

A STUDY OF CHANGES IN BEHAVIOR AND ATTITUDES WITH REGARD  
TO BULLYING THROUGH THE DEVELOPMENT AND  
IMPLEMENTATION OF A BULLY-PROOFING PROGRAM

By

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ABSTRACT

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Abstract

Bullying is not a new problem in schools. It is a problem that has long-term and short-term effects and bullying can impede the right of each student to a safe and meaningful education. Research has shown that implementation of a bully-proofing program in schools can have a positive effect in reducing victim/bully problems and anti-social behavior in schools.

The purpose of this study was to evaluate the changes in the behavior and attitudes of 6<sup>th</sup> grade students through the implementation of a bully-proofing program. This program is a proactive effort to prevent violence and to make the school environment safer for children. A pre-test survey and a post-test survey was administered and used as the means for evaluation.

In the introduction, bullying was defined. Following this, the scope of bullying, including the characteristics of the victims and the bullies and the effects that bullying has on students was explored. There was a discussion of the program curriculum that was used in this study.

There was an examination of the results of the statistical analysis on the pre-test and post-test survey. Information gathered from the evaluation of this program provided the basis for recommending that the bully-proofing program be continued with some modifications.

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A couple of years ago, I left a career that I had been in for over 30 years to pursue a dream of becoming a guidance counselor. Since starting this journey, I have been very fortunate to have had the encouragement and support of many people.

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## CHAPTER ONE

### Introduction

Bullying is not a new problem, and yet there hasn't been a lot of research conducted on the topic, especially in the United States. One problem is defining the term bullying that is general enough to encompass the broad range of behaviors that is associated with it and yet specific enough to manage it.

Bullying, as defined by Olweus is as follows:

A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another (as cited in Kocs, 1999, p.3).

The three main ideas in this definition are "intentionally inflict," "repeatedly over time," and "injury or discomfort." This definition meets the criteria for this study.

Bullying can take many forms. It may be in the form of physical aggression, social alienation, verbal aggression, or intimidation, and in each of these forms, there is a continuum that runs from mild (pushing, gossiping, taunting) to severe (threatening, inflicting bodily harm). In 1994 Brian Head, a chubby, bespectacled 15-year old who had been taunted for years, broke when a classmate at Etowah High School in Woodstock slapped him. He shouted, "I can't take this anymore!" pulled out a gun and shot himself in the head (Labi, Healy, Hequet, & McKenna-Parker, 2001, p. 1). On April 20, 1999, Eric Harris

and Dylan Klebold killed thirteen students, wounded twenty-three others, and killed themselves at Columbine High School in Littleton, Colorado. Klebold and Harris belonged to a group called the Trench Coat Mafia. Members of this group were “picked on, harassed, and excluded—‘always on the outside looking in’” (Dority, 1999, p. 7). The consequences of bullying can be devastating.

In 1998, a study was done to measure the extent of bullying in the United States. Over 15,000 students in grades 6-10 filled out the World Health Organization’s Health Behaviour in School-aged Children survey. The results showed that around 30% of the sample reported moderate or frequent involvement in bullying (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001). This national study also confirmed previous studies that showed that bullying happens with males more than females and that bullying occurs more often among middle school-aged children (Beale, 2001).

Bullying happens everywhere but the majority of bullying is done to and from school or at school itself. Much of the bullying goes unreported. Since bullies do not want to be caught, most bullying occurs in secret where adults can’t see or intervene (Beane, 1999). Olweus found that the most effective deterrent to bullying was adult intervention (cited in Gharrity, Jens, Porter, Sager, & Short-Camilli, 1996). Most adults are not aware of the extent of the bullying and if they become aware of incidents of bullying, they are likely to brush them aside as “kids will be kids,” or tell the kids that they have to learn to deal with it. Many times victims of bullying do not report the incidents because they don’t feel that

they will be helped or that the bullying will be stopped if they do tell. They are afraid that if they do tell, the bullying will get worse or they will become the victim if they try to help someone else by telling (Gharrity et al., 1996). In the December/January 2001 issue of *cosmogirl.com*, there appeared a story about Taya Haugstad, a girl with cerebral palsy, who was bullied. It told of the verbal and physical bullying a very popular boy subjected her to in her elementary and middle school years.

In May 1997, I finally told my parents. They were horrified. My brothers wanted to beat Dylan to a pulp. When my mom told the special ed director and the assistant principal, they said I shouldn't take it so seriously. One teacher actually said, 'Oh, Dylan! That silly boy.'  
(Gotthelf, 2001, p. 141)

Brener (1999) of Prevent Child Abuse Wisconsin stated that there is only one way to stop bullying: to establish a climate in which aggressive behavior is not tolerated - and enforce it. Bully-proofing programs in schools seem to be an effective means of preventing or reducing the incidents of bullying. After a two-year implementation of a bully-proofing program in Norway, Olweus noted a 50% reduction of reported bullying incidents (cited in Sudermann, Jaffe, & Schieck, 1996). At the end of their study about bullying, Shakeshaft and Barber (1995) summarized their findings with the following:

We believe that the harassing environment of schools needs to be changed and that educators can and should intervene to stop the harassment.

Students tell us they feel powerless and are looking to the adults in schools to behave like adults and to enforce a climate that is healthy and supportive (p. 43).

### Purpose of the Study

The purpose of this study was to evaluate the changes in behavior and attitudes with regard to bullying through the development and implementation of a bully-proofing program. The program was designed for 6<sup>th</sup> graders and was implemented in a middle school in a mid-sized city in west central Wisconsin. This program is a proactive effort to prevent violence, to make the school environment safer for children, and to be more conducive to their learning. It was also a goal of the program to provide interventions in support of victims of bullying in an effort to change the behaviors of bullies.

### Research Questions

There were five questions that this research addressed. They are:

1. Will there be significant changes in the behavior and attitudes of victims of bullying after the implementation of a bully-proofing program?
2. Will there be significant changes in the behavior and attitudes of bullies after the implementation of a bully-proofing program?
3. Will there be significant changes in the behavior and attitudes of those students who are neither victims nor bullies after the implementation of a bully-proofing program?

4. Will there be significant changes in the behavior and attitudes of those students who are both victims of bullying and bullies?

5. Will this bully-proofing program be effective so that it will be implemented in the next school year for the 6<sup>th</sup> grade, with a follow-up enhancement for the 7<sup>th</sup> grade?

#### Definition of Terms

It is important for the purpose of this study to clarify the following term:

Bullying – when a student is exposed repeatedly and over time to negative actions on the part of one or more other students. It is a negative action when someone intentionally inflicts or attempts to inflict injury or discomfort upon another (Kocs, 1999).

#### Assumptions

It is assumed that students will respond honestly and accurately to the items on the survey. It is also assumed that the administration, teachers and other staff will support this program.

#### Limitations

One limitation that may hamper this study is that the students won't respond honestly to the items on the survey. The students may try to guess how the researcher would like them to answer, or they may feel that confidentiality may somehow be compromised. They also may not have a good understanding for the definition of bullying. Another limitation may be that the school staff will not support this program.

## CHAPTER TWO

### Literature Review

#### Introduction

This chapter begins with a discussion of what the characteristics of bullies are and why they bully. There is also a discussion of why certain children are victims of bullying. The chapter concludes with the reasons for implementing a bully-proofing program in a middle school setting.

#### Characteristics of bullies and why they bully

Boulton and Underwood (1993) reported that in a study of middle school children, the most common reason given by bullies on why they picked on other children was because the victim provoked the bully. The most common reason among victims on why they were picked on was because they were smaller or weaker or they did not fight back. The children who were not the bullies or the victims thought that the bullies had no reason to pick on others.

In another study, nearly 1000 middle school and high school students were interviewed and observed. Although they came across a lot of physical abuse, most of the harassment that was observed or they were told about in interviews was in the form of verbal abuse. One girl told them “You can just be sittin’ at the table and they start dissin’ on you and stuff or talking about you” (Shakeshaft & Barber, 1995, n.p.).

In still another study conducted by Espelage, one bully was asked why he bullied. He replied, “It’s fun. These kids, they’re like helpless – I mean they’ve got the big glasses and fat stomachs” (CNN staff, 1999, n.p.).

In the video, “Suppose that was me”, there were a couple of scenarios where the victims indicated that they did not know why are they were being picked on. They hadn’t done anything to provoke the incident. (Holohan, 2001).

To understand why bullies pick on other people it is necessary to look at some of their characteristics. Bullies are aggressive and like power. They are manipulative and have a relatively positive self-regard. They are usually physically stronger and have a need to dominate. They have little empathy for their victims (Olweus, 1993; Gharrity et al, 1996; Pepler, Connolly, & Craig, 1997; Lingren, 1996; Kocs, 1999).

Another factor is the home environment. Olweus (1993) cited four factors within the home environment that affect a child. The first factor is the emotional attitude of the primary caregiver. If the attitude is negative and the caregiver isn’t very involved and doesn’t show warmth or love, the risk for that child becoming a bully increases.

The second factor has to do with the extent that the primary caretaker is permissive and tolerant of aggressive behavior. If clear limits are not established, the child is more likely to be aggressive.

A third factor is when a primary caregiver uses physical punishment and violent emotional outbursts. In other words, when the caregiver models violence, the child is more likely to follow suit.

The last factor is the temperament of the child plays an important part in determining whether he/she will be a bully. A child with a more active and hot temperament will more likely turn into an aggressive youngster.

### Characteristics of victims of bullying

Many times when a child is bullied, it is not reported or not even noticed (Beane, 1999). Because the bully is manipulative, bullying is often done in areas that are not supervised. Also, because the bully is usually physically stronger or where the balance of power is tilted toward the bully, the victim is intimidated and will not report. Bendle and Simon report that about half of bullied children tell no one about their ordeals (cited in Kocs, 1999). Bullies rely on the idea that it is not acceptable for the victim to discuss their victimization, thus they are left unprotected and isolated. There is also the fear that the bully will escalate the torment if he/she is confronted by someone in authority.

In November 2000, Dawn Marie Wesley hung herself. She left a note that said:

If I try to get help it will get worse. They are always looking for a new person to beat up and they are the toughest girls. If I ratted they would get suspended and there would be no stopping them.

I love you all so much (Coloroso, 2002, n.p.).

Some of the characteristics of victims of bullying include children who are shy, lack social skills, or are isolated (Gharrity et al, 1996). Olweus (1993) writes:

The typical victims are more anxious and insecure than students in general. Further, they are often cautious, sensitive, and quiet.

Also, victims suffer from low self-esteem, and they have a negative view of themselves and their situation. They often look upon themselves as failures and feel stupid, ashamed, and unattractive. (p. 32)

Victims usually have something different about them. It may be the color of their hair or their skin. It may be that they are skinny or fat, tall or short. They may have a disability such as a speech impediment or they may be confined to a wheel chair. They may have a learning disability. It may be their ethnicity or their religion. Whatever it is, there is something different that causes the victim to be a target.

Reena Virk had tried to fit in and wanted to belong to a certain group of girls. She was regularly taunted and teased about her weight and the color of her skin. In November 1997, she was beaten and killed by schoolmates because they thought she was spreading rumors and involved with a boyfriend of one of the assailants (Coloroso, 2002).

### Reasons for implementing a bully-proofing program

Every child has the right to an education and every child has the right to be safe ([www.bullybeware.com/moreinfo.html](http://www.bullybeware.com/moreinfo.html), n.d.). Robinson and Maines stated that bullying, which is found in all schools is spoiling the lives and learning of many children (as cited in [www.globalideasbank.org/BI/BI-9.html](http://www.globalideasbank.org/BI/BI-9.html), n.d.).

School shootings at Littleton, Colorado, Santee, California, Jonesboro, Arkansas, and in other U. S. cities has raised the awareness to find answers to the causes of such incidents. These incidents and other episodes of school violence have involved the issues of bullying and revenge (Spivak & Prothrow-Stith, 2001). It is in this setting that solutions are being sought to reduce or eliminate the incidents of bullying in schools.

Bullying is not a new problem, nor is it happening just in the United States. In fact, most of the research that has been done to date has been done outside the United States (Olweus, 1993). One of the main researchers in this area is Dan Olweus, a professor at the University of Bergen, in Norway. He has studied the bully/victim problem extensively starting in the late 1960's. In the late 1980's and early 1990's, this problem has received attention from other countries, including the United States (Olweus, 1993).

Most bullying happens at school, especially in areas where there is little or no supervision, such as the bathrooms, playgrounds and cafeteria (Beale, 2001). Olweus and Batsche & Knoff report that victims often fear school and don't consider it safe or a happy place to be (cited in Banks, 1997). Lee noted that the

National Association of School Psychologists reported over one hundred fifty thousand children skip school daily because of their fear of being bullied (cited in Gharrity et al., 1996; Labi et al., 2001). Mulrine noted that almost half of the children surveyed in a nationwide study were afraid to go to the bathroom because they thought they might be harassed (cited in Beale, 2001).

Effects of bullying on victims can be devastating and long lasting. Olweus and Batsche & Knoff notes that being bullied can lead to depression and low self-esteem (cited in Banks, 1997). Neary and Joseph and Slee report that children who are victims of bullying have symptoms of anxiety, such as tenseness, fears, and worries (cited in Pepler et al., 1997). Kocs also reports that victims may experience “symptoms of post-traumatic stress syndrome, including: nightmares, flashbacks, inability to concentrate, increased startle response, depression and suicidal thoughts” (Kocs,1999, p. 14). Kocs went on to state that “symptoms of post-traumatic stress syndrome may significantly interfere with schoolwork, creating an atmosphere of failure despite their abilities and effort” (Kocs, 1999, p. 14). Victimization may also inhibit potential, economically, socially, academically and professionally. They may have problems in relationships. Depression, suicide, violence and alcohol and drug abuse are common in victims of bullying (Kocs, 1999).

The effects of bullying on bullies can also be devastating and long lasting. Kocs (1999) tells us:

Continuing longitudinal research maintains that children identified by peers as participating in bullying behavior at age 8 commit more serious crimes and more aggressive crimes as adults. There are more anti-social traits requiring services throughout their lifetime (p. 10).

Elementary children who are viewed as bullies by their peers, usually require more support as adults from government agencies such as unemployment benefits and mental health agencies, have more court convictions, more alcoholism, and more antisocial personality disorders ([www.bullybeware.com/moreinfo.html](http://www.bullybeware.com/moreinfo.html), n.d.). Banks noted that 60% of students identified as bullies in grades 6-9 had at least one court conviction by age 24 (cited in [www.nwrel.org/request/dec01/textonly.html](http://www.nwrel.org/request/dec01/textonly.html), n.d.).

There is evidence that bullies have greater relationship problems, leading to patterns of domestic violence. Also, children of aggressors tend to become aggressors (Kocs, 1999).

Eighty-five percent of students are neither bullies nor someone being bullied (Gharrity et al., 1996). These students are also affected by bullying. Most of them are too frightened to intervene. They are afraid that if they intervene on behalf of the victim, they may become the next target of the bully. The majority of children are unsure of appropriate adult intervention. In many instances when bullying is reported by the victim or by bystanders, adults brush off the incident as “kids will be kids.” When bystanders see adults ignoring bullying situations, they tend to ignore

the situation also. The bully has taught the majority of students what they have to do (or don't do) to remain safe.

For any bully-proofing program to be successful, it is important to have an all-school approach. Olweus found the single most effective deterrent to bullying was adult authority and intervention (cited in Gharrity et al., 1996). Therefore, the administration, teachers, and other school personnel must back the program. In order to be effective, the anti-bullying policy must be consistently enforced and adults must be willing to intervene immediately.

The student body must get involved. There should be classroom instruction followed by appropriate individual and group intervention for bullies and victims of bullies. Those students that aren't bullies or victims should also be a part of the all-school bully-proofing program. Atlas & Pepler (1998) says that:

Perhaps the most important reason for developing a schoolwide anti-bullying program, however, is to engage and empower "the silent majority": the large percentage of students who regularly witness bullying at school but don't know what they can do to help. (cited in Schoolwide prevention of, n.d., n.p.)

In early 1983, Olweus conducted a study on the effects of a bully-proofing program implemented in elementary and junior high schools in Norway. The study showed that there was a 50% reduction in victim/bullying problems at the schools. There was also a marked reduction in anti-social behavior and the school environment became more positive (Olweus, 1993).

## CHAPTER THREE

### Methodology

#### Introduction

This chapter includes a description of the sample and how it was selected. It describes the instrument used, along with the procedure for collecting and analyzing the data. The chapter goes into depth on the curriculum of the program: including teacher training, classroom instruction, and interventions and strategies to reduce or eliminate the occurrences of bullying.

#### Sample Selection

The sample was taken from the population of all 6<sup>th</sup> graders of a middle school in west central Wisconsin. The sample was made up of those 6<sup>th</sup> grade students who brought back signed consent forms (See Appendix A). There are 301 6<sup>th</sup> graders at this school. The sample was comprised of 221 students, or 73.4% of the population. There were 107 males and 114 females in the sample.

With this background, this researcher, in collaboration with his on-site practicum supervisor at the middle school, established a goal of implementing a bully-proofing program during the spring semester of 2002. It was imperative to get support for this program from the school staff and the administration because of its holistic nature. A presentation to the teachers of each 6<sup>th</sup> grade team was conducted. They were informed that the reason for doing this study was that there were students being bullied at the school, and it was the goal of the curriculum to be proactive in reducing or eliminating the incidents of bullying. Explanation of

the program being implemented included classroom instruction with follow-up interventions with both bullies and victims of bullying. The approval of the program and the cooperation of the teachers in providing the classroom time and willingness to do whatever they needed to do to help this program be a success was unanimous.

### Instrumentation

The researcher used a survey (See Appendix B) to gather data. Most of the questions for this survey were taken from the manual *Bully-proofing your school* (1996), with permission. This survey was administered during the first classroom session. Initially, the survey was administered at the start of the first session. After six classes, and upon review of the surveys, the researcher felt that the students were not familiar with the definition of bullying. The researcher administered the survey to the remaining four classes at the end of the first session. The researcher felt that the students might answer the questions differently after they were made aware of the definition of bullying. Statistically there were no significant differences in the answers between these groups of classes; therefore the two groups were later combined for the purpose of statistical analysis. There were seventeen questions on the survey. They included demographic questions about the respondent's age and ethnicity. Questions 3-9 focused on feelings of safety. Questions 10-17 focused on the behaviors of those students being bullied, being a bully, and being helpful in resolving a bullying

situation. The literature on bullying, the researcher's advisor and the practicum on-site supervisor established face validity of the survey.

This instrument was re-administered at the end of the semester after the classroom instruction, individual counseling, and group counseling had been conducted. The results of this final evaluation helped determine if developing and implementing a bully-proof program had an impact on the behavior and attitudes of the sample toward bullying. The final evaluation also helped determine if this program was effective and will be repeated the following year.

#### Program curriculum

The classroom instruction started in late February 2002. The initial session was used to introduce the topic. The bully survey was administered at the first class meeting. The results showed that a great majority of the students had not experienced a bully/victim problem. It also showed that the majority of the students felt safe at school.

Emphasis was placed on the Olweus' definition (cited in Kocs, 1999) which reads:

A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another (p.3).

This definition became the foundation for this program.

During the first session, the students were also exposed to a chart (See Appendix

C) that showed the four bullying categories of physical aggression, social alienation, verbal aggression, and intimidation. It also represented the corresponding behaviors for each category on a continuum from mild to severe (Gharrity et al., 1996). The researcher believed that making the students aware of the definition of bullying and the bullying behavior chart made a significant difference in how the students answered the questions on the bully survey.

The second session started with the researcher telling how his life was affected by bullying. When the researcher went to school, he was not bullied. As he became familiar with the definition of bullying, he realized though that he had been affected by bullying. When his daughter was in elementary school, she was a fun-loving girl with lots of friends. When she got into junior high school, her classmates picked on her and bullied her. Going to school became very hard for her. It wasn't fun. Instead of working on her reading, writing, and arithmetic, she tried to be accepted in a number of groups. The researcher believed that each time his daughter was rejected, discouraged, or picked on by a group of kids, her self-esteem went down. While the researcher knew of the problem his daughter was having, he did not get involved because his daughter was afraid the harassment would get worse. Because of his daughter's experiences in junior high and senior high school, the researcher felt that his daughter lacked the social skills that should have been developed years ago in school, and thus had a tendency to make, poor choices and had difficulty in relationships. The researcher concluded that, indeed, he had been affected by bullying.

The students then participated in describing the characteristics of bullies. Some of the characteristics identified were the need to feel powerful, manipulative and controlling, satisfaction from hurting others, lack of parental involvement and warmth. These characteristics, among others, were also cited by researchers (Olweus, 1993; Boulton, & Underwood, 1993; Gharrity et al., 1996; Beane, 1999; Kocs, 1999; Sturz, 2000; Nansel et al., 2001). The students also described the characteristics of victims. Some of the characteristics identified were different-ness, low self-esteem, poor social and coping skills, isolation, and physically weak. The student's insight to these characteristics paralleled those of the researchers (Olweus, 1993; Boulton, & Underwood, 1993; Gharrity et al., 1996; Beane, 1999; Kocs, 1999; Sturz, 2000; Beale, 2001; Pace, 2001).

Instruction also included the effects of bullying on bullies and victims. The effects on bullies are legal problems, anti-social traits, limited social and academic opportunities and poor relationships (Olweus, 1993; Gharrity et al., 1996; Beane, 1999; Sturz, 2000). The effects of bullying on victims are loneliness and isolation, depression, negative self image and low self esteem, underachiever, and perhaps violence (Olweus, 1993; Gharrity et al., 1996; Beane, 1999; Sturz, 2000).

Research shows that eighty-five percent of the students are neither bullies nor victims. These students were a vital component in any bully-proofing program (Gharrity et al., 1996). The second session ended with the students learning of the long-term effects on those who weren't directly involved with the

bully/victim problem. These effects included a sense of relief that they weren't the target, uncertain of adult intervention and protection, and loss of social status (Olweus, 1993; Gharrity et al., 1996; Beane, 1999; Sturz, 2000).

In the third and fourth session, the students formed a "caring circle" in which they were invited to share their experiences of being bullied, being a bully, or being a witness to a bullying incident. The rules for the circle were that only one person could talk at a time and after they shared their experience, anybody in the circle could ask them a question. Those not talking would be respectful to the person sharing the experience. Participation was strictly voluntary.

Usually one of the students volunteered to start. If someone didn't volunteer, the researcher or the researcher's supervisor would share an experience they had. Once someone had shared an experience, other students were willing to share. By sharing experiences, the students were able to see how bullying affected their classmates. The researcher believed that sharing, even the effects of the mild forms of bullying, helped make the students aware of the consequences bullying had. There was laughter and tears. There were true confessions and misinterpretations of the definition.

The first half of the fifth and final session the students viewed the video "Suppose that was me" (Holohan, 2001), that contained a number of scenarios of bullying. Each scenario ended with a series of questions for discussion. This invited participation from the students.

The last part of the final session was spent introducing the idea that the classroom would be bully free. A poster (Gharrity et al., 1996) that would be a visual cue was shown and given to the teacher to be displayed in the classroom (See Appendix D). Also, a poster with bully free classroom rules was shown and given to the teacher to be hung in the classroom (See Appendix E). Finally, the students were given a referral form (See Appendix F) in which they could identify bullies or victims anonymously. This referral form would become critical in identifying those who needed help in the next phase of the program-intervention.

Upon the completion of the classroom instruction, the researcher compiled a list of victims of bullying and a list of bullies who were identified on the referral form that the students completed during the final session. A guidance counselor individually talked to each student listed about being a victim of bullying or about being a bully. The counselor made a determination whether to invite the student to join a group for additional counseling. Joining a group was voluntary and the researcher and the other counselors made it clear to the students that if they were victims and joined a group, they would have to commit to working on strategies to help when they were bullied. If they were bullies, they would work on ways to change their behavior.

There were 10 students who volunteered to be in the group for victims. There were six weekly sessions, each session lasting forty minutes. The first session was spent establishing the rules of the group and introducing the members of the group. The members were asked to interview another member using the

“Getting Acquainted Interview” form (See Appendix G) as a guide. What they learned about each other was shared with the rest of the group.

The second session began by reviewing the rules. Then the members were asked to write in their journals. They were to answer the question, “Why did you join this group and what do you expect to get out of it”? They were asked to share what they wrote if they wanted to. Friendship was the main topic of the second session. Discussion centered on the importance of friendships and what strategies could be used to enhance friendship making.

The third session began with the members answering the questions, “What qualities do you look for in a friend? Which of these qualities do you have”? Again they were asked to share what they wrote if they wanted to. The members were given the worksheet, “Friendly Behaviors Checklist” (See Appendix H). After completing it, each member was to share one behavior from the list that they were good at and one behavior that they needed to work on. After sharing, each member was asked to work on that one item they identified as needing work and report back to the group the next time they met. As additional homework for the following session, the members were given a form about self-esteem and were asked to fill out on the form and share with the group.

The first half of session four was spent with the members sharing what they worked on from the “Friendly Behaviors Checklist” and the worksheet on self-esteem. Discussion then turned to strategies for coping with bullying. The

members were asked to fill out the worksheet “What Should You Do?”(See Appendix I). Discussion followed for the remaining time in the session.

All of session five was spent talking about the worksheet, “What Should You Do?” “I Messages”(See Appendix J), “Conflict Resolution” (See Appendix K), and “The Assert Formula”(See Appendix L) were introduced.

The first part of session six was spent reviewing the strategies that we had talked about. During the final part of the last session, each member was asked to write down their personal plan on how they would handle future situations when they are bullied.

There were 10 students who volunteered to be in the group for bullies. There were five sessions with each session lasting 40 minutes. The first session was spent establishing the rules of the group and introducing the members. The members were asked to interview another member using the “Getting Acquainted Interview” form as a guide. What they learned about each other they later shared with the group.

The goal of the second session was to get the members to start realizing what effect their bullying has on other people. The beginning of the second session was used to review the rules. Then the members were asked to write in their journals answering the question “Why did you choose to join this group? What do you expect to get out of it?” The members were able to share their thoughts if they wanted to. The members were given a scenario in which someone

was being bullied. They were asked to write about the situation from the viewpoint of the victim. Each member shared their story and how they felt.

The discussions in the third session centered on the “Reasons Why” form (See Appendix M). This discussion took the whole session.

The fourth session began with the members answering the question “If you think you’re not bullying another person but they think you are, who’s right and why?” The members were then given the worksheets “Correct Social Thinking” (See Appendix N) and “Thinking Style Rating” (See Appendix O). The goal of discussing these two worksheets focused on correct or incorrect thinking on the part of a bully.

The final session continued the discussion of correct or incorrect thinking. Each member was asked to share with the group a situation in which he or she bullied another person. They were to describe the circumstances of the incident, what they did to the victim, how they thought the victim felt, and how they could correct their thinking and take responsibility for their behavior. The last part of this session was used for review.

## CHAPTER FOUR

### Results

#### Introduction

In this chapter, the demographic information is reported first. Second, the survey questions are examined and how the questions determine those students who are a bully, a victim of bullying, both a victim of bullying and a bully, and neither a victim of bullying nor a bully. Third, this chapter presents the results from a survey that was administered to the sixth grade class at the initial classroom session and from the same survey administered after the classroom sessions and interventions. Comparisons between the two surveys were done on the sample as a whole.

#### Demographic Information

The sample for this study was taken from the 6th grade at the middle school where the researcher had a practicum experience. Two hundred twenty-one students, representing 73.4% of the sixth grade population, took the survey. Of this sample, 107 students were male (48.4%) and 114 students were female (51.6%). There were 20 students that listed their ethnicity as Asian/Hmong (9%), 5 students listed their ethnicity as Native American (2.3%), 177 students listed their ethnicity as Caucasian (80.1%), 11 students listed their ethnicity as African-American or Hispanic (5%), and in eight instances there were multiple responses to the ethnic background (1.8%). In eight instances there were no responses (1.8%).

### Group determination

The pre-test survey and the post-test survey were used to determine how many students thought they were being victims of bullying, how many students thought they were bullies, how many students thought they weren't either a victim or a bully, and how many students thought they were both a victim of bullying and a bully. Questions 12, 16, and 17 were used to make that determination.

Question 12 on the survey read: Who has bullied you, said mean things to you, teased, called you names, or tried to hurt you at school? The six possible answers were 1. Both boy(s) and girl(s), 2. Several boys, 3. A boy, 4. Several girls, 5. A girl, and 6. Nobody. This question and the way it was answered by the students determined the victims. If the student marked one or more of answers 1-5, they were considered victims of bullying. If the student answered "Nobody", that subject was considered not a victim.

Question 16 on the survey read: How often do you hit, kick or push other children? The five possible answers were 1. Every day, 2. Once or twice a week, 3. Once or twice a month, 4. Once or twice a year, and 5. Never. Question 17 on the survey read: How often do you say mean things, tease, or call other children names? The five possible answers were 1. Every day, 2. Once or twice a week, 3. Once or twice a month, 4. Once or twice a year, and 5. Never. These two questions and the way they were answered by the students determined the bullies. If the student answered one or more of answers 1-5, they were considered bullies. If they answered "Never", they were not considered bullies.

Two other groups were determined by these three questions. Some students indicated that they were neither a victim of bullying nor a bully. They answered “Nobody” on question 12 and “Never” on question #16 and question 17. There were some students that indicated that they were both a victim of bullying and a bully. They marked one or more of answers 1-5 on question 12 and they marked one or more of answers 1-4 on question 16 and question 17.

On the pre-test survey, there were 36 students identified as victims of bullying, 33 students identified as bullies, 36 students identified as neither a victim nor a bully, and 112 students identified as both a victim and a bully. There were four surveys where a determination could not be made.

On the post-test survey, there were 33 students identified as victims of bullying, 48 students identified as bullies, 32 students identified as neither a victim nor a bully, and 105 students identified as both a victim and a bully. There were three surveys where a determination could not be made.

### Data Analysis

The researcher did not match the pre-test and the post-test survey to individual students. Both surveys were administered to the total aggregate of students. Therefore, it was impossible to determine if a student identified as a victim of bullying, a bully, neither a victim of bullying nor a bully, or both a victim and a bully in the pre-test survey was identified the same way in the post-test survey.

Data taken from the Bully Survey was statistically analyzed using t-score and t-values for questions 3-9 and a chi-square analysis for questions 10-12. The predetermined level at which the results of the research questions are considered to be significant will be set at  $<.05$ .

### Results

The pre-test survey and the post-test survey were designed to determine whether the implementation of a bully-proofing program in a middle school was effective in changing the behaviors and attitudes of students who were identified as victims of bullying, bullies, those students who were both victims of bullying and bullies, and those students who were neither victims of bullies nor bullies. The results would also influence a decision whether or not to continue the program the following year. In this section the researcher addressed each research question stated in the first chapter.

Research question 1 – Will there be significant changes in the behavior and attitudes of victims of bullying after the implementation of a bully-proofing program?

The victims' attitudes toward the issue of bullying were covered in questions 3-9. These questions were focused on safety issues in the school environment. The statistical analysis of these questions for the victims showed no significant differences between the answers on the pre-test survey and the post-test survey.

The victims' behavior, when dealing with the issue of bullying was addressed by questions 10-17. The statistical analysis of these questions for the victims showed no significant differences between the answers on the pre-test survey and the post-test survey except on question 12.

Question 12 on the survey states: Who has bullied you, said mean things to you, teased you, called you names, or tried to hurt you at school? In the post-test 63.6% of the victims answered that both boys and girls bullied them. In comparison, the pre-test indicated that 30.6% of the victims felt that they were being bullied by both boys and girls. The difference came from those victims who answered in the pre-test survey that they were bullied by a boy or several boys only.

Research question 2 – Will there be significant changes in the behavior and attitudes of bullies after the implementation of a bully-proofing program?

The bullies' attitude toward safety in the school environment was covered in questions 3-9. The statistical analysis of these questions for the bullies showed no significant differences between the pre-test survey and the post-test survey.

The bullies' behavior toward bullying was addressed in questions 10-17. The statistical analysis of these questions for the bullies showed no significant differences between the pre-test and the post-test surveys.

Research question 3 – Will there be significant changes in the behavior and attitudes of those students who are neither victims nor bullies after the implementation of a bully-proofing program?

The attitudes of those students who were neither victims nor bullies were covered in questions 3-9. These questions were focused on safety issues in the school environment were covered by questions 3-9. The statistical analysis of these questions for those students who were neither victims nor bullies showed no significant differences between the answers on the pre-test survey and the post-test survey.

Questions 10-17 addressed the behaviors of the students when dealing with bullying. The statistical analysis of these questions showed no significant differences between the pre-test and the post-test surveys answered by those students who were identified as neither victims nor bullies.

Research question 4 – Will there be significant changes in the behavior and attitudes of those students who are both a victim and a bully after the implementation of a bully-proofing program?

The attitudes of those students who were identified as both a victim and a bully toward safety issues in the school environment were dealt with in questions 3-9. The statistical analysis of these questions for those students identified as both a victim and a bully showed no significant differences between the pre-test survey and the post-test survey.

The behaviors of those students identified as both a victim and a bully were covered by questions 10-17. The statistical analysis of these questions for those students who were both a victim and a bully showed no significant differences between the pre-test and the post-test surveys.

Research question 5 – Will this bully-proofing program be effective so that it will be implemented in the next school year for the 6<sup>th</sup> grade, with a follow-up enhancement for the 7<sup>th</sup> grade?

Based on the statistical results for research questions 1-4, the researcher concludes that this particular bully-proofing program should not be implemented next year without modifications. This issue will be addressed further in Chapter Five.

Statistically, there were no significant differences between the pre-test and the post-test surveys for the bully group, the group that had both bullies and victims and the group that had neither bullies nor victims. For the victim group, there were no significant differences between the pre-test and the post-test survey with the exception of question 12. However, the researcher did notice two positive trends.

First, in the pre-test survey on question 4, the bullies answered 30% of the time that the teachers and other adults at their school were very helpful. The answered 58% of the time that the teachers and other adults at their school were sometimes helpful. In the post-test survey, this group indicated that the teachers and other adults were very helpful 46% of the time and that they were sometimes helpful 37% of the time.

On this same question, 8% of the group that was neither victims nor bullies, answered on the pre-test survey that the teachers and other adults were hardly ever helpful or never helpful. That percentage went to 0% on the post-test

survey. This same group answered this question 58% of the time on the pre-test survey that the teachers and other adults were very helpful. On the post-test survey that percentage increased to 66%.

The researcher concludes that there are positive indications that the teachers and other adults in the school are becoming receptive to dealing with and responding to the issue of bullying.

The second positive trend arose from the results of question 10 that reads: How often do other children hit, kick, or push you?

For the victim group, 28% answered this question on the pre-test survey that they were hit, kicked or pushed once or twice a month or every day. On the post-test survey that percentage dropped to 15%. This group also answered this question on the pre-test survey 64% of the time that they were hit, kicked, or pushed once or twice a year or never. On the post-test survey that percentage went to 76%.

For the bully group, 55% indicated in the pre-test survey that they were hit, kicked, or pushed once or twice a month or once or twice a year. On the post-test survey that percentage dropped to 40%. On the pre-test survey, 36% of this group answered that they were never hit, kicked, or pushed. This percentage on the post-test survey was 52%.

For the group that were both a bully and victim, 30% answered in the pre-test survey that they were hit, kicked, or pushed once or twice a year. On the post-test survey that percentage dropped to 16%. On the pre-test survey, 23% of

this group indicated that they were hit, kicked, or pushed once or twice a year.

This percentage on the post-test survey went to 38%.

For the group that had students that were neither bullies nor victims, 79% answered that they were never hit, kicked, or pushed on the pre-test survey. That percentage went to 97% on the post-test survey. On the pre-test survey, 21% of this group said that they were hit, kicked, or pushed once or twice a year, once or twice a month or once or twice a week. On the post-test survey, this percentage dropped to 3%.

Based upon the responses for question 10, the researcher concludes that for the victims, bullies, those students that were identified as both a victim and a bully, and those students that were neither a victim nor a bully, there is a positive indication that these students were getting the message of the program. They were becoming aware of the issue of bullying and how bullying can affect the lives of all students.

## CHAPTER FIVE

### Discussion, Conclusion, and Recommendations

#### Introduction

This chapter discusses the findings of this study and how it compares with previous research. Secondly, conclusions are drawn from the results of the study. Finally, recommendations for additional studies revolving around the implementation of a bully-proofing program and its effectiveness concludes this chapter.

#### Discussion

The purpose of this study was to evaluate the changes in behavior and attitudes with regard to bullying through the implementation of a bully-proofing program in a middle school. Research has shown that bully-proofing programs reduce victim/bully problems at schools. It has also shown that the school environment becomes more positive and there is a reduction in anti-social behavior.

This researcher believes that this study was inconclusive as to the effectiveness of implementing a bully-proofing program at this particular school. In comparing the pre-test and the post-test surveys, the results did not show any significant changes in the behavior and attitudes of those 6<sup>th</sup> graders identified as victims of bullying, bullies, both victims and bullies, nor those students that were neither victims nor bullies.

### Conclusion

It is concluded that the subject school should continue a bully-proofing program, but not without modifications.

At the beginning of the unit on bullying, many of the students did not seem interested in the topic. The researcher observed that their interest increased when they were made aware of the definition of what bullying is. As the students began to share their experiences of bullying or being bullied, and as they heard about the effects that bullying has on just about everyone, many realized that they were a part of this problem. They also became aware of how widespread the problem was at their school and that there was some things that they could do.

The feedback from the administration, teachers, staff and students, indicated that the program was well received. Teachers reported that the students discussed bullying throughout the semester. They also reported that the students connected the topic of bullying when there were presentations on other issues, both in the classroom and in assemblies.

### Recommendations

This bully-proofing program was presented to the 6<sup>th</sup> grade classes starting in the beginning of their second semester. It took approximately two months to present the entire classroom material to all of the 6<sup>th</sup> grade students. While the content seemed pertinent and well received, there was very little time available for individual and group intervention. The results of this study has led this researcher to make the following recommendations:

1. It is recommended that the classroom instruction take place early in the first semester. This would allow for extended classroom instruction, if needed, and would allow for extensive follow-up intervention.

2. It is recommended that when groups are formed, they should be comprised of a maximum of five students. This would allow each student time to work on his or her issue(s).

3. It is recommended that the number of sessions be extended to ten instead of five or six.

4. It is recommended that the pre-test and the post-test survey be matched to each individual student. The benefit would be a more precise accounting of whether or not the students, who were identified as bullies, victims, both, or neither, were able to learn from the program and to make positive changes.

5. It is recommended that the school continue the bully-proofing program for the sixth grade, following the guidelines set forth with this study and modified with the above recommendations. It is also recommended that there be an additional program implemented for the seventh grade students (the subjects of this study). This should include a review of the program that was presented when they were in sixth grade and a more in-depth look at the issue of bullying. There should be an evaluation of this program at the end of the year.

It is the hope of this researcher that eventually, each year all students of the 6<sup>th</sup>, 7<sup>th</sup>, and 8th grades of this middle school will be given the opportunity to explore where they are in relationship to this issue. It is important that they

receive the help and support needed to make changes in their behaviors and attitudes to effectively deal with bullying.

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## Appendix A

### Consent form

Dear Parent or Guardian,

My name is Bill Schildt. I am a graduate student at UW-Stout in the Guidance and Counseling program. I will be in the Guidance and Counseling Department at South Middle School during the spring semester 2002 as a practicum student.

I have been asked to develop and implement a "bullyproofing" program at the 6th grade level, and will be writing a thesis about this program. Some research has shown that bullying may be the cause of extreme forms of violence. This program will be a practical, positive and proactive effort on the part of the school to prevent violence.

One part of this program is administering a survey on bullying to the 6th grade students. This survey will be given at the beginning of next semester and at the end. It will take the student about 10 minutes to complete. All responses will be confidential. There won't be any form of matching the survey responses to individual students. There are no anticipated risks for your son/daughter. Your child's participation is completely voluntary and he/she may withdraw from the study at anytime.

If you have any questions concerning this, I would encourage you to call me at (715) 834-7694. You may also contact my supervisor at South, Mark Bergen, at (715) 838-2600 X168, or my thesis supervisor, Dr Ed Biggerstaff, at (715) 232-2410.

I am required to get consent for your child's participation in this study. Would you please sign this form below and return it to the Guidance and Counseling Department at South by \_\_\_\_\_.

Thank you

\_\_\_\_\_

**Signature - Parent or Guardian**

**Date**

\_\_\_\_\_

**Signature - Student**

**Date**



- Kind of safe \_\_\_\_\_  
Very safe \_\_\_\_\_
8. Going to and from school  
Very unsafe & scared \_\_\_\_\_  
Kind of unsafe \_\_\_\_\_  
So-so \_\_\_\_\_  
Kind of safe \_\_\_\_\_  
Very safe \_\_\_\_\_
9. In the hallways  
Very unsafe & scared \_\_\_\_\_  
Kind of unsafe \_\_\_\_\_  
So-so \_\_\_\_\_  
Kind of safe \_\_\_\_\_  
Very safe \_\_\_\_\_
10. How often do other children  
hit, kick, or push you?  
Every day \_\_\_\_\_  
Once or twice a week \_\_\_\_\_  
Once or twice a month \_\_\_\_\_  
Once or twice a year \_\_\_\_\_  
Never \_\_\_\_\_
11. How often do other children  
say mean things to you?  
Every day \_\_\_\_\_  
Once or twice a week \_\_\_\_\_  
Once or twice a month \_\_\_\_\_  
Once or twice a year \_\_\_\_\_  
Never \_\_\_\_\_
12. Who has bullied you, said mean things to you, teased you, called you names, or  
tried to  
hurt you at school?  
Both boy(s) and girl(s) \_\_\_\_\_  
Several boys \_\_\_\_\_  
A boy \_\_\_\_\_  
Several girls \_\_\_\_\_  
A girl \_\_\_\_\_  
Nobody \_\_\_\_\_
13. In what grade is the student  
or students who bully you?  
I haven't been bullied \_\_\_\_\_  
In my class \_\_\_\_\_  
In the same grade as me but in another class \_\_\_\_\_  
In a higher class \_\_\_\_\_

14. If you have been bullied this year, who have you told?

I haven't been bullied \_\_\_\_\_  
 My mother or father \_\_\_\_\_  
 My sister or brother \_\_\_\_\_  
 A teacher or other adult at school \_\_\_\_\_  
 Another kid at school \_\_\_\_\_  
 No one \_\_\_\_\_

15. If you have been bullied this year, who has tried to help you?

I haven't been bullied \_\_\_\_\_  
 My mother or father \_\_\_\_\_  
 My sister or brother \_\_\_\_\_  
 A teacher or other adult at

school \_\_\_\_\_

Another kid at school \_\_\_\_\_  
 Nobody \_\_\_\_\_

16. How often do you hit, kick or push other children?

Every day \_\_\_\_\_  
 Once or twice a week \_\_\_\_\_  
 Once or twice a month \_\_\_\_\_  
 Once or twice a year \_\_\_\_\_  
 Never \_\_\_\_\_

17. How often do you say mean things, tease, or call other children names?

Every day \_\_\_\_\_  
 Once or twice a week \_\_\_\_\_  
 Once or twice a month \_\_\_\_\_  
 Once or twice a year \_\_\_\_\_  
 Never \_\_\_\_\_

\*Most of the questions in this survey were taken from the manual "Bully-Proofing Your School".

# BULLYING BEHAVIORS CHART

MILD

MODERATE

SEVERE

## PHYSICAL AGGRESSION

<ul style="list-style-type: none"> <li>Pushing</li> <li>Showing</li> <li>Spitting</li> </ul>	<ul style="list-style-type: none"> <li>Kicking</li> <li>Hitting</li> </ul>	<ul style="list-style-type: none"> <li>Defacing property</li> <li>Stealing</li> </ul>	<ul style="list-style-type: none"> <li>Physical acts that are demeaning and humiliating, but not bodily harmful (e.g., de-panting)</li> <li>Locking in a closed or confined space</li> </ul>	<ul style="list-style-type: none"> <li>Physical violence against family or friends</li> </ul>	<ul style="list-style-type: none"> <li>Threatening with a weapon</li> <li>Inflicting bodily harm</li> </ul>
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## SOCIAL ALIENATION

<ul style="list-style-type: none"> <li>Gossiping</li> <li>Embarrassing</li> </ul>	<ul style="list-style-type: none"> <li>Setting up to look foolish</li> <li>Spreading rumors about</li> </ul>	<ul style="list-style-type: none"> <li>Ethnic slurs</li> <li>Setting up to take the blame</li> </ul>	<ul style="list-style-type: none"> <li>Publicly humiliating (e.g., revealing personal information)</li> <li>Excluding from group</li> <li>Social rejection</li> </ul>	<ul style="list-style-type: none"> <li>Maliciously excluding</li> <li>Manipulating social order to achieve rejection</li> <li>Malicious rumor mongering</li> </ul>	<ul style="list-style-type: none"> <li>Threatening with total isolation by peer group</li> </ul>
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## VERBAL AGGRESSION

<ul style="list-style-type: none"> <li>Mocking</li> <li>Name calling</li> <li>Dirty looks</li> <li>Taunting</li> </ul>	<ul style="list-style-type: none"> <li>Teasing about clothing or possessions</li> </ul>	<ul style="list-style-type: none"> <li>Teasing about appearance</li> </ul>	<ul style="list-style-type: none"> <li>Intimidating telephone calls</li> </ul>	<ul style="list-style-type: none"> <li>Verbal threats of aggression against property or possessions</li> </ul>	<ul style="list-style-type: none"> <li>Verbal threats of violence or of inflicting bodily harm</li> </ul>
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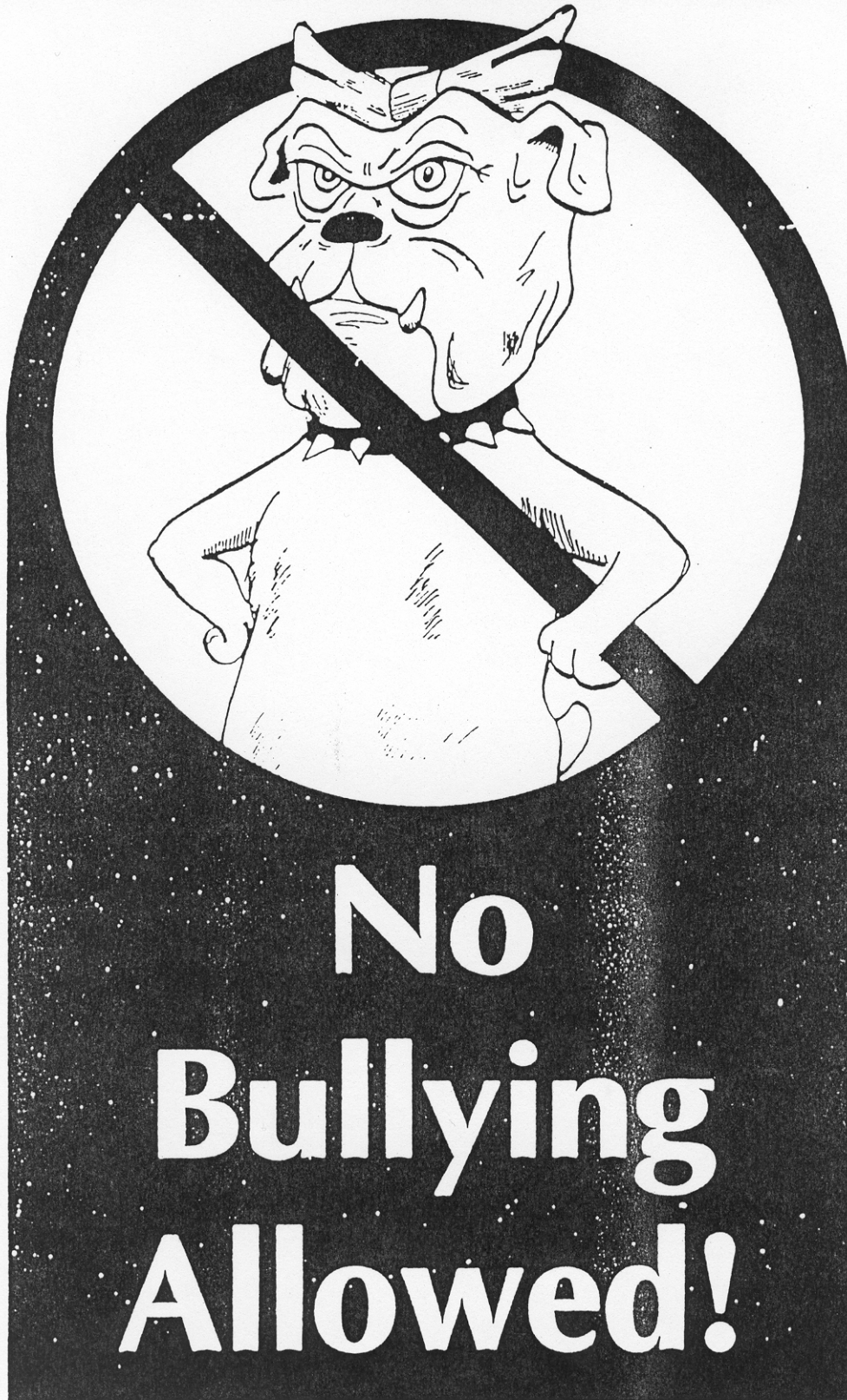
## INTIMIDATION

<ul style="list-style-type: none"> <li>Threatening to reveal personal information</li> <li>Graffiti</li> <li>Publicly challenging to do something</li> </ul>	<ul style="list-style-type: none"> <li>Defacing property or clothing</li> <li>Playing a dirty trick</li> </ul>	<ul style="list-style-type: none"> <li>Taking possessions (e.g., lunch, clothing, toys)</li> </ul>	<ul style="list-style-type: none"> <li>Extortion</li> </ul>	<ul style="list-style-type: none"> <li>Threats of using coercion against family or friends</li> </ul>	<ul style="list-style-type: none"> <li>Coercion</li> <li>Threatening with a weapon</li> </ul>
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POSTER 5-5  
"No Bullying Allowed!"

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## Appendix E

# Rules for Bully-Proofing Our Classroom

1. We will not bully others.
2. We will help others who are being bullied by speaking out and by getting adult help immediately.
3. We will use extra effort to include all students in activities at our school.

## Appendix F

**BULLY-PROOFING SOUTH**

We hope that this unit about bullying was meaningful to you. It is our goal to make you aware of what bullying is and how serious it can be. We hope to make your time at South a safe and happy experience. If you are being bullied, we want to support you and work with you to get that changed. If you are a bully, we want to help you change that behavior. If you are one of the caring majority and need some suggestions on what you can do, we want to help.

**WOULD YOU LIKE TO SEE SOMEONE ABOUT BULLYING? IT CAN BE ABOUT BEING BULLIED, BEING A BULLY, OR IF YOU JUST WANT TO TALK. IF YOU DO, GIVE US YOUR NAME OR DROP BY THE GUIDANCE OFFICE.**

NAME \_\_\_\_\_

**IS THERE SOMEONE WHO YOU THINK IS BEING BULLIED AND MAY NEED SUPPORT, SOMEONE TO TALK TO?**

<b>NAME</b>	<b>DESCRIBE WHAT HAPPENED &amp; WHERE</b>
_____	_____
_____	_____
_____	_____

**IS THERE SOMEONE WHO YOU THINK IS A BULLY AND NEEDS HELP CHANGING THEIR BEHAVIOR?**

<b>NAME</b>	<b>DESCRIBE WHAT HAPPENED &amp; WHERE</b>
_____	_____
_____	_____
_____	_____

**\*We will not disclose the names of anyone who gives us the names of bullies or victims of bullies.**

**Thank you for listening, participating and learning.**

HANDOUT 6-4

Getting-Acquainted Interview (Intermediate)



My Name: \_\_\_\_\_

Partner's Name: \_\_\_\_\_

Birth Place: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Years at This School: \_\_\_\_\_

Favorite Subjects at School: \_\_\_\_\_

Favorite Movie: \_\_\_\_\_

Favorite TV Show: \_\_\_\_\_

Interests Outside of School: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you could be anyone in the world, who would it be? \_\_\_\_\_

\_\_\_\_\_

What three words best describe you?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Something else you'd like to share about yourself: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appendix H  
HANDOUT 6-7  
**Friendly Behaviors Checklist**



**Directions:**

For each friendly behavior listed below, decide if you are good at it, or if you could use some work on it.

	I'm good at:	I need to work on:
1. Giving compliments	<input type="checkbox"/>	<input type="checkbox"/>
2. Inviting others to play	<input type="checkbox"/>	<input type="checkbox"/>
3. Being a good listener (not doing all the talking)	<input type="checkbox"/>	<input type="checkbox"/>
4. Letting a friend go first	<input type="checkbox"/>	<input type="checkbox"/>
5. Sharing things	<input type="checkbox"/>	<input type="checkbox"/>
6. Apologizing if I make a mistake	<input type="checkbox"/>	<input type="checkbox"/>
7. Doing a favor for a friend	<input type="checkbox"/>	<input type="checkbox"/>
8. Letting others have their way sometimes	<input type="checkbox"/>	<input type="checkbox"/>
9. Standing up for a friend	<input type="checkbox"/>	<input type="checkbox"/>
10. Playing by the rules in games	<input type="checkbox"/>	<input type="checkbox"/>
11. Being a good sport if I lose	<input type="checkbox"/>	<input type="checkbox"/>
12. Being honest (not lying)	<input type="checkbox"/>	<input type="checkbox"/>
13. Offering to help a friend	<input type="checkbox"/>	<input type="checkbox"/>
14. Encouraging a friend	<input type="checkbox"/>	<input type="checkbox"/>
15. Noticing if a friend is upset and offering support	<input type="checkbox"/>	<input type="checkbox"/>
16. Remembering something important in a friend's life and asking about it	<input type="checkbox"/>	<input type="checkbox"/>

Adapted with permission from Huggins, P. (1993). *Teaching friendship skills: Primary version*. Longmont, CO: Sopris West.



## WHAT SHOULD YOU DO?

What should you do when someone bullies you?  
 Read each idea and decide if you think this is something you might do.  
 Check "Yes" if you would, "No" if you wouldn't, or "Not sure."

When someone bullies you, you should:	Yes	No	Not sure
1. cry			
2. tell a friend			
3. tell the bully's parents			
4. run away			
5. try to get even with the bully			
6. tell a teacher			
7. stay home from school			
8. hit, push, or kick the bully			
9. stand up straight, look the bully in the eye, and say in a firm, confident voice, "Leave me alone!"			
10. hunch over, hang your head, and try to look so small the bully will stop noticing you			
11. laugh and act like you just don't care			
12. stand up straight, look the bully in the eye, and say in a firm, confident voice, "Stop it! I don't like that."			
13. tell your parents			
14. threaten the bully			
15. stay calm and walk away			
16. call the bully a bad name			
17. shout, "Cut it out!" as loudly as you can			
18. ignore the bully			
19. tell a joke or say something silly			
20. if other people are nearby, join them so you're not alone			



## 5 STEPS TO AN "I MESSAGE"

1. Always start with "I," not "You." "I" puts the focus on your feelings, wants, and needs. "You" puts the other person on the defensive.

"I \_\_\_\_\_"

2. Clearly and simply say HOW you feel.

"I feel \_\_\_\_\_"

*Example:* "I feel angry"

"I'm \_\_\_\_\_"

*Example:* "I'm upset"

3. Clearly and simply say WHAT the other person did (or is doing) that made you feel that way.

"I feel \_\_\_\_\_ when you \_\_\_\_\_"

*Example:* "I feel angry when you call me names"

"I'm \_\_\_\_\_ because you \_\_\_\_\_"

*Example:* "I'm upset because you tripped me"

4. Clearly and simply say WHY you feel the way you do.

"I feel \_\_\_\_\_ when you \_\_\_\_\_  
because \_\_\_\_\_"

*Example:* "I feel angry when you call me names  
because I have a real name."

"I'm \_\_\_\_\_ because you \_\_\_\_\_  
and \_\_\_\_\_"

*Example:* "I'm upset because you tripped me  
and I dropped my books all over  
the floor."

5. Clearly and simply say WHAT you want or need the other person to do.

"I want you to \_\_\_\_\_"

*Example:* "I feel angry when you call me names  
because I have a real name. I want  
you to start calling me by my  
real name."

"I need you to \_\_\_\_\_"

*Example:* "I'm upset because you tripped me  
and I dropped my books all over  
the floor. I need you to help me pick  
up my books."



## 8 STEPS TO CONFLICT RESOLUTION

1. Cool down. Don't try to resolve a conflict when you're angry (or the other person is angry). Take a time-out or agree to meet again in 24 hours.
2. Describe the conflict. Each person should tell about it in his or her own words. No put-downs allowed! *Important:* Although each person may have a different view of the conflict and use different words to describe it, neither account is "right" or "wrong."
3. Describe what caused the conflict. What specific events led up to the conflict? What happened first? Next? Did the conflict start out as a minor disagreement or difference of opinion? What happened to turn it into a conflict? *Important:* Don't label the conflict either person's "fault."
4. Describe the feelings raised by the conflict. Again, each person should use his or her own words. Honesty is important. No blaming allowed!
5. Listen carefully and respectfully while the other person is talking. Try to understand his or her point of view. Don't interrupt. It might help to "reflect" the other person's perceptions and feelings by repeating them back. *Examples:* "You didn't like it when I called you a name." "Your feelings are hurt." "You thought you should have first choice about what game to play at recess." "You're sad because you feel left out."
6. Brainstorm solutions to the conflict. Follow the three basic rules of brainstorming:
  - Everyone tries to come up with as many ideas as they can.
  - All ideas are okay.
  - Nobody makes fun of anyone else's ideas.
 Be creative. Affirm each other's ideas. Be open to new ideas. Make a list of brainstormed ideas so you're sure to remember them all. Then choose one solution to try. Be willing to negotiate and compromise.
7. Try your solution. See how it works. Give it your best efforts. Be patient.
8. If one solution doesn't get results, try another. Keep trying. Brainstorm more solutions if you need to.

If you can't resolve the conflict no matter how hard you try, agree to disagree. Sometimes that's the best you can do. Meanwhile, realize that the conflict doesn't have to end your relationship. People can get along even when they disagree.



## THE ASSERT FORMULA

**A** stands for Attention. Before you can talk about and try to solve a problem you're having with someone else, you need to get his or her attention. *Example:* "Sean, I need to talk to you about something. Is now a good time?"

**S** stands for Soon, Simple, and Short. Speak up as soon as you realize that your rights have been violated. Look the person in the eye and keep your comments brief and to the point. *Example:* "It's about something that happened in the hall today."

**S** stands for Specific Behavior. What did the person do to violate your rights? Focus on the behavior, not the person. Be as specific as you can. *Example:* "I didn't like it when you pushed me against my locker, I dropped my books, and you kicked them across the hall."

**E** stands for Effect on Me. Share the feelings you experienced as a result of the person's behavior. *Example:* "It was embarrassing, plus I was late for class. I had to wait for the hall to clear before I could pick up my books."

**R** stands for Response. Wait for a response from the other person. He or she might try to brush you off with "What's the big deal?" or "Don't be a baby" or "Can't you take a joke?" or "So what?" Don't let it bother you. At least it's a response. On the other hand, the person might apologize.

**T** stands for Terms. Suggest a solution to the problem. *Example:* "I want you to stop bothering me in the hall. If you don't, I'll report you to the teacher."

*Tips:* The ASSERT Formula may feel strange and awkward at first. It isn't foolproof, and it won't always work. In some situations—for example, bullying that involves physical violence—it might make things worse. And some bullies feed on getting *any* kind of response, even an assertive response. If your being assertive seems to anger or provoke the bully, walk away or run away.



## REASONS WHY

You know that you sometimes bully other people.  
Have you ever wondered why? When we know the reasons  
for our behaviors, this can give us the power to change our behaviors.

Maybe one or more of these reasons are true for you.  
Read them, think about them, and decide for yourself.  
Write answers only if you want to.

1. Is there someone in your life who picks on you?
2. Do you feel lonely at school?
3. Are you afraid of being picked on?
4. When other people hurt you, do you feel you have to get back at them?
5. Do you feel you have to prove that you're tougher and stronger than other people?
6. Do you just like to show off and get a reaction? Do you like lots of attention?
7. Do you always have to win at everything? Do you get angry when you lose?
8. Are you jealous of other people?
9. Is there someone who irritates you so much you just can't stand it?

—————→  
CONTINUED



## REASONS WHY (continued)

10. When you say or do something to hurt someone else, does that make you feel strong and important?
11. Is there something in your life that makes you feel unhappy or afraid?
12. When you feel sad, frustrated, angry, or afraid, does it seem like the only way to get rid of your bad feeling is to take it out on someone else?
13. Is there something in your life that makes you feel angry much of the time?
14. Is school really hard for you?
15. Do you feel like you're always letting other people down? Are their expectations just too high?
16. Are you bigger and stronger than other people your age? Does this make you feel powerful?
17. Do you hang around with other bullies? Do you feel you have to go along with whatever they do?
18. Is it very hard for you to control your temper? Does it seem impossible sometimes?

*One more thing to think about . . .*

Is there an adult you trust and respect—someone you think you could talk to? Would you be willing to talk to that person? OR: If you can't think of anyone, would you be willing to meet someone who's a really good listener?

## HANDOUT 7-4 Correct Social Thinking



CROOKED (INCORRECT) THINKING	STRAIGHT (CORRECT) THINKING
1. If something goes wrong, it is not my fault. Someone else makes me act badly.	I am responsible for my behavior.
2. When I don't want to do something, I say, "I can't."	"I can't" really means "I won't," and that is a choice which has consequences.
3. I don't hurt other people. They exaggerate being upset to get me in trouble.	My behavior can hurt others, including their feelings.
4. I don't care how other people feel or if I hurt them.	I don't want to hurt others because I don't like feeling hurt.
5. I hate having to work hard or do boring tasks, so I try to avoid them.	Life is not all fun and games; sometimes you have to do boring or difficult tasks.
6. I hate obligations, rules, and "must dos," and refuse or ignore them.	Everyone should play by the rules and fulfill their obligations.
7. I watch out for myself and always try to get my own way.	An attitude of fairness and a give and take balance must exist in good relationships.
8. I don't trust other people and they don't trust me.	Trust must be earned and developed over time.
9. I can always be successful at everything.	Success comes from hard work, planning, learning from mistakes, and being a good person.
10. I make decisions quickly and based on how I feel at that moment.	Good decisions are thought out and based on facts.
11. I am proud that I never make mistakes.	Everyone makes mistakes, and mistakes help you learn.
12. I do what I want and figure that the future will take care of itself.	Things work out better if I think about and plan for the future.
13. I am good at things quickly and without even trying.	Success takes hard work and comes in stages.
14. I get really upset if someone says something negative to me or puts me down.	Constructive criticism can help me learn. I want my friends to be honest with me.
15. I'm never afraid of anything.	Everyone feels fear sometimes and others can help me when I am afraid.
16. I get angry when I don't get my way and sometimes use my anger to get my way.	I am responsible for my feelings and have choices about how I express them.
17. I like having power because then I can win and get my own way.	Power is earned and should never be used to hurt others.

Based upon the work of Dr. Stan Samenow's research on antisocial personality development.

Appendix O  
HANDOUT 7-3  
Thinking Style Rating



**Student Directions:**

For each question, check the box by the thought that represents how you usually think.

**Directions for Others:**

Rate how \_\_\_\_\_ thinks. For each question, check the box by the thought that represents how this person usually thinks. Your ratings will remain anonymous.

- 
- |   |   |
|---|---|
| 1. <input type="checkbox"/> Everything should always go my way.                     | <input type="checkbox"/> To be fair, things should go my way half the time and the other person's way the other half of the time. |
| 2. <input type="checkbox"/> I don't care if I hurt other people.                    | <input type="checkbox"/> I feel bad if I hurt other people because I know how it feels to be hurt.                                |
| 3. <input type="checkbox"/> Success should come easy and quickly or I'll quit.      | <input type="checkbox"/> I know that success takes hard work and a lot of time.   |
| 4. <input type="checkbox"/> I shouldn't have to follow rules or do boring things.   | <input type="checkbox"/> I have to follow the rules and do my chores like everyone else.  |
| 5. <input type="checkbox"/> Lying can keep you out of trouble.                      | <input type="checkbox"/> Lying is a wrong thing to do.  |
| 6. <input type="checkbox"/> I never make mistakes and things are never my fault.    | <input type="checkbox"/> Everyone makes mistakes and things are probably my fault about half the time.                            |
| 7. <input type="checkbox"/> Most kids my age are boring and always pleasing adults. | <input type="checkbox"/> I have a lot in common with kids my age.   |
-