers reported observing bullying in their own classrooms.

Limitations

Based on the findings and conclusions of this study, the following limitations should be considered. One, only a small numbers of teachers participated in this study. The small number of teachers limits the generalizability of the study. There were seven

African-Americans, three Caucasians, and one Native American. Caucasians were underestimated in our sample. A representative sample may have given us a different perspective on the attitudes of bullying. All of the classroom teachers did not participate in the study.

The students in the sample were from elementary schools. A second limitation of this study is that there were no students from suburban or rural school systems. The instrument chosen for this study was originally used with pre-service and classroom teachers. This study adapted the instrument for the first time to be used with elementary students. The language was modified for third and fifth grade students.

The study did not include a sample of middle and high schools. It is therefore not possible to generalize the findings of this study to those populations. One final limitation is the fact that the majority of the student participants self-identified as African American. It is therefore not possible to generalize the findings of this study to other third and fifth grade student populations.

Future Research

Future research in the area of bullying at elementary schools might consider the following suggestions. First, future research will benefit from including students from a variety of ethnicities. This would provide greater diversity and more generalizability to those populations. Second, future research might benefit by including students and teachers from suburban and rural school systems. This would provide diversity and more generalizability to those populations. Third, future research might benefit by including a large number of teachers. This might provide more insight into the perspective of teacher attitudes toward bullying and the types of interventions most commonly employed in bullying situations; and provide results that can be generalized. Fourth, future research

might benefit from a study that focuses on indirect aggressions such as social exclusion, teachers' perceptions and attitudes on social exclusions; and the perpetrators and victims of social exclusion. The teachers' attitudes were puzzling. They were less likely to report bullying incidents in their own classroom. It is likely that teachers are in denial. They need to be more proactive in taking responsibilities. One strategy may be to initiate teacher forums to discuss these issues. Finally, future research will benefit from a study that identifies student and teacher characteristics that influence responses to bullying and aggressive behaviors and provide more insight into characteristics of the bully.

Recommendations

School communities today are presented with a wide range of alternative views and related suggestions about how to address the complex issue of bullying. Recognition is step one followed by identification of what works in different contexts and with different kinds of bullying in addressing bully/victim/bystander/defender problems.

Additional support should be provided for teachers and students in elementary schools. The following are recommended. First, the most practical solution is to provide intervention training (i.e. workshops, anti-bullying curriculums, professional development trainings, seminars and parent education, etc.) that defines bullying identifies the types of bullying and provides appropriate intervention strategies for reducing bullying in the schools. This is essential. Swearer et al (2010) offer the following "Before selecting a specific intervention, educators should investigate whether or not the intervention is based in research, if it promotes prosocial behavior and if there are documented outcome data". For example, Second Step is a violence prevention program that is specifically designed for students in grades Pre-Kindergarten to fifth grade. Second Step emphasizes understanding and dealing with emotions, expressing

emotions in socially acceptable ways and learning pro-social behaviors through practice. The program assumes that feelings, thoughts and behavior affect one another. As such, Second Step curriculum units include empathy, emotional management and problem solving. Students who complete this program have increased positive peer interaction skills, social competence and prosocial behaviors (Taub, 2002; Grossman et al, 1997). Finally, Swearer et al (2010) posits that theoretically driven models of bullying prevention can significantly reduce attitudes and perceptions supportive of bullying; and create sustainable and meaningful behavior change.

Second, another form of support can be provided through support groups for students. The purposes of a bullying support group include overcoming bullying, recognizing bullying behaviors, recognizing fears and misconceptions about bullying and identifying intervention strategies to help oneself and others overcome bullying. Research suggests that the support group approach is an effective practice to promote a safe environment and help reduce bullying problems in schools (Smith and Sharp, 1994; Maines and Robinson, 1992).

Support groups should consists of the victim(s), the bully(ies), bystander(s) and supporter(s). Support groups should consist of 6-8 persons. Specifically, Young (1998) suggests that the process begins with an interview of the bullying victim. Once this is complete, the support group is assembled. The purposes of the support group are to: (1) heighten empathy for the victim, (2) explain that school should be a happy place for everyone in the school, and (3) for the group to generate suggestions for making school a happy place. Once the three purposes of the support group have been met, the support group is dismantled, but not before all members of the support group are thanked for their

participation. A follow-up with each of the support group participants is necessary to determine the effects of the support group and to follow-up on the group generated suggestions.

Third, another form of support can be provided through a specialized support staff person for bullying. For example, the researcher visited a school, shadowed and conducted an interview with a Climate Specialist. This position was created as part of a Connecticut state-mandated statue. The Safe School Climate statue requires a principal, assistant principal or a designated person in each school to serve as the Climate Specialist. The climate specialist in a Connecticut school worked closely with students and school staff on identification, problem solving, and accountability to ensure a safe school environment. Students who report bullying incidences should remain anonymous. Each day an email is composed and forwarded to all school staff summarizing the bullying incidences of the day, the students involved (victim, bully, bystanders) and the intervention strategy employed.

APPENDICES

STUDENT CONSENT FORM

Dear Parent/Legal Guardian,

My name is Laurice A. Guillory and I am a Doctor of Education candidate at the University of Massachusetts Amherst. I am inviting your son/daughter to participate in a research project to study attitudes about bullying. To collect the data for this study, the researcher will administer questionnaires. Your child's classroom teacher will work with the researcher to administer and collect questionnaires upon completion. In addition, your child's teacher will also complete a questionnaire on attitudes toward bullying.

In order for your child to participate in the study, you must sign and date the consent form. There are no risks to you or to your child's privacy if you decide to participate in this study. The confidentiality of participants will be maintained. Moreover, individual responses will not be reported, therefore there is no risk of an individual respondent being identified and made vulnerable by his or her responses during their participation.

I hope you allow your child to participate in this study. Participation is voluntary and there is no penalty for not participating in this study. In addition, your child may withdraw from the study at any time for any reason and you have the right to review your child's materials.

Please note that the data collected from the questionnaires will be shared with faculty only at University of Massachusetts-Amherst as part of my research for my doctoral dissertation and may appear in future publications.

Thank you for your time and I greatly appreciate your participation. If you have any questions about the research study or being a participant in this study, please contact me at laurice@educ.umass.edu. My faculty advisor and principal investigator, Dr. Ernest Washington, may be contacted at ewashington@educ.umass.edu or (413) 545-0008. Please fill out the bottom of this form and return it to your child's classroom teacher.

Sincerely,

Laurice A. Guillory, M. Ed, ABD

Child's Name: _____   Grade:_____

Child's Teacher: _____

_____ I understand the above statements and agree to participate in this study.

Parent Signature:_____   Date:_____

APPENDIX B

TEACHER CONSENT FORM

Dear Classroom Teacher,

My name is Laurice A. Guillory and I am a Doctor of Education candidate at the University of Massachusetts Amherst. I am inviting you and your students to participate in a research project to study attitudes about bullying. To collect the data for this study, the researcher will administer a 6 vignette questionnaire to classroom teachers. In addition, you and your students will be asked to complete a short questionnaire for the purposes of demographic and school information.

In order for you to participate in the study, you must sign and date the consent form. There are no risks to you or to your privacy if you decide to participate in this study. The confidentiality of participants will be maintained. Moreover, individual responses will not be reported, therefore there is no risk of an individual respondent being identified and made vulnerable by his or her responses during their participation.

I hope you agree to participate in this study. Participation is voluntary and there is no penalty for not participating in this study. In addition, you may withdraw from the study at any time for any reason and you have the right to review your materials.

Please note that the data collected from the questionnaires will be shared with faculty at University of Massachusetts-Amherst as part of my research for my doctoral dissertation and may appear in future publications.

Thank you for your time and I greatly appreciate your participation. If you have any questions about the research study or being a participant in this study, please contact me at laurice@educ.umass.edu. My faculty advisor and principal investigator, Dr. Ernest Washington, may be contacted at ewashington@educ.umass.edu or (413) 545-0008. Please fill out the bottom of this form and return to the researcher.

Sincerely,

Laurice A. Guillory, M. Ed, ABD

Name: _____   Grade:_____

School: _____

_____   I understand the above statements and agree to participate in this study.

Signature:_____   Date:_____

STUDENT DEMOGRAPHIC INFORMATION

School: _____

Please share with me a few things about yourself:

1.Race/Ethnicity: (check one)

	White		African-American/Black		Hispanic		Native American		Other

2. Are you a boy or a girl? (check | | Boy | | Girl | **one)**

3. What is your age? _____

4. What grade are you in? _____

5. Who is your teacher? _____

Student Perceptions on Bullying

Instructions: Put an X in the box the best describes you and your perceptions of others. Please read and think about each question carefully.

1. In what grade is the student who bullies you the most?

In my classroom	In the same grade but in a different class	In a lower grade	In a higher grade	I haven't been bullied

2. At school, who has:

	Boys & Girls	Group of Boys	Boy	Group of Girls	Girl	Nobody
a) bullied you						
b) said mean things to you						
c) teased you						
d) called you names						
e) tried to hurt your feelings						
f) tried to hurt you physically						

3. In what grade is the student who bullies others the most?

In my classroom	In the same grade but in a different class	In a lower grade	In a higher grade	I haven't been bullied

4. At school, who has:

	Both Boys & Girls	A Group of Boys	A Boy	A Group of Girls	Girl	Nobody
a) bullied others						
b) said mean things to others						
c) teased others						
d) called other people names						
e) tried to hurt other people's feelings						
f) tried to hurt other people physically						

5. Who does most of the bullying?

	a) both boys and girls
	b) a group of boys
	c) a boy
	d) a group of girls
	e) a girl
	f) nobody

6. What grades are most of the bullies in?

	a) in my grade
	b) in my grade but in a different class
	c) in a lower grade
	d) in a higher grade

	e.) I haven't seen any bullying

Instructions: For the next 6 questions, circle your response. Please read and think about each question carefully.

Definitions of Answers: Only for questions 1-3

Always= you see or do this behavior every day.

Often= you see or do this behavior at least a few times a week.

Sometimes= you see or do this behavior at least once a week.

Rarely= you see or do this behavior at least once a month.

Never= this is not something you see or do.

1. How often have you been bullied at school?

Always   Often   Sometimes   Rarely   Never

2. How often have you bullied another student(s) at school?

Always   Often   Sometimes   Rarely   Never

3. How often do you see a student(s) bullying another student(s) at school?

Always   Often   Sometimes   Rarely   Never

4. Where have you seen bullying? *Circle all answers that apply.*

Classroom   Hallways   Bathrooms   Cafeteria   Playground   Bus

5. If someone was bullying you, what would you do? *Select 1 answer.*

Hit them   Tell the teacher   Walk away   Cry   Ask them to stop   Bully back

APPENDIX D

TEACHER DEMOGRAPHIC INFORMATION

School: _____ _____

        (Name)   (City, State)

Please share with me a few things about yourself:

1.Race/Ethnicity: (check one)

	White		African-American/Black		Hispanic		Native American		Other

2. Male or Female? (check one)

	Male		Female

3. What is your age?   _____

4. What grade are you currently teaching? _____

5. How many students are in your class? _____

6. How long have you been teaching (years of experience)? _____

Teacher Perceptions on Bullying

Instructions: Put an X in the box that best describes you and your perceptions of others. Please read and think about each question carefully.

1. In what grade are the student(s) who bully others the most?

In my classroom	In the same grade, but in a different class	In a lower grade	In a higher grade	I don't know

2. At school, who has:

	Boys & Girls	Group of Boys	Boy	Group of Girls	Girl	Neither
a) bullied others						
b) said mean things to others						
c) teased others						
d) called other people names						
e) tried to hurt other people's feelings						
f) tried to hurt other people physically						

3. Who does most of the bullying?

	a) both boys and girls
	b) a group of boys
	c) a boy
	d) a group of girls
	e) a girl
	f) neither

4. What grades are most of the bullies in?

	a) in my grade
	b) in my grade but in a different class
	c) in a lower grade
	d) in a higher grade
	e.) don't know

Instructions: For the next 9 questions, circle your response(s). Please read and think about each question carefully.

1.How often do you see bullying at school?

Always Often   Sometimes   Rarely   Never

2.How many times a day you witness bullying? Circle one.

(a) 0-5
(b) 6-10
(c) 11-19
(d) 20 +

3. Where have you seen bullying? Circle all answers that apply.

Classroom   Hallways   Bathrooms   Cafeteria   Playground   Bus

4. What grades do you think have the biggest problems with bullying? Circle all that apply.

Kindergarten

First grade

Second grade

Third grade

Fourth grade

Fifth grade

Sixth grade

5. Who has the biggest problems with bullying? Select 1 answer.

Girls

Boys

Groups of girls

Groups of boys

6. What do you think the consequence should be for people that bully others? Select 1 answer.

Telephone call home from the school

Conference with the parent

Meet with principal

Suspension from school

Expulsion from school

Detention

Nothing

7. How satisfied are you with your classroom environment/climate? Select 1 answer.

Completely satisfied

Somewhat satisfied

Somewhat dissatisfied

Completely dissatisfied

8. How satisfied are you with the school environment/climate? Select 1 answer.

Completely satisfied

Somewhat satisfied

Somewhat dissatisfied

Completely dissatisfied

9. Given the school environment/climate, bullying education and/or character education needs to be implemented and/or implemented in a more serious manner. Select 1 answer.

Strongly Agree

Moderately Agree

Slightly degree

Neutral

No opinion

Un-decided

Slightly disagree

Moderately disagree

Strongly disagree

10. What previous bullying training do you have? Circle one.

    (1) No training.

    (2) Undergraduate/graduate training.

    (3) Professional development.

    (4) Both undergraduate/graduate training on bullying and professional development.

STUDENT BULLYING ATTITUDES QUESTIONNAIRE-MODIFIED

The Bullying Attitude Questionnaire-Modified (BAQ-MM)

Instructions: Please read the six (6) vignettes and respond to the three (3) questions that follow.

Vignette 1:
At the writing center you hear a student call another student "fatty". The child tried to ignore the remarks but sulks at his desk. It is not the first time this has happened.

Questions:

1. How serious do you rate this conflict?

    5= very serious 4= serious 3= moderately serious 2= not very serious 1=not at all serious

2. Would you call this bullying?

    Yes   No

3. I would be upset by the student's remarks and feel sympathetic toward the victim?

    5=Strongly Agree 4= agree 3= neither disagree or agree 2= disagree 1=Strongly disagree

Vignette 2:
Your class is getting ready to go to lunch and students are in line at the door. When you hear one student say to another student, "Hey, give me your lunch money, or I'll hit you." The child gives in and eventually gives his/her lunch money to the student. It is not the first time this has happen.

Questions:

1. How serious do you rate this conflict?

    5= very serious 4= serious 3= moderately serious 2= not very serious 1=not at all serious

2. Would you call this bullying?

    Yes   No

3. I would be upset by the student's remarks and feel sympathetic toward the victim?

   5=Strongly Agree   4= agree 3= neither disagree or agree 2= disagree
   1=Strongly disagree

Vignette 3:
A student brings a Harry Potter pencil to school. He is bragging that it was a prize from a game arcade. A jealous student approaches and threatens him demanding the pencil at once. The child refuses at first but eventually gives in.

Questions:

1. How serious do you rate this conflict?

   5= very serious 4= serious 3= moderately serious 2= not very serious 1=not at all serious

2. Would you call this bullying?

   Yes   No

3. I would be upset by the student's remarks and feel sympathetic toward the victim?

   5=Strongly Agree   4= agree 3= neither disagree or agree 2= disagree
   1=Strongly disagree

Vignette 4:
As your class returns from music class, you observe a student hit another student in the hallway. You can see that it has caused bruising. It is not the first time this has happened.

Questions:

1. How serious do you rate this conflict?

   5= very serious 4= serious 3= moderately serious 2= not very serious 1=not at all serious

2. Would you call this bullying?

   Yes   No

3. I would be upset by the student's remarks and feel sympathetic toward the victim?

5=Strongly Agree   4= agree 3= neither disagree or agree 2= disagree
1=Strongly disagree

Vignette 5:
During centers, you overhear a student say to another, "If you don't let me have the purple marker, I won't invite you to my birthday party."   It is not the first time this has happened.

Questions:

1. How serious do you rate this conflict?

    5= very serious 4= serious 3= moderately serious 2= not very serious 1=not at all serious

2. Would you call this bullying?

    Yes   No

3. I would be upset by the student's remarks and feel sympathetic toward the victim?

    5=Strongly Agree   4= agree 3= neither disagree or agree 2= disagree
    1=Strongly disagree

Vignette 6:
Your class has been awarded free time because they have worked so hard today. You witness a student say to another, "No, absolutely not. I already told you that you can't play with us." The student is isolated and plays alone for the remaining time with tears in her eyes. It is not the first time this has happened.

Questions:

1. How serious do you rate this conflict?

    5= very serious 4= serious 3= moderately serious 2= not very serious 1=not at all serious

2. Would you call this bullying?

    Yes   No

3. I would be upset by the student's remarks and feel sympathetic toward the victim?

5=Strongly Agree   4= agree 3= neither disagree or agree 2= disagree
1=Strongly disagree

The BAQ survey was developed by Craig et al (2000). The BAQ-M was adapted by Yoon and Kerber (2003) and Kinan (2010). The BAQ-MM was created by the researcher and academic and dissertation advisor (2012).

TEACHER BULLYING ATTITUDES QUESTIONNAIRE-MODIFIED

The Bullying Attitude Questionnaire-Modified (BAQ-MM)

Instructions: Please read the six (6) vignettes and respond to the five (5) questions that follow.

Vignette 1:

Vignette 1:
At the writing center you hear a student call another student "fatty". The child tried to ignore the remarks but sulks at his desk. It is not the first time this has happened.

Questions:

1. How serious do you rate this conflict?

    5= very serious 4= serious 3= moderately serious 2= not very serious 1=not at all serious

2. How likely are you to intervene in this situation?

    5= very likely 4= likely   3=somewhat likely 2= not very likely   1=not likely at all serious

3. Would you call this bullying?

    Yes   No

4. I would be upset by the student's remarks and feel sympathetic toward the victim?

    5=Strongly Agree 4= agree 3= neither disagree or agree 2= disagree 1=Strongly disagree

5. If you would respond to this situation, how would you respond to the perpetrator?

    6= report to higher authority; inform parents

    5= discipline students' bullying behavior

4= discussion of intolerable behaviors with the student

3= discuss rules of the class

2= peer resolution

1= no intervention

<u>Vignette 2:</u>

Your class is getting ready to go to lunch and students are in line at the door. When you hear one student say to another student, "Hey, give me your lunch money, or I'll hit you." The child gives in and eventually gives his/her lunch money to the student. It is not the first time this has happen.

<u>Questions:</u>

1. How serious do you rate this conflict?

5= very serious 4= serious 3= moderately serious 2= not very serious 1=not at all serious

2. How likely are you to intervene in this situation?

5= very likely 4= likely   3=somewhat likely 2= not very likely   1=not likely at all serious

3. Would you call this bullying?

Yes   No

4. I would be upset by the student's remarks and feel sympathetic toward the victim?

5=Strongly Agree 4= agree 3= neither disagree or agree 2= disagree 1=Strongly disagree

5. If you would respond to this situation, how would you respond to the perpetrator?

6= report to higher authority; inform parents

5= discipline students' bullying behavior

4= discussion of intolerable behaviors with the student

3= discuss rules of the class

2= peer resolution

1= no intervention

Vignette 3:

A student brings a Harry Potter pencil to school. He is bragging that it was a prize from a game arcade. A jealous student approaches and threatens him demanding the pencil at once. The child refuses at first but eventually gives in.

Questions:

1. How serious do you rate this conflict?

5= very serious 4= serious 3= moderately serious 2= not very serious 1=not at all serious

2. How likely are you to intervene in this situation?

5= very likely 4= likely   3=somewhat likely 2= not very likely   1=not likely at all serious

3. Would you call this bullying?

Yes   No

4. I would be upset by the student's remarks and feel sympathetic toward the victim?

5=Strongly Agree   4= agree 3= neither disagree or agree 2= disagree 1=Strongly disagree

5. If you would respond to this situation, how would you respond to the perpetrator?

6= report to higher authority; inform parents

5= discipline students' bullying behavior

4= discussion of intolerable behaviors with the student

3= discuss rules of the class

2= peer resolution

1= no intervention

Vignette 4:

As your class returns from music class, you observe a student hit another student in the hallway. You can see that it has caused bruising. It is not the first time this has happened.

Questions:

1. How serious do you rate this conflict?

   5= very serious 4= serious 3= moderately serious 2= not very serious 1=not at all serious

2. How likely are you to intervene in this situation?

   5= very likely 4= likely   3=somewhat likely 2= not very likely   1=not likely at all serious

3. Would you call this bullying?

   Yes   No

4. I would be upset by the student's remarks and feel sympathetic toward the victim?

   5=Strongly Agree 4= agree 3= neither disagree or agree 2= disagree 1=Strongly disagree

5. If you would respond to this situation, how would you respond to the perpetrator?

   6= report to higher authority; inform parents

   5= discipline students' bullying behavior

   4= discussion of intolerable behaviors with the student

   3= discuss rules of the class

   2= peer resolution

1= no intervention

During centers, you overhear a student say to another, "If you don't let me have the purple marker, I won't invite you to my birthday party."   It is not the first time this has happened.

Questions:

1. How serious do you rate this conflict?

   5= very serious 4= serious 3= moderately serious 2= not very serious 1=not at all serious

2. How likely are you to intervene in this situation?

   5= very likely 4= likely   3=somewhat likely 2= not very likely   1=not likely at all serious

3. Would you call this bullying?

   Yes   No

4. I would be upset by the student's remarks and feel sympathetic toward the victim?

   5=Strongly Agree   4= agree 3= neither disagree or agree 2= disagree 1=Strongly disagree

5. If you would respond to this situation, how would you respond to the perpetrator?

   6= report to higher authority; inform parents

   5= discipline students' bullying behavior

   4= discussion of intolerable behaviors with the student

   3= discuss rules of the class

   2= peer resolution

1= no intervention

<u>Vignette 6:</u>

Your class has been awarded free time because they have worked so hard today. You witness a student say to another, "No, absolutely not. I already told you that you can't play with us." The student is isolated and plays alone for the remaining time with tears in her eyes. It is not the first time this has happened.

<u>Questions:</u>

1. How serious do you rate this conflict?

5= very serious 4= serious 3= moderately serious 2= not very serious 1=not at all serious

2. How likely are you to intervene in this situation?

5= very likely 4= likely   3=somewhat likely 2= not very likely   1=not likely at all serious

3. Would you call this bullying?

Yes   No

4. I would be upset by the student's remarks and feel sympathetic toward the victim?

5=Strongly Agree   4= agree 3= neither disagree or agree 2= disagree 1=Strongly disagree

5. If you would respond to this situation, how would you respond to the perpetrator?

6= report to higher authority; inform parents

5= discipline students' bullying behavior

4= discussion of intolerable behaviors with the student

3= discuss rules of the class

2= peer resolution

1= no intervention

The BAQ survey was developed by Craig et al (2000). The BAQ-M was adapted by Yoon and Kerber (2003) and Kinan (2010). The BAQ-MM was created by the research and academic and dissertation advisor (2012).

STUDENT NARRATIVES (EXPEREIENCES WITH BULLYING)

Grade 3

"The time I got bullied was when I was in the classroom and a kid named ----- was throwing stuff at me, sticking the middle finger and told the teacher something that was not true."

"----- laughed at me because I almost missed the bus and he punched me and always saying bad words"

"When I was in grade two, a boy named ----- laughed at me because I got in trouble"

"In first grade, I got bullied in the cafeteria because they stole something from me and they wouldn't give it back"

"I remember when I was bullied in the bus and his name was -----he was calling me names and took my hand and bent my fingers"

"One time in school I got bullied in the third grade by a girl named ----- she called me bad names and she him me sometimes so I did get bullied"

"I have been bullied. I wanted him to stop. But he did not stop. So I said stop! You need to stop bullying me. I told him not to hit, slap or kick me ever again. Because he did not stop. He kept doing it anyway. I did not like it. It was too hard to ignore it. But I was brave and they did stop bullying me."

Grade 5

"There are some people who bully me like my non-friend ----. Here's how it happens when I was in my favorite call, Ms. ----. This girl named ----- was bullying me she called me dumb and stupid. She tried to beat me up and I tell everybody."

"When I was in the other class, people was saying I look dumb with my glasses and they say bad words. I would tell because it was both boys and girls."

"I was in third grade and my teacher's name was --- and there was a boy named ----and just because I would not let him hold the door he twisted my finger and almost broke it."

"In fourth grade my best friend started bullying me on the last day of school. For example our whole class was going to a school party also called me names I felt so sad. I did not know what to do."

"I've been bullied in school by morning putting my stuff away when a girl called me a weirdo in the hallway. She just don't stop bullying. She make me get distracted."

"I've been bullied a little bit of times. It was in class. A girl kept putting lipstick on my face and saying negative words."

"The time I have been bullied was when I was outside playing and these bunch of girls starting calling me names like the "B" word. The "MF" word. I was really terrified about that. I didn't know what to do. I think I have never did anything to them. Those girls were picking with me every day outside to play. All I wanted is to make peace with them because I don't like the violence."

"Well actually, I never actually been bullied before in my life because every school I go to no one ever calls me a name. All my friends are like real friends because they never tease me. And I like my friends but I know a few"

"In my old school, I had been bullied by a girl. She bullied me in the hallway"

"I have been bullied by a person he slapped me in my ear and pushed my head."

"My experience of being bullied is that from and to fifth grade. We been bullied about my face because I had pimples or the way my shoes. People said I wore tap shoes or that they're going to connect the dots with my face. I used to get depressed and run out of the cafeteria and go into the bathroom. Now it doesn't matter who you are or how your shoes or clothes look don't let other people keep you from being yourself. That's what I learned."

"I never got bullied because I keep cool and stay out of drama and be myself and don't act fake."

"One time I got bullied when I told on a girl. That's when the girl started talking about me. Then after school she started pushing me and I got mad and fought with her."

"I never been bullied"

"In fourth grade when I was bullied for being back and dark skin."

"I never got bullied because I am a nice person and I have a whole bunch of friends."

"I have been bullied at school. This year a girl pushed me. She has been really mean to me from the beginning."

STUDENT DEMOGRPAHIC FREQUENCIES (APPENDIX C)

Student perceptions of Bullying

Frequency Distribution of Student Demographic for Question 1 Summary

Table A.1 presents the frequency distribution of student responses to who has bullied them. Over 44% of the students reported being bullied by another student in their grade or a higher grade compared to only 3% of students reporting being bullied by a student in a lower grade. Over 50% of students reported not being bullied.

Table A.1: Frequency Distribution of Student Demographic for Question 1

(1) In what grade is the student who bullies you the most?

In my classroom	In the same grade but another classroom	In lower grade	In a higher grade	I haven't been bullied
20	16	4	22	67
15.38%	12.31%	3.08%	16.92%	51.54%

Frequency Distribution of Student Demographic for Question 2 Summary

Table A.2 presents the frequency distribution of student responses to what individual or groups of students who bully at school and to the type of bullying at school. 81% of the students reported being bullied a boy in the areas of said mean things to you, teased you, called you names, tried to hurt your feelings and tried to hurt you physically. 73% of the students reported being bullied a girl in the areas of said mean things to you, teased you, called you names, tried to hurt your feelings and tried to hurt you physically. Over 50% of students reported not being bullied, while an average of 65% of students reported experiences in the areas of said mean things to you, teased you, called you names, tried to hurt your feelings and tried to hurt you physically.

Table A.2: Frequency Distribution of Student Demographic for Question 2

(2) At school, who has:

	Boys & Girls	Group of Boys	Boy	Group of Girls	Girl	Nobody
a)bullied you	14	3	17	4	16	71
	11.02%	1.57%	13.39%	3.15%	12.60%	55.91%
b) said mean things to you	17	5	19	12	24	51
	13.08%	3.85%	14.62%	9.23%	18.46	39.23%
c) teased you	14	3	20	6	17	69
	10.77%	2.31%	15.38%	4.62%	13.08%	53.08%
d) called you names	22	3	29	5	16	55
	16.95%	2.31%	22.31%	3.85%	12.31%	42.32%
e) tried to hurt your feelings	15	8	17	5	23	62
	11.54%	6.15%	13.08%	3.85%	17.69%	47.69%
f) tried to hurt you physically	8	6	20	6	15	74
	6.15%	4.62%	15.38%	4.62%	11.54%	56.92%

Frequency Distribution of Student Demographic for Question 4 Summary

Table A.3 presents the frequency distribution of student responses to what individual or groups of students who bully at school and the type of bullying. Between 30-40% of students reported being bullied by both girls and boys in areas of "said mean things to you", "teased you", "called you names", "tried to hurt your feelings" and "tried to hurt you physically". Only 24% of students reported not witnessing another student being bullied at school, while an average of 30% of students reported witnessing bullying in the areas of "said mean things to you", "teased you", "called you names", "tried to hurt your feelings: and "tried to hurt you physically".

Table A.3: Frequency Distribution of Student Demographic for Question 4

(3) At school, who has:

	Boys & Girls	Group of Boys	Boy	Group of Girls	Girl	Nobody
a)bullied others	40	16	20	8	14	31
	30.77%	12.31%	15.38%	6.15%	10.77%	23.87%
b) said mean things to others	40	15	22	5	16	32
	30.77%	11.54%	16.92%	3.85%	12.31%	24.62%
c) teased others	44	16	13	9	13	35
	33.85%	12.31%	10.00%	6.92%	10.00%	26.92%
d) called others names	41	13	17	10	14	35
	31.54%	10.00%	13.08%	7.69%	10.77%	26.92%
e) tried to hurt others feelings	48	11	13	8	12	37
	36.92%	8.46%	10.00%	6.15%	9.23%	28.46%
f) tried to hurt others physically	42	10	16	6	12	44
	32.31%	7.69%	12.31%	4.62%	9.23%	33.84%

Frequency Distribution of Student Demographic for Question 6 Summary

Table A.4 presents the frequency distribution of student responses to the grade level of bullies. Over 60% of students responded on students who bully most as being in their grade or in a higher grade. Only 5% of students responded to the student bullying the most as being in a lower grade.

Table A.4: Frequency Distribution of Student Demographic for Question 6

(6) What grade are most of bullies in?

In my grade	In my grade but a different class	In a lower grade	In a higher grade	I haven't seen any bullying
42	14	7	42	21
32.31%	10.77%	5.38%	32.31%	16.15%

Student Experiences of Bullying

Frequency Distribution of Student Demographic for Questions 1, 2, 3 and 4 Summary

Table A.5 presents the frequency distribution on frequency of bullying (being bullied, bullying others, and witnessing bullying) and location of bullying. On the Likert scale, over 70% of students reported that they had never bullied another student at school. While 73% of students report they had seen other students bullied either sometimes (at least once a week), often (a few times a week) or always (everyday). With regard to student responses on how often they bullied, it was a 50/50 split between always, often and sometimes; and rarely (at least once a month) and never (not something done or see).

Table A.5: Frequency Distribution of Student Demographic for Questions 1, 2 and 3

(1) **How often have you been bullied in school?**
(2) **How often have you bullied another student(s) at school?**
(3) **How often do you see someone bullying another student(s) at school?**

	Always	**Often**	**Sometimes**	**Rarely**	**Never**
Q1	17	14	33	20	46
	13.08%	10.77%	25.38%	15.38%	35.38%
Q2	5	8	16	8	93
	3.85%	6.15%	12.31%	6.15%	71.54%
Q3	25	28	42	18	17
	19.23%	21.54%	32.31%	13.85%	13.08%

Frequency Distribution of Student Demographic for Question 4 Summary

Table A.6 presents some of the frequency distribution on where students have observed bullying occurring most often. For this particular question, students had six options to choose: classroom, hallways, bathrooms, cafeteria, playground, and bus. For this particular question, teachers were asked to circle all answers that apply. The responses students reported observing bullying the most on playgrounds and on the school bus. The frequencies were so differentiated, the researcher chose to report the most frequented replies.

Table A.6: Frequency Distribution of Student Demographic for Question 4

(4) Where have you seen bullying? *Circle all answers that apply.*

Classroom	Hallways	Bathrooms	Cafeteria	Play-ground	Bus
8	8	3	6	20	18
6.15%	6.15%	2.31%	4.62%	15.35%	13.85%

TEACHER DEMOGRPAHIC FREQUENCIES (APPENDIX D)

Teacher perceptions of Bullying

Frequency Distribution of Student Demographic for Question 2 Summary

Table A.7 presents the frequency distribution of classroom teachers' responses to what individual or groups of students who bully at school and to the type of bullying at school. Over 70% of the teachers reported that both girls and boys bully in the areas of "said mean things to others", "teased others", "called others names", "tried to hurt others feelings" and "tried to hurt others physically".

Table A.7: Frequency Distribution for Teacher Demographic for Question 2

(4) At school, who has:

	Boys & Girls	Group of Boys	Boy	Group of Girls	Girl	Nobody
a)bullied others	10	0	0	0	1	0
	90.9%	0%	0%	0%	9%	0%
b) said mean things to others	11	0	0	0	0	0
	100%	0%	0%	0%	0%	0%
c) teased others	11	0	0	0	0	0
	100%	0%	0%	0%	0%	0%
d) called others names	100	0	0	0	0	0
	100%	0%	0%	0%	0%	0%
e) tried to hurt others feelings	10	0	0	1	0	0
	90.9%	0%	0%	9%	0%	0%
f) tried to hurt others physically	8	2	0	0	0	1
	72.7%	18.2%	0%	0%	0%	9%

Teacher Observations and Intervention of Bullying

Frequency Distribution of Teacher Demographic for Question 1 Summary

Table A.8 presents the frequency distribution of classroom teachers' responses to the frequency of bullying. Over 80% of teachers reported only observing bullying sometimes. Not one of the eleven teachers reported never seeing bullying, most responded to sometimes seeing bullying, but one of the eleven teachers did report seeing bullying happening at school always.

Table A.8: Frequency Distribution for Teacher Demographic for Question 2

(1) How often do you see bullying at school?

Always	Often	Sometimes	Rarely	Never
1	0	9	1	0
9%	0%	81.8%	9%	0%

Frequency Distribution for Teacher Demographic for Question 2 Summary

Table A.9 presents the frequency distribution of classroom teachers' responses to how often they observe bullying in a single school day. 90% of teachers reported that they witness bullying 5 times or less each day. Again, none of the teachers reported never seeing bullying happening at school in a single day. One teacher reported seeing bulling 6-10 times in a single day.

Table A.9: Frequency Distribution for Teacher Demographic for Question 2

(2) How many times a day you witness bullying? *Circle one.*

0-5 times	6-10 times	11-19 times	Never
10	0	0	0
90.9%	9%	0%	0%

Frequency Distribution for Teacher Demographic for Question 3 Summary

Table A.10 presents the frequency distribution of classroom teachers' responses to the areas where they most often observe bullying. For this particular question, students had six options to choose: classroom, hallways, bathrooms, cafeteria, playground, and bus. For this particular question, students were asked to circle all answers that apply.   Over 80% of teachers reported observing bullying in the classroom and the playground. Over 60% of teachers reported observing bullying in the hallways of the school. Less than 50% of teachers reported observing bullying in the bathrooms and the school cafeteria

Table A.10: Frequency Distribution for Teacher Demographic for Question 3

(3) Where have you seen bullying? *Circle all answers that apply.*

K	1st	2nd	3rd	4th	5th	6th
0	0	0	1	5	10	9
0%	0%	0%	9%	45.5%	90.9%	81.8%

Frequency Distribution for Teacher Demographic for Question 4 Summary

Table A.11 presents the frequency distribution of classroom teachers' responses to the grade levels that has the biggest problem with bullying. Over 80% of the classroom teachers reported that 5th and 6th grades have the biggest problem with bullying. This was followed by over 40% of the classroom teachers reporting that 4th grade had a problem with bullying. Less than one percent of the classroom teachers reported the early education grades have having a big problem with bullying.

Table A.11: Frequency Distribution for Teacher Demographic for Question 4

(4) What grades have the biggest problem with bullying?

K	1st	2nd	3rd	4th	5th	6th
0	0	0	1	5	10	9
0%	0%	0%	9%	45.5%	90.9%	81.8%

Frequency Distribution for Teacher Demographic for Question 5 Summary

Table A.12 presents the frequency distribution of classroom teachers' responses to the individual or groups that have the biggest problem with bullying. Over 25% of the classroom teachers reported that individual girls have the biggest problem with bullying. The distribution for boys, groups of boys and groups of girls was equally distributed at 18%.

Table A.12: Frequency Distribution for Teacher Demographic for Question 5

(5) Who has the biggest problems with bullying? *Select 1 answer.*

Girls	Boys	Group of girls	Group of Boys
3	2	2	2
27.2%	18.2%	18.2%	18.2%

Frequency Distribution for Teacher Demographic for Questions 7 and 8 Summary

Table A.13 presents the frequency distribution of classroom teachers' responses to the question of satisfaction with the climate/environment of their classroom and the school climate/environment possible consequences for students who bully. Over 70% of the classroom teachers reported being somewhat satisfied with the classroom and school climate/environment while 18% of classroom teachers reported being completely satisfied with the classroom and school climate/environment. Less than 1% of classroom teachers reported that they were dissatisfied with the classroom and school climate/environment.

Table A.13: Frequency Distribution for Teacher Demographic for Questions 7 and 8

(7) How satisfied are you with your classroom environment/climate? *Select 1 answer.*

(8) How satisfied are you with the school environment/climate? *Select 1 answer.*

	Completely Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Completely Dissatisfied
How satisfied are you with your classroom environment?	2 18.2%	8 72.7%	1 9%	0 0%
How satisfied are you with the school environment?	2 18.2%	8 72.7%	1 9%	0 %

Frequency Distribution for Teacher Demographic for Question 9 Summary

Table A.14 presents the frequency distribution of classroom teachers' responses to the need for bullying education or character education in the school. Over 90% of the classroom teachers surveyed agreed that bullying/character education was needed. Specifically, over 50% of the classroom teachers moderately agreed with the need for bullying education/character education and over 40% of classroom teachers strongly agreed with the need of bullying education/character education in the school.

Table A.14: Frequency Distribution for Teacher Demographic for Question 9

(9) Given the school environment/climate, bullying education and/or character education needs to be implemented and/or implemented in a more serious manner. *Select 1 answer.*

SA	MA	SLA	N	SDA	MDA	SLDA
5	6	0	0	0	0	0
45.5%	54.5%	0%	0%	0%	0%	0%

SA=Strongly agree, MA=Moderately agree, SLA=Slightly agree, N= Neutral/No opinion, SDA= Strongly disagree, MDA= Moderately disagree, SLDA= Slightly disagree

Frequency Distribution for Teacher Demographic for Question 10 Summary

Table A.15 presents the frequency distribution of classroom teachers' responses to their experiences with bullying training. Over 30% of the classroom teachers reported that they had not participated in any type of bullying training, while 60% of the teachers reported some type of bullying training. Specifically, 18% of classroom teachers reported that they participated in bullying training while in their undergraduate and graduate studies and 27% of classroom teachers reported that they participated in bullying training through professional development.

Table A.15: Frequency Distribution for Teacher Demographic for Question 10

(1) What previous bullying training do you have? *Circle one.*

NT	UGT/GT	PD	Both UGT/GT and PD
4	2	3	2
36.4%	18.2%	27.2%	18.2%

NT=No training, UGT/GT=Undergraduate/Graduate Training, PD=Professional Development

TEACHER BAQ-MM RESULTS

VIGNETTE: 1-How serious do you rate this conflict?

Very Serious	Serious	Moderately Serious	Not Very Serious	Not at all Serious
4	6	1	0	0
36.4%	54.5%	9%	0%	0%

How likely are you to intervene in this situation?

Very Likely	Likely	Somewhat Likely	Not Very Likely	Not Likely at all Serious
8	3	0	0	0
72.7%	27.2%	0%	0%	0%

Would you call this bullying?

Yes	No
10	1
90.9%	9%

I would be upset by the student's remarks and feel sympathetic toward the victim?

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5	6	0	0	0
45.5%	54.5%	0%	0%	0%

If you would respond to this situation, how would you respond to the perpetrator?

Report to higher authority/ Inform	Discipline student's bullying behavior	Discussions of intolerable behaviors with the	Discuss rules of the classroom	Peer Resolution	No Resolution

parents		students			
3	4	3	0	1	0
27.2%	36.4%	27.2%	0%	9%	0%

VIGNETTE 2-How serious do you rate this conflict?

Very Serious	Serious	Moderately Serious	Not Very Serious	Not at all Serious
9	2	0	0	0
90.9%	18.2%	0%	0%	0%

How likely are you to intervene in this situation?

Very Likely	Likely	Somewhat Likely	Not Very Likely	Not Likely at all Serious
9	2	0	0	0
90.9%	18.2%	0%	0%	0%

Would you call this bullying?

Yes	No
11	0
100%	0%

I would be upset by the student's remarks and feel sympathetic toward the victim?

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
6	5	0	0	0
54.5%	45.5%	0%	0%	0%

If you would respond to this situation, how would you respond to the perpetrator?

Report to higher authority/ Inform parents	Discipline student's bullying behavior	Discussions of intolerable behaviors with the students	Discuss rules of the classroom	Peer Resolution	No Resolution
8	2	1	0	0	0
72.7%	18.2%	9%	0%	0%	0%

VIGNETTE 3-How serious do you rate this conflict?

Very Serious	Serious	Moderately Serious	Not Very Serious	Not at all Serious
6	3	2	0	0
54.5%	27.2%	18.2%	0%	0%

How likely are you to intervene in this situation?

Very Likely	Likely	Somewhat Likely	Not Very Likely	Not Likely at all Serious
7	4	0	0	0
63.6%	36.4%	0%	0%	0%

Would you call this bullying?

Yes	No
10	1
90.0%	9%

I would be upset by the student's remarks and feel sympathetic toward the victim?

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
7	4	0	0	0
63.6%	36.4%	0%	0%	0%

If you would respond to this situation, how would you respond to the perpetrator?

Report to higher authority/ Inform parents	Discipline student's bullying behavior	Discussions of intolerable behaviors with the students	Discuss rules of the classroom	Peer Resolution	No Resolution

3	6	2	0	0	0
27.2%	54.5%	18.2%	0%	0%	0%

VIGNETTE 4-How serious do you rate this conflict?

Very Serious	Serious	Moderately Serious	Not Very Serious	Not at all Serious
10	1	0	0	0
90.9%	9%	0%	0%	0%

How likely are you to intervene in this situation?

Very Likely	Likely	Somewhat Likely	Not Very Likely	Not Likely at all Serious
9	2	0	0	0
81.8%	27.2%	0%	0%	0%

Would you call this bullying?

Yes	No
10	1
90.9%	9%

I would be upset by the student's remarks and feel sympathetic toward the victim?

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
8	3	0	0	0
72.7%	27.2%	0%	0%	0%

If you would respond to this situation, how would you respond to the perpetrator?

Report to higher authority/ Inform parents	Discipline student's bullying behavior	Discussions of intolerable behaviors with the students	Discuss rules of the classroom	Peer Resolution	No Resolution
10	1	0	0	0	0
90.9%	9%	0%	0%	0%	0%

VIGNETTE 5-How serious do you rate this conflict?

Very Serious	Serious	Moderately Serious	Not Very Serious	Not at all Serious
0	1	7	2	0
0%	9%	63.6%	18.2%	0%

How likely are you to intervene in this situation?

Very Likely	Likely	Somewhat Likely	Not Very Likely	Not Likely at all Serious
1	6	3	1	0
9%	54.5%	27.2%	9%	0%

Would you call this bullying?

Yes	No
5	6
45.5%	54.5%

I would be upset by the student's remarks and feel sympathetic toward the victim?

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
0	5	4	2	0
0%	45.5%	36.4%	18.2%	0%

If you would respond to this situation, how would you respond to the perpetrator?

Report to higher authority/ Inform parents	Discipline student's bullying behavior	Discussions of intolerable behaviors with the students	Discuss rules of the classroom	Peer Resolution	No Resolution
1	1	5	1	3	0
9%	9%	45.5%	9%	27.2%	0%

VIGNETTE 6-How serious do you rate this conflict?

Very Serious	Serious	Moderately Serious	Not Very Serious	Not at all Serious
3	4	4	0	0
27.2%	36.4%	36.4%	0%	0%

How likely are you to intervene in this situation?

Very Likely	Likely	Somewhat Likely	Not Very Likely	Not Likely at all Serious
5	5	1	0	0
45.5%	45.5%	9%	0%	0%

Would you call this bullying?

Yes	No
7	3
63.6%	27.2%

I would be upset by the student's remarks and feel sympathetic toward the victim?

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
2	7	1	0	0
18.2%	63.6%	9%	0%	0%

If you would respond to this situation, how would you respond to the perpetrator?

Report to higher authority/ Inform parents	Discipline student's bullying behavior	Discussions of intolerable behaviors with the students	Discuss rules of the classroom	Peer Resolution	No Resolution

2	2	2	0	5	0
18.2%	18.2%	18.2%	0%	45.5%	0%

BIBLIOGRAPHY

American Psychological Association Zero Tolerance Task Force. (2008). Are zero tolerance policies effective in the schools? *American Psychologist, 63*(9), 852-862.

Archer, J. & Coyne, S. (2005). An integrated review of indirect, relational and social aggression. *Personality and Social Psychology Review, 9*(3), 212-230.

Black, S., Weinles, D., & Washington, E. (2010). Victim strategies to stop bullying. *Youth Violence and Juvenile Justice, 8*(2), 138-147.

Boulton, M. & Underwood, K. (1992). Bully/victim problems among middle school children. *British Journal of Educational Psychology, 62*(1), 73-87.

Bradshaw, C., O'Brennan, L., & Sawyer, A. (2008). Examining ethnic, gender, and developmental differences in the way children report being a victim of "bullying" on self-report measures. *Journal of Adolescent Health, 43*(2), 106-114.

Cairns, B., Carnes, R., & Xie, H. (2002). The development of social aggression and physical aggression: A narrative analysis of interpersonal conflicts. *Aggressive Behavior, 28*(5), 341-355.

Chan, J. (2006). Systematic patterns in bullying and victimization. *School Psychology International, 27*(3), 352-369.

Cheng, Y, Chen, L, Liu, K & Chen, Y. (2011). Development and psychometric evaluation of the school bullying scales: A Rasch measurement approach. *Educational and Psychological Measurement, 71*(1), 200-216.

Cohn, A, & Canter, A,. (2013). *What school and parents can do?* Retrieved March 13, 2013, from http://www.nasponline.org/resources/factsheets/bullying_fs.aspx

Craig, W. (1998). The relationship among bullying, victimization, depression, anxiety and aggression in elementary school children. *Person Individual Difference, 24*(1), 123-130.

Craig, W., Henderson, K., & Murphy, J. (2000). Prospective teachers' attitudes toward bullying and victimization. *School Psychology International, 21*(1), 5-21.

Craig, W., Pepler, D., and Atlas, R. (2000). Observations of bullying in the playground and in the classroom. *School Psychology International, 21*(1), 22-36.

Crick, N. & Grotpeter, J. (1995). Relational aggression, gender and social-psychological adjustment. *Child Development, 66*(3), 710-722.

Demaray, K. & Malecki, K. (2003). Perceptions of the frequency and importance of social support by students classified as victims, bullies and bully/victims in an urban middle school. *School Psychology Review, 32*(3), 471-489.

Farmer, T., Petrin, R., Robertson, D., Fraser, M., Hall, C., Day, S., & Dadisman, K. (2010). Bullies, bully-victims, and victims: the two social words of bullying in second-grade classrooms. *The Elementary School Journal, 110*(3), 364-392.

Galen, B. R. & Underwood, M. (1997). A developmental investigation of social aggression among children. *Developmental Psychology, 33*(4), 589.

Garbarino, J. & deLara, E. (2003). Words can Hurt Forever. *Educational Leadership. 18-21.*

Garrett, A. (2003). *Bullying in American schools*. North Carolina: McFarland & Company, Inc.

Goodwin, W., & Goodwin, L. (1996). *Understanding quantitative and qualitative research in early childhood education.* New York, NY: Teachers College Press.

Graham, S. (2010). What educators need to know about bullying behaviors. *Phi Delta Kappan,92*(1) , 66-70.

Grossman, D. C., Neckerman, H. J., Koepsell, T. D., Lui, P. Y., Asher, K. N., Beland, K., Frey, S., & Rivara, F. P. (1997). Effectiveness of violence prevention curriculum among children in elementary school: A randomized controlled trail. *Journal of the American Medical Association, 277*(20), 1605-1611.

Guerra, N., Williams, K., & Sadek, S. (2011). Understanding bullying and victimization during childhood and adolescence: A mixed methods study. *Child Development, 82*(1), 295-310.

Hoover, J. H., Oliver, R., & Hazler, R. J. (1992). Bullying: perceptions of adolescent victims in the Midwestern USA. *School Psychology International, 13*(1), 5-16.

Jeffrey, L. R. (2004). Bullying bystanders. *The Prevention Researcher, 11*(3), 7-8.

Kilpatrick Demaray, M. & Malecki, K. (2003). Perceptions of the frequency and importance of social support by students classified as victims, bullies, and bully/victims in an urban middle school. *School Psychology Review, 32*(3), 471-489.

Kinan, E. (2010). Teacher attitudes toward three types of bullying. State University of New York at Buffalo.

Kumpulainen, K., Rasanen, E., Henttonen, I., Almqvist, F., Kresanov, K., Linna, S., Moilanen, I., Piha, J., Tamminen, T., & Puura, K. (1998). Bullying and psychiatric symptoms among elementary school-age children. *Child Abuse & Neglect, 22*(7), 705-717.

Lumsden, L. (2002). Preventing bullying. Office of educational research and improvement (ED).   Washington, DC.

MacNeill, G. A., & Newell, J. M. (2004). School bullying: who, why and what to do. *The Prevention Researcher,11*(3), 15-17.

Merriam-Webster's Dictionary and Thesaurus.(2006) . Springfield, MA: Merriam-Webster, Inc.

Nansel, R. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simmons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among the US youth: prevalence and association with psychosocial adjustment. *Journal of the American Medical Association, 285*(16), 2094-2100.

Newman, R. & Murray, B. (2005). How students and teachers view the seriousness of peer harassment: When is it appropriate to seek help? *Journal of Educational Psychology, 97*(3), 347-365.

Oh, I. & Hazler,R. (2009). Contributions of personal and situational factors to bystanders' reactions to school bullying. *School Psychology International, 30*(3), 291-310.

Olweus, D. (1991). Bully/Victim problems among school children. In D. Pepler & K. Rubin (Ed.), *The development and treatment of childhood aggression* (pp. 411-448). Hillsdale, NJ: Erlbaum.

Olweus, D. (1992). Bullying among schoolchildren: intervention and prevention. In R. D. Peters, R. J. McMahon & V. L. Quency (Ed.), *Aggression and violence throughout the life span*. Newbury Park, CA: Sage.

Olweus, D. (1993). *Bullying at school: what we know and what we can do.* Oxford, UK: Blackwell.

Olweus, D. (1999). Bullying at school: long-term outcomes for the victim and an effective school based intervention program. In S. Hodgins (Ed.), (Mental disorder and crime ed., pp. 317-349). Thousand Oaks, CA: Sage.

Olweus, D. (2001). Harassment in school: the plight of the vulnerable and victimized. In J. Juvonen & S. Graham (Ed.), *Peer harassment: a critical analysis and some important issues*.

Olweus, D. (2003). A profile of bullying. *Educational Leadership*, *60*(6)*,* 12-17.

Olweus, D. & Limber, S. (1999). Blueprints for violence prevention: Book nine bullying prevention program.

Packman, J., Leplowski, W., Overton, C. & Smaby, M. (2005). We're not gonna take it: A student driven anti-bullying approach. *Education, 125*(1), 546-556.

Pepler, D. J., Craig, W. Ziegler, S. & Charach, A. (1994). An evaluation of an anti-bullying intervention in Toronto schools. *Canadian Journal of Community Mental Health, 13*(2), 95-110.

Rigby, K. (2004). Addressing bullying in schools: Theoretical perspectives and their implications. *School of Psychology International, 25*(3), 287-300.

Rigby, K. (2004). Addressing bullying in schools: theoretical perspectives and their implications. *School Psychology International, 25*(3), 287-300.

Ruffell, M, Mason, J., & Allen,B. (1998). Studying attitude to mathematics. *Education Studies in Mathematics, 35*(1), 1-18.

Russell, A. & Owens, L. (2001). Peer estimates of school-aged boys' and girls' aggression to same and cross sex targets. *Social Development, 8*(3), 364-379.

Russell, B., Kraus, S., & Ceccherini, T. (2010). Student perception of aggressive behaviors and predictive patterns of perpetration and victimization. The level of age and sex. *Journal of School Violence, 9*(1), 251-270.

Salmivalli, C., Lagerspetz, K., Bjorkqvist, K., Osterman, K., & and Kaukiainen, A. (1998). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behavior, 22* (1), 1-15.

Seals, D. and Young, J. (2003). Bullying and victimization: Prevalence and relationship to gender, grade level, ethnicity, self-esteem, and depression. *Adolescence-San Diego, 38* (152), 735-748.

Smith, K. & Sharp, S. (Ed.). (1994). *School bullying insights and perspectives* (1st ed.). New York, NY: Taylor & Francis e-Library.

Swearer, S., Espelage, D., Vaillancourt, T., & Hymel, S. (2010). What can be done about school bullying? Linking research to educational practice. *Educational Researcher, 39*(1), 38-47.

Trochim, W., & Donnelly, J. (2007). *The research methods knowledge base* (3rd ed.). Mason, OH: Atomic Dog Publishing.

Tukel, A.R. (2007). Sugar and Spice and Puppy Dog's Tails: The Psychodynamics of Bullying. *Journal of the American Academy of Psychoanalysts and Dynamic Psychiatry, 35*(2), 243-258.

U.S. Department of Education, National Center for Education Statistics. (2008). *The condition of education 2008.* Retrieved March 23, 2009, from www.nces.ed.gov

Underwood, M., Galen, B., & and Paquette, J. (2001). Top ten challenges for understanding gender and aggression in children: Why can't we all just get along? *Social Development,10* (2)*, 248-266.*

Veenstra, R., Lindenberg, S., Winter, A., Oldehinkel, A., Verhulst, F., & and Ormel, J. (2005). Bullying and victimization in elementary schools: A comparison of bullies, victims, bully/victims, and uninvolved preadolescents. *Developmental Psychology, 41*(4), 672-682.

Vlachou, M., Andreou, E., Botsoglou, K., & Didaskalou, E. (2011). Bully/victim problems among preschool children: a review of current research evidence. *Educational Psychology Review, 23*(3), 329-358.

Weins, B. & Dempsey, A. (2009). Bystander involvement in peer victimization: the value of looking beyond aggressors and victims. *Journal of School Violence, 8*(3), 206-215.

Whitney, I., & Smith, P. (1993). A survey of the nature and extent of bullying in junior/middle and secondary schools. *Educational Research, 35*(1), 3-25.

Xie, H., Farmer, T., & Cairns, B. (2003). Different forms of aggression among inner-city African-American children: Gender, configurations, and school social networks. *Journal of School Psychology, 41*(5), 355-375.

Yoon, J. & Kerber, K. (2003). Bullying elementary teachers' attitudes and intervention strategies. *Research in Education,* 69,27-35.