The Link Between Early Interventions with Bullying in Elementary School Diminishing the Acts of Bullying in High School

by

Dawn M. Huseby

A Research Paper
Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
in

Guidance and Counseling

Approved: 2 Semester Credits

Dr. Amy Schlieve

Dr. Amy Schlieve
Research Advisor

The Graduate School

University of Wisconsin-Stout

December, 2006

TABLE OF CONTENTS

The Graduate School
University of Wisconsin Stout
Menomonie, WI 54751

Author: **Huseby, Dawn M.**

Title: ***The Link Between Early Interventions with Bullying in Elementary School Diminishing the Acts of Bullying in High School***

Graduate Degree/ Major: **MS School Guidance and Counseling**

Research Advisor: **Dr. Amy Schlieve**

Month/Year: **December, 2006**

Number of Pages: **52**

Style Manual Used: **American Psychological Association, 5th edition**

ABSTRACT

Bullying has been a top priority of schools' intervention lists since the assault at Columbine High School. The act of bullying has been a problem in schools for a long time, but it seems that the views on bullying have changed as time has gone on; this was made apparent by the increase of recent research and school interventions. Bullying was seen as a right of passage that everyone has to go through as they grow up. Now bullying is taken more seriously, and schools are taking on early intervention programs such as *Sticks and Stones*, to help educate students, teachers and communities about the severity of the problem. Research has shown that implementing anti-bullying programs does make a difference in reducing the acts of bullying in schools and communities.

The purpose of this study was to evaluate whether anti-bullying programs are in place at MacArthur and Kennedy Elementary Schools in Green Bay, Wisconsin, and if the programs worked to reduce the acts of bullying at Southwest High School in Green

Bay, Wisconsin. A survey was given as a means for collecting data for this research.

In the introduction, school bullying was discussed. Following this, the hierarchy of bullying then the laws that are in place at schools to protect students and definitions of terms were stated. Stereotypes and characteristics were defined in this research. Different types of bullying in regards to gender and location were examined to understand the ways that students bully in regards to their sex.

An examination of the results of the two administered surveys is included. Information gathered on this topic provided the basis for recommending that the participating schools need to implement early intervention techniques in regards to school bullying.

List of Tables

Chapter I: Introduction

Introduction

A child comes home from school and states that someone is picking on him/her. Some parents and schools believe that this is a normal part of life that every child experiences and their child just need to toughen up. Others might look at the situation closer and interpret the act as bullying. In the past schools usually didn't intervene, unless the situation was blatant, educators let students "work it out." "It was as though it was easier to act like the act of bullying was not even occurring." This all changed with the Columbine school shootings, when investigated there was information from the shooters claiming they had been bullied. "Bullying is an aggressive behavior that is intended to harm, occurs repeatedly and involves a powerful person attacking someone less powerful" (Child Health Alert [CHA], 2001. n.p.). However, in recent years schools are learning the hard way that failing to act to a bullying incident may result in tragedies (Dunn, 2001). Schools are now admitting that there is a bullying problem with today's youth. This is recent change that has taken place over the past few years and now has noted implementation in the student code of conduct policies at school districts. The policy about student harassment/bullying implies that, "if any student makes the environment unsafe for their fellow classmates then school officials will intervene in the situation and the student will have the consequences of either suspension of expulsion" (Green Bay Area Public Schools, n.d., n.p.). This policy can only be enforced with extensive records of the offenses and with the child, parents, school administrators and law officers working together.

Former students may recall past incidents of being bullied or doing the act of bullying with school officials doing little to intervene and diminish the situation. Today it is different. "According to federal and state laws, school personnel must adopt and publish specific policies prohibiting harassment. These policies must also contain grievance procedures that provide for the prompt and equitable resolution of complaints" (Neufeld & Will, 2003, n.p.). It was also stated by Neufeld and Will:" having an anti-harassment policy in place to protect students and employees and providing prompt and reliable investigation to complaints are commendable"

(2003, n.p.). However, how many school employees are aware of the policy and the legal procedures that they are to follow? Unfortunately, although there are policies in place, there is a lack of enforcement or follow up when it comes to student complaints. There is too much room for interpretation when determining if a student is being bullied and when administration needs to get involved. The school districts of Wisconsin need to take the initiative to clarify and enforce the anti-harassment policy to decrease or diminish the acts of bullying at an early age. With early intervention of bullying will diminish in later school years. Many students have not been taught to be respectful. Parents and the school need to play a role in educating the students on the short and long term effects of bullying.

The Green Bay School District has an anti-harassment policy, which is in the student code of conduct handbook, in place at all of the schools. The city of Green Bay has a population of 100,000 people. The city has a wide array of cultures disbursed throughout the community. The community has; 24 elementary schools, five middle schools, four high schools and three alternative schools. The school district is made up of approximately 10,000 students. The total enrollment at Southwest High School is 1,500 students. The majority of the student population at Southwest High School is Caucasian and come from middle to upper-class families; however, Southwest is becoming increasingly diverse.

Some Southwest students experience bullying or are perpetrators, but it is not clear how Southwest compares with reported statistics. "Three out of ten children have reported either being the one doing the act, being the victim or being the observer" (CHA, 2003, n.p.). There are two main goals in doing this research. First, the researcher is hoping to find out if school personnel intervened when students reported being bullied or if they intervened when viewing the act of bullying. With research on intervention techniques being used the district would be aware of if the anti-harassment policy was being enforced and if not what steps need to be done to ensure student safety. It is also hoped that through this research a method to teach students the implications of bullying will be discovered. Do the students know what bullying is and what harm it can do to the victims? This information will be shared with the Green Bay School

District with an emphasis on Southwest High School. This information will also be shared with MacArthur Elementary School and Kennedy Elementary School, so that school personal can help eliminate or reduce the act of bullying with the implementation of an anti-bullying program.

The Green Bay School system has a goal to make every school a safe environment for students to learn and grow; therefore, it should not be among the schools which view bullying as an expected occurrence. Nansel TR et al: in Child Health Alert states, "sometimes bullying is pushed to the side because it is considered a normative aspect of youth development" (2003, n.p.). There are many questions to ask when dealing with a situation of student bullying. Who is the bully? Who is the victim? Why are they in those roles and why is this happening in the first place? Where is this bullying occurring? Is it inside or outside the school building? Craig, Pepler and Atlas (2000) stated (cited in Geffner, Loring, & Young) "Playgrounds and classrooms are often sites for bullying among elementary school children" (2001, p. 56). Another question is what did school personnel do when the student reported the problem? "When adults or parents accept bullying as an unfortunate stage that some children go through, the potential for bullying to escalate into more violent acts increases" (Neufeld & Will, 2003, n.p.). School employees have a legal obligation to help prevent and eliminate the act of bullying between students.

Statement of the Problem

The purpose of this study on bullying was to see if school interventions decrease or diminish the acts of bullying. The goal is that school interventions work and that incidences of student bullied will decrease within the Green Bay Area Public School District. There were surveys used to compile the needed information. High school seniors at Southwest High School were surveyed in the spring of 2006. The students were surveyed on the topics of bullying, how school personnel respond, if the bullying was reported, and whether or not students continued to be bullied. These surveys were given to the students in a classroom setting and only distributed to students who have parent permission to complete them. Elementary teachers at MacArthur and Kennedy Elementary Schools were surveyed in the spring of 2006 in regards to the number of students who were bullied and the responses from school personnel, and if the students

bullying behaviors diminished or continued the year after. These surveys were hand delivered to MacArthur and Kennedy Elementary Schools and placed in teacher mailboxes by a school secretary. A box was placed in the mailroom for completed surveys, which was picked up by the researcher two weeks after the drop off date. The surveys distributed at Southwest High School were hand delivered to the senior level teachers, who in turn distributed them to students in class. The surveys were completed in class and returned to the classroom teacher who then turned them into the sealed box in the school mailroom. Therefore, the researcher did not know the identity of the students or adults who completed the surveys.

Research Questions

Does early intervention in elementary school with school bullying diminish the act of bullying in later school years?

What grade level does the anti-bullying program focus on?

Is school staff aware of the anti-harassment policy and the legal obligation that is has when a student reports being bullied?

How do the students feel about bullying in schools? Is it a problem? Do anti-bullying programs work?

Definition of Terms

In order for the reader to have a clear understanding of the material within this study, the following definitions of terms are provided.

- **Bullying**- as defined by Farrington (cited in Ross, 2003, p. 23), "bullying is a repeated oppression, psychological or physical of a less powerful person by a more powerful person or group."
- **Code of Conduct-** a set of rules implemented by the school district to ensure student success and safety.
- **Intervention**- to intervene or step in when an act of bullying is occurring and reduce the implications of an act occurring.
- **Prevention**- to stop or prevent an act from occurring.

- **Self-Concept-** how one views himself/herself in a positive or negative manner.

Assumptions and Limitations of the Study

Assumptions and limitations of this study are that the students probably won't be totally truthful about their past experiences with bullying. The students who were the victims might still feel like victims and hold embarrassing memories about the past that they may not want to admit. The students that were bullies probably didn't see themselves as bullies. The teachers might not know as much about the individual students when these students reach high school. The time from when the students were in elementary school to high school might be too long of a time span to survey anti-bullying programs. The biggest assumption is that school officials didn't interact as much as they should have and the victims are still feeling the pain of not having the support that they should have received. The researcher will assume that the bullies are still the bullies and the victims are still victims. It is hard to eliminate a behavior that the student has been doing his whole life without school, parents or peers getting involved.

Chapter II: Literature Review

Introduction

This chapter will include a discussion of the stereotypes of bullies, followed by a look at what makes a child a bully and the occurrence of bullying related to gender of the child. A section on family characteristics of children who bully will also be included. The chapter will also include the different ways that students bully in relation to the gender and locations of where the bullying occurs. There will be a discussion on the effects, short term and long term, on the victims and bullies, and victim revenge will also be addressed. The chapter will conclude with the legal duties of school personnel and the interventions that can be in place.

Stereotypes of Bullies

Sometimes people assume that a child is a bully just by the student's choice in clothing or mannerisms, or peers interactions. However, those impressions could be wrong: "a common stereotype of bullies is that the child is outwardly tough but inwardly anxious and insecure" (Ross, 2003, p. 41). However, a study done by Olweus (1999 stated cited in Ross) tested this belief and concluded that "the students that where labeled as being bullies had no evidence of higher levels of insecurity and low levels of anxiety" (2003, p.41). It was also noted by Nansel (2001) in Kopasz and Smokowski,"one study found that bullies reported greater ease in making friends than did other children" (2005, p. 102). This disproves another stereotype that bullies just don't know how to make friends because of the lack of social skills. Apparently, bullies today are the most popular students in our schools.

With the popular children becoming today's bullies, some students are stereotyped on what bullies have been in the past. "Age, sex and ethnicity make some children more vulnerable than others and provide an even greater reason for teachers to be careful to avoid stereotyping children simply on the basis of their belonging to certain groups" (Neufeld & Will, 2003, n.p.). This seems to be a societal issue based on past beliefs of what bullies are supposed to look like. When thinking of how movies and television depict bullies, it appears that the character is always bigger than the victim and has an edge to his personality. Students who bully range from

the most shy to the most popular students in school. Teachers also have to be aware of the difficulties when stereotyping a student as a bully. The other students in the classroom could target that particular student and instead of being the bully, they become the victim. This could damage the student's self-concept and cause life-long pain. Stereotyping students as bullies when they are not can cause more damage than what can be repaired. These students can also become the scapegoats for the actual bullies thus turning the stereotyped students into the bully-victim.

Characteristics of a Child Bully

Students have many different characteristics, which make them unique in their own way. Some students are the followers, while others insist on being the ringleaders. There are certain characteristics that all bullies hold. Bullies are overly aggressive, destructive, and enjoy dominating other children (Kopasz & Smokowski, 2005, pg. 102). They also seem to be hot-tempered, impulsive, and have a low tolerance for frustration (Olweus, 1993 cited in Kopasz & Smokowski, 2005 pg. 102). According to Ross, "bullies are great manipulators" (2003, p. 67). They use this skill to either influence other students to join the club or to manipulate situations so it seems as though they are having fun with the victim and not bullying them. With the skill to persuade other children to do what they are told to do, many bullies are intelligent. Somehow they have figured out that by harassment they can get what they want. It takes a high level of thinking to make a plan of attack that won't look like the act of bullying.

Another researcher found that, "bullies are also characterized by the need to dominate over weaker students" (Geffner, Loring, & Young, 2001, p. 26). These students feed off of making others feel inferior and subordinate to them. It gives them a sense of empowerment and control over the student and the bullying situation: "with this goal obtained the bullies are perceived to have interpersonal and social gains, while taking joy from seeing the victim being socially, emotionally or physically injured" (Geffner, Loring, & Young, 2001, p. 26). The bully does not have any empathy for the victim because he is getting so much joy from the torture that the victim is enduring. Bullies like to see their victims wither away like a plant without water. It

might take some time, but eventually the victim will be completely wrecked.

Bullies bully to feed a need to them. "The abusive nature of bullying indicates a lack of regards for others" (CHA, 2003, n.p.). It seems as though a child who is a bully has different morals or beliefs on how peers should be treated: "these children seem to be blind to the feelings of others, lacking empathy, which is a deficit that affects their behavior and perceptions" (Kocs, 1999, p. 4). In addition one researcher found that, "most bullies have a positive attitude toward violence, particularly as a means to solve problems or to get what they want" (Carney & Merrell, 2001; Glew, 2000 cited in Kopasz and Smokowski, 2005, p. 102). These students definitely don't live by the saying *treat others, as you would like to be treated.* This lack of empathy can be seen in any child, boy or girl.

Characteristics of Families with Child Bullies

Children learn from what they see; at school and at home. Research suggests that the families of bullies are often troubled (Olweus, 1994 cited in Kopasz & Smokowski, 2005, p. 103). Often times the bullies' parents are hostile, rejecting, and indifferent to the needs their children. The father figure in these homes is usually weak, if present at all, and the mother tends to be isolated and may have a permissive parenting style (Kopasz & Smokowski, 2005, p. 103). It was also likely that the bully's level of aggression will increase if the caretaker continues to tolerate aggressive behaviors toward the child's peers, siblings, and teachers. Parents of bullies tend to use forceful and punitive ways to discipline the child. The punishments are typically physical outbursts and verbal bantering. With this going on at home, the bullies are imitating these behaviors. If it works for the parents, then the bully assumes that it will work for them to gain power over another student.

Occurrence of Bullying Related to the Gender of the Child

People who bully can be male or female. Research shows that the rate of bulling between boys and girls is quite similar: "22 % for girls and 27 % for boys" (Kocs, 1999, p. 4). The types of bullying differ; but the consistency is that boys are the main perpetrators of physical bullying. Males who bully tend to do acts of threats or harm. This was displayed by the Seals and Young

study, which stated "65 percent of boys bully with threats. It was also stated in this study "49% of the males in this study physically bully their victims" (2003, n.p.). Females who bully are just as aggressive and competitive as boys but they display this in a verbal and nonverbal way. These numbers show that the male population tends to bully by physical means while the female population, tends to use verbal means of intimidation.

Girls tend to bully with behaviors such as gossiping, spreading rumors or by being malicious verbally (Geffner, Loring, & Young, 2001). As stated by Seals and Young, "57.6% of females bullied by exclusion and 55.7% bullied by name calling" (2003, n.p.). Girls now threaten, use innuendoes, and tease others about their clothes as ways to interact together. Girls are now bullying in groups, making clubs against other female students. Many are bullying through the format of cyber bullying through e-mails, instant and text messaging and camera phones (Little, 2005, n.p.). Both male and female students bully. However, the forms of bullying differ with the gender of the child.

Ways of Bullying

The stereotypical way of a child bullying someone else would be to push the victim around and call him/her names. There are many different categories of aggression that a bully can display. One type of aggression is physical aggression. "With physical aggression the acts of hitting, kicking, tripping, shoves, taking things, pushing and pulling are displayed" (Ross, 2003, p. 70). This is the most common form of bullying for boys. With physical aggression the goal of the bully is to physically harm the victim in any way possible. Physical aggression is the least sophisticated form of bullying. This form of bullying is the one that is the easiest to identify without a child reporting being bullied because it is physical and there is a visual aspect to the act.

Another form of aggression that is similar to the physical is *proactive aggression*: "with this form of aggression the child who is the bully enjoys harming others; they strike first and appear to have a personal threshold that demands excitement and constant stimulation" (Kocs, 1999, p. 5). With this form of bullying, the victim might be picked at the moment of the act of

violence. There might not be a reason for the mere fact that the student was in the wrong place at the wrong time. This can easily be compared to a cat playing with a mouse. The cat takes joy from toying and taunting with the mouse and then later injures the victim. This form of bullying can happen at anytime and not have any predictors. This is an impulsive form of bullying.

One other type of aggression that has a physical component to it is *reactive aggression.* As stated by Kocs, "individuals who participate in reactive aggression are youth who are responding to a perception or hostility in their environment. These youth are "hot heads suddenly responding to perceived threats" (1999, p. 5). These students swing back and forth from being the bully to being the victim. They will take the victimization to the certain point at which victims explode and attack the bully. The role of being a bully and a victim in this case is not clearly defined. These students could be referred to as the bully-victims. "Bully-victims are characterized by anxious and aggressive behavior" (Olweus, 1995 cited in Kopasz and Smokowski, 2005, p. 105). These students have low self-esteem and have problem solving deficiencies.

Another type of aggression that is associated with bullying is *direct verbal aggression.* With this form of aggression the bully is making hurtful statements directly to the victim. "These statements might include; yelling, insults, threats of harm, name calling and teasing" (Ross, 2003, p. 70). This form of bullying is used as the intimidator. The bully is threatening the victim and harming them without physically touching them. This is also used within a group situation. Every member of the bully's clique can play a role in setting the thought that the victim might be harmed in some way. This form of bullying is very popular within the female population.

Indirect or relational aggression is also linked to bullying. Among the female population, this form of bullying most often used. "This form of aggression is exhibited through acts of gossiping, telling false stories, talking behind the other's back and tries to get other students not to like the victim" (Ross, 2003, p. 70). "With this form of aggression the bully manipulates others to attack the victim and makes use of the social structure to harm the victim without being

personally involved in the attack" (Ross, 2003, p. 70). Indirect aggression is the hardest type of aggression for school personnel to identify if it is happening because it can be done in any place; in the school environment, outside and also through e-mails.

A new form of bullying that has come about in schools and outside of schools is known as *e bullying* or *cyber bullying*. Ways that student's bully with the use of technology is to use the Internet or any other wireless device and send out instant messages or e-mails that insult the person that these messages are sent to. This is a difficult form of bullying to notice because students can do it on the sly. Students are so computer savvy and use a computer language that is difficult for adults to understand, what a student interprets as bullying an adult might not even be able to read the message itself without interpretation. Boys and girls between the ages of 9-14 are bullies and victims equally (CACM, 2005, n.p.). Cyber bullying is hard to investigate because of privacy rights and free speech. Lawyers claim that parents of the bully can be sued for defamation, privacy invasion and emotional distress (CACM, 2005, n.p.).

Location of Where Bullying Occurs in Relation to the School Environment

The playground has long been viewed as the most common place for bullying to occur within the school environment. This is an assumption because the students are very visible in the area. However, a lot of bullying occurs inside the school itself. "Students have acknowledged being bullied in the hallways, cafeteria, locker rooms, bathrooms, in class and outside of the school" (Geffner, Loring, & Young, 2001, p. 56). In a study done by Seals and Young, "students stated that 60.4% of bullying happened within the class and 49.5% of bullying happened at lunch or at recess" (2003, n.p.). In addition, "the students had also mentioned that the bullying took place out of the sight and hearing distance of the teachers" (Geffner, Loring, & Young, 2001, p. 57).

As previously stated bullying can occur in any environment that the bully and the victim are in together. The goal of the bully is to intimidate the victim and to cause mental or physical harm, and the bully will do it in any environment possible. With the continuous bullying there are many effects that occur to the victims.

Effects of Bullying on Victims

Being victimized day after day can make a student want to just crawl in a dark hole and hide. The continuous turmoil of waiting for the next humiliating event to happen is a strain on the student's physical and mental development. These effects can be short term and long term.

Avoidance is an effective strategy that victims use to alleviate the occurrence of bullying. Victims become very lonely and have difficulty making friends. The fear of being bullied is always in the backs of their minds so they steer away from peers. Thus, "it deprives the victim of formal and informal experiences that are essential to social development" (Ross, 2003, p. 76). The victims then try to avoid the situation and are frequently absent from school, grades go down, and fear of the school environment increases.

When put into the school environment, the victims might appear to have attention-deficit disorder because they might feel the need to constantly monitor their environment just waiting for the next act of bullying to occur (Kopasz & Smokowski, 2005). With all their attention on the acts of victimization there is little to no attention on the class work or to the student's peers. This might add to the anti-social behavior, which in turn could result in anxiety issues.

As a result," bullying continues and the victims begin to see themselves as unworthy and deserving of the punishments from the bully" (Ross, 2003, p. 76). The image of the victim changes the person on the inside and out. "When the victim blames themselves for the bullying then their peers start to characterize them as being a victim and start to reject him or her" (Kocs, 1999, p. 14). "Studies suggest that victimization has a significant positive correlation with several internalizing disorders such as anxiety and depression" Brockenbrough er al., 2002; Kaltiala-heino et al., 2000 cited in Kopasz & Smokowski, 2005, p. 104). The link is particularly strong for adolescent girls and may contribute to eating disorders (Kopasz & Smolowski, 2005, p. 104). The victims continue to go down in moral, which can lead to physical or mental illness.

Effects of bullying can be long term, "research shows that the repercussions of a single bullying act can have an effect on the victim two years after the attack happened" (Kocs, 1999, p. 14). The effects on the victim are that they become more anxious when having to be in the same

environment as the bully, and they learn to hate school: "the victims may begin to stutter, perspire or tremble when thinking of school" (Kocs, 1999, p. 15).

With these effects the students will not be able to produce adequate schoolwork, causing their grades to drop. Their attitude may get worse and school attendance will decrease. Of course, this causes, "many of these students drop out of school as soon as they can" (Kocs, 1999, p. 15).

Victims also experience negative long-term effects as a result of childhood bullying. "Because victims tend to miss many days of school, their achievement levels tends to be lower than their peers and many do not achieve their academic potential" (McNamara & McNamara, 1997 cited in Kopasz & Smokowski, 2005, p. 105). When former victims have their own children, they may overreact to behaviors that the perceived as bullying, contributing to an intergenerational cycle of overprotection (Kopasz & Smokowski, 2005, p. 105).

Being overprotected, the victim will not know how to function as an adult. "The long-term effects of bullying can be seen in adulthood; which the victim's self-esteem and self-confidence is still effected and may never go away. The amount of victims that reported suffering from post-traumatic stress disorder was 20.9%" (Kocs, 1999, p. 16). There are many symptoms of post-traumatic stress disorder, "the symptoms of post-traumatic stress disorder are: nightmares, flashbacks, inability to concentrate, increased startle response, depression and suicidal thoughts" (Kocs, 1999, p. 14). A 70-year-old woman was interviewed and could still recall the torment that she went through as a child (Vail, 2002). These symptoms can last the victim's life spans and ruin any dreams that they might have had of leading a normal and pleasant adult life.

Victim Revenge

Being bullied day in and day out without intervention of adults to diminish the hurtful acts can lead a student to take the matter into his own hands. What are typically thought of is school shootings as acts of revenge. As recently at September 2006, a plot was uncovered for a Columbine style school shooting at East High School in Green Bay, Wisconsin. Two students

have been charged in attempted murder after another student reported the planned shootings to an administrators and a large array of weapons were found at one of the homes of the accused. It is believed that this plan was going to be revenge for the bullying endured. As stated from Dunn "Secret Service Threat Assessment Center studied 37 school shootings between 1974 and 2000, this study also included Columbine, and found that in several of the incidents, victims or shooters exhibited bullying behavior before the violence erupted" (2001, n.p.). It was also stated that the school officials were aware of the activity but did little about it.

The victims are out to make a point to harm the people who were bullying them either physically or mentally just as they were harmed. Some victims will choose the path of suicide and hope that the bully will never be able to live with the grief of causing someone to take his own life. Whatever routes the student decides to take both are detrimental to the student, bully, their families, and to the school environment. There are ways to reduce the levels of bullying within the school, but it is the responsibility of the school personnel to take an active role to eliminate this problem.

Legal Duties of School Personnel

School personnel have a legal duty to the student when a bullying incident is reported; documentation should be in place to determine if this is a true act of bullying. As stated by Neufeld and Will "school personnel have a duty to create, implement, and consistently enforce policies that help prevent, investigate, and eliminate harassment" (2003, n.p.). If the district does not follow these policies then the administrators will be held liable and legal actions could be taken against them.

Federal and state laws insist that school personnel must adopt and publish policies prohibiting harassment. These policies must also include the consequences for the perpetrator. Some consequences might include; detention, out of school suspension or expulsion from school. The school policies should incorporate procedures which would include," how the students, parents and employees are aware of the policy; a complaint form and processing slips; the assurance of adequate and reliable investigation by an investigator; time frames; specific

outcomes and the steps that the school will take in ordered to correct the occurrence of bullying in the future" (Neufeld & Will, 2003, n.p.).

Having policies in place and informing the school personnel of their legal responsibilities to reporting acts of bullying will help manage the problem of bullying within the school environment. These policies should be accessible for anyone to see. With the knowledge of the school policies all school personnel would work together as a team can education the students on bullying and eliminate the behavior before it starts.

Interventions that can be in place to diminish the bullying behavior

To diminish the act of bullying is to never let it happen in the first place: "teachers and parents must address this behavior in early childhood before it is ingrained" (Froschi & Sprung, 1999, n.p.). It was found that, "interventions were more successful when implemented in the early years of schooling than in secondary school" (Frydenberg & Lodge, 2005, n.p.). Teachers can reduce the acts of bullying through the school curriculum. However, there needs to be a commitment from the staff in order to make the program successful. Talking about teasing and bullying through books will help the students understand the cause and affect it can have on their peers. Teachers can make the classroom a place for children to talk about what makes them feel welcome, comfortable and safe in school. Display rules within the classroom and have the students involved to make the students feel that they are in charge of the classroom. Playing games is an important development aspect in a child's life: "initiating games that are noncompetitive and foster cooperation and friendships are ideal" (Froschi & Sprung, 1999, n.p.). Another strategy, which focuses on victims' reactions, is called the *Stay-Cool Strategy*. Students can become their own cheerleaders. With this there is positive self-talk, which helps build self-confidence of the victim. Another aspect of this strategy is to teach potential victims to say the word *so*. This strategy is to bore the bully thus having him/her move on to another activity. Standing tall is an important aspect of this strategy. Having a strong posture shows self-confidence. Using the broken record technique is also used in this intervention. The phrase, "stop talking to me like that," is used over and over until the episode ends. Breathing deeply,

using humor and walking away from the situation are included as ways to deal with a bully. The most important aspect of any anti-bullying program is to always ask an adult for help.

The teachers should share all of these strategies so that parents and students can use these at home also. Bullies are not just created at school; they are created in the home environment too. With the enforcement of these strategies at home and at school the incidence of bullying should decrease.

Chapter III: Methodology

Introduction

The purpose of this study was to determine if early intervention with acts of bullying in elementary school lower or diminish the acts of bullying in the high school years. Another purpose of this study was to examine if teachers at the participating schools were aware of the anti-harassment policy that is used in the participating district. The following includes information on the subjects and how they were selected, what instrument was used to collect data, how the data was collected and analyzed and the limitations to the study.

Subject Selection and Description

Permission to conduct a survey with students and teachers was sought and granted by the Green Bay Area School District. Students under the age of 18 had to return a signed letter of consent to complete the survey. The sample of teachers consisted of all of the elementary teachers that were employed at MacArthur Elementary and Kennedy Schools in Green Bay, Wisconsin during May of 2006. Teachers were surveyed to establish if there were anti-bullying programs in place at the participating schools. These elementary schools are the feeder schools to Southwest High School. High school seniors were also surveyed at Southwest High School to receive data from the student perspective.

Instrumentation

The researcher used a multiple-choice survey (See Appendix B) to gather information from both the students and teachers. This survey was adapted from the *Anti-Bullying Survey*, which can be found at http://schools.tdsb.om.ca/conmillsmiddle/Safe_Schools/survey-form.html. The instruments used were unique to this study. No measures of validity or reliability have been completed. This survey was administered in the senior level social studies classes. For confidentiality purposes, the teachers of those classes administered the surveys; there were fourteen questions on the survey. They included questions on acts of bullying and what was the punishment if any to the bully. Questions 1-3 focused on witnessing the act of bullying at school. Questions 4-5 centered on the act of bullying. Questions 6-9 focused on why students

bully. Questions 10-14 dealt with bullying prevention. Completing the survey was completely voluntary.

The researcher used a multiple-choice survey to gather information from the teachers (See Appendix C). The survey questions pertain to the bullying programs in place and their effectiveness. The researcher created this survey. The teacher survey was seven questions in length. The questions ranged from guidance issues to consequences for bullying. Questions 1-3 examined on when bullying lessons are taught. Questions 4-6 focus on the acts of bullying. Question 7 asked about parent involvement with the students that bully. Completing this survey was voluntary.

Data Collection

Permission from the University of Wisconsin-Stout, Institutional Review Board was sought by and granted to this researcher prior to distributing the survey to the potential participants for collecting data. The Supervisor of Professional Learning for the Green Bay Area School District, along with building administrators, was also consulted in order to receive approval to conduct this study. After permission was granted the researcher contacted the senior level social studies teachers to inform them of survey instructions.

Surveys were hand delivered to the MacArthur, Kennedy Elementary Schools and Southwest High School during the week of May 22, 2006. The surveys were returned to the researcher by June 6, 2006. All surveys were returned in sealed boxes that were placed in the schools' mailrooms. This helped insure the anonymity of taking the survey.

Limitations

There were a number of limitations during this research. One limitation of this study was the small sample that was used. There were 198 students asked to complete the survey; 90 students completed the survey. Fifty teachers were asked to complete the survey. However, since it was completely voluntary, only nine teachers completed the survey. Another limitation was that only three schools were participating in the study; therefore, the results may differ from a larger sample. The researcher also questioned if the students were telling the truth while

completing the given survey. The researcher was trusting that the students were truthful when completing the surveys.

Chapter IV: Results

Introduction

In this chapter, the demographic information is reported first. Second, the survey questions are examined to determine if there was an anti-bullying program in place and if the program was reaching its objectives. Third, this chapter examines the results from the student and teacher surveys that were administered at the three participating schools.

Demographic Information

The sample for this study was taken from senior level students at Southwest High School in Green Bay, Wisconsin. Students in four social studies classes were asked to complete the survey. These classes were chosen because of the high senior population in each. The researcher believed that these classes had the highest concentration of the desired research subjects. The teacher sample was made up of all teachers willing to participate at both MacArthur and Kennedy Elementary Schools in Green Bay Wisconsin. These teachers were chosen because of the proximity to the test high school. Ninety students completed the survey; which represented 45% of the class population. Ethnicity and race were not included on the survey due to confidentiality reasons. There were nine teachers who completed the survey, which represented eighteen percent of the teacher population in the two schools.

Data Analysis

The researcher administered both surveys with complete anonymity so that neither the students nor teachers could be identified as to how they answered the survey questions. Frequencies, which are descriptive statistics, were used to identify the areas that were displayed the most. Frequencies and percentages were used as the data analysis to receive exact details on each research question and chosen answer. The highest percentage for each given question displayed the majority of the surveyed population.

Results

The following tables are the results from surveys, which were given to senior level students at Southwest High School in Green Bay, Wisconsin; and to elementary teachers and

MacArthur and Kennedy Elementary Schools in Green Bay, Wisconsin. The percentages for each question were examined to determine the most selected answer, thus what the vast majority had chosen for that particular question.

Student Survey Results

Table 1

Have you ever seen bullying at school?

Response	Frequency (N=90)	Percentage
1 never	9	10.0
2 once in a while	56	62.2
3 frequently	19	21.1
4 all of the time	6	6.7

The students were surveyed on fourteen questions about bullying. The first question was: *have you ever seen bullying at school*? Ninety students responded in the following manner; 10% (N=9) students stated that they never see bullying at school, 62.2% (N=56) students chose that they see bullying once in a while at school, 21.1% (N=19) of students stated that they frequently see bullying at school and 6.7% (N=6) of students who completed the survey believe that they see bullying all of the time at school. (Table 1)

Table 2

If you have seen bullying, what did you do?

Response	Frequency (N=90)	Percentage
Haven't seen any	9	10.0
Nothing/just watched	21	23.3
Ignored it	41	45.6
Tried to stop it	15	16.7
Asked for help	3	3.3

The second question that the students were to respond to was that *if they did see bullying what did they do*. 10% (N=9) of students chose that they have not seen any bullying at school. 23.3% (N=21) stated that they did nothing or just watched that act of bullying. For the response of ignoring 45.6% (N=41) of student chose that choice. 16.7% (N=15) of students tried to stop the act of bullying. 3.3% (N=3) of students stated that they asked for help when seeing someone being bullied. (Table 2)

Table 3

What do adults at school do when they see bullying?

Response	Frequency (N=90)	Percentage
1 nothing	17	18.9
2 stop it everyone leave	52	57.8
3 stop it help resolve	19	21.1
4. Both 2 & 3	1	1.1
Missing	1	1.1

The next question that was on the student survey was *what do adults at school do when they see bullying*. 18.9% (N=17) of students responded that adults don't do anything. Students felt that 57.8% (N=52) of teachers tell the bully to stop it and tells everyone to leave. 21.1% (N=19) of adults in the surveyed school are believed to stop the act of bullying and help resolve the situation. 1.1% (N=1) of students chose both response 2 and 3. (Table 3)

Table 4

Are you now or have you ever been bullied at school?

Response	Frequency (N=90)	Percentage
1 never	56	62.2
2 sometimes 1-2/month	22	24.4
3 regularly 1-2/week	4	4.4
4 everyday	4	4.4
5 once	1	1.1
6 a few times	3	3.3

The fourth question on the survey asked whether the survey *participant is or had ever been bullied at school.* The students who took the survey responded in the following manner: 62.2% (N=56) stated that they have never been bullied at school, 24.4% (N=22) replied with sometimes 1-2 times per month, 4.4% (N=4) of students are bullied 1-2 times per week or everyday, 1.1% (N=1) of students have been bullied once and 3.3% (N=3) of students have been bullied a few times. (Table 4)

Table 5

How were you bullied?

Response	Frequency (N=90)	Percentage
Haven't been bullied	56	62.2
Tease/insult/threat	17	18.9
Shoved/hit/kicked	4	4.4
Other ways	3	3.3

The next question on the survey is *how were you bullied*. 62.2% (N=56) of students have not been bullied at the surveyed school. 18.9% (N=17) of students have been teased, insulted or threatened. 4.4% (N=4) of students responded with being bullied by being shoved, hit or kicked. 3.3% (N=3) of students stated that they have been bullied in other ways. (Table 5)

Table 6

Why do you think some kids are bullied?

Response	Frequency (N=90)	Percentage
I don't know	7	7.8
Look/act different	34	37.8
Small/weak/young	16	17.8
Ask for it	11	12.2
Other reasons	11	12.2

Why do you think some kids are bullied is the sixth question on the survey. There were five responses to choose from. 7.8% (N=7) of students responded by with the answer of not knowing why some students are bullied. 37.8% (N=34) of students believed that students are bullied because they look or act different. 17.8% (N=16) of the population surveyed responded that students are bullied because they are small, weak and young. 12.2% (N=11) of students responded that students ask for it when they are bullied or there are other reasons. (Table 6)

Table 7

If you are/were bullied, why do you think it happens?

Response	Frequency (N=90)	Percentage
Haven't been bullied	50	55.6
I don't know	14	15.6
Look/act different	10	11.1
Do well in class	1	1.1
Smaller/weaker	2	2.2
I deserve it	3	3.3
Other reasons	10	6.7

Question seven asked if *you are or were bullied, why do you think it happens*. The students completing this survey responded in the following manner; 55.6% (N=50) have not been bullied, 15.6% (N=14) of students don't know why they were bullied, 11.1% (N=10) of students felt that they were bullied because they look or act different. 1.1% (N=1) of students perceived that they were a target to be bullied because they did well in class. Smaller or weaker was chosen by 2.2% (N=2) of the population surveyed. 3.3% (N=3) of students felt that they deserved to be bullied and 6.7% (N=10) of the population surveyed responded with that they were bullied for other reasons. (Table 7)

Table 8

Why are some students bullies?

Response	Frequency (N=90)	Percentage
I don't know	3	3.3
Bigger/stronger	8	8.9
Think it is fun	13	14.4
Getting even	1	1.1
Showing off	39	43.3
Fight in home	1	1.1
Other reasons	9	10.0

Why are some students bullies was the eight questions on the survey given to participating students. 3.3% (N=3) of students did not know why some students are bullies. 8.9% (N=8) felt that students bully because they are bigger and stronger. 14.4% (N=13) of students believe that bullies bully because it is fun. 1.1% (N=1) of students responded that students' bully to get even and that there is fighting at home. The largest percentage for this question was 43.3% (N=39), which was for the response of showing off. 10% (N=9) of students responded with there are other reasons other then the ones listed that make some students bullies. (Table 8)

Table 9

If you bully other students, why do you do it?

Response	Frequency (N=90)	Percentage
To get even	19	21.1
Know who is in charge	11	12.2
Think it is fun	7	7.8
Taught it was right	1	1.1
Other reasons	24	26.7
Did not bully	28	31.1

Question nine on the survey asks the surveyed students that *if they bully others why do they do it.* 21.1% (N=19) responded to get even. 12.2% (N=11) of students stated that they bullied to let people know who is in charge. 7.8% (N=7) of students thought that it was fun to bully. 1.1% (N=1) of the surveyed population bullied because they were taught that it was right. 26.7% (N=24) of the students bullied for other reasons and 31.1% (N=28) of students did not bully. (Table 9)

Table 10

Has an adult at school talked to your class about bullying?

Response	Frequency (N=90)	Percentage
No	57	63.3
Once/was helpful	9	10.0
Once/don't understand	16	17.8
Regularly/doesn't help	3	3.3
Other	5	5.6

Has an adult at school talked to your class about bullying was the tenth question on the survey given to students. The students responded in the following way; 63.3% (N=57) selected no, 10% (N=9) selected once it was helpful, 17.8% (N=16) responded with once also but without understanding. 3.3% (N=3) of students stated that adults regularly talk about bullying but they feel that it does not help. 5.6% (N=5) of students responded with other. (Table 10)

Table 11

Have you tried to talk to anyone about being bullied?

Response	Frequency (N=90)	Percentage
Haven't been bullied	45	50.0
No	23	28.9
Teacher/adult in school	1	1.1
Parent/other adult	4	4.4
Brother/sister	1	1.1
Friend	3	3.3
Other	4	4.4

Question eleven is about *talking to anyone about being bullied.* 50% (N=45) of students have not been bullied. 28.9% (N=23) of the population surveyed have not spoke with anyone about being bullied. 1.1% (N=1) of students have talked with an adult at school or brother or sister. 4.4% (N=4) of students responded that they have spoken with a parent or other adult, and or other. 3.3% (N=3) or students spoke with a friend about being bullied. (Table 11)

Table 12

What advice have you been given to stop being bullied?

Response	Frequency (N=90)	Percentage
Haven't been bullied	44	48.9
None	6	6.7
Talk to bully/stop	7	7.8
Ignore the problem	11	12.2
Stand up to the bully	7	7.8
Tell an adult	7	7.8
Other advice	4	4.4

What advice have you been given to stop being bullied was the twelfth question on the student survey. The students responded in the following manner; 48.9% (N=44) of students have not been bullied. 6.7% (N=6) of students have not been given advice to stop being bullied. 7.8% (N=7) of students have been given the advice of talking to the bully. 12.2% (N=11) of the students have been told to ignore the bully. 7.8% (N=7) of the participants were suggested to stand up to the bully or tell an adult. 4.4% (N=4) of students were given advice that was not listed on the survey. (Table 12)

Table 13

What can adults at school do to stop bullying?

Response	Frequency (N=90)	Percentage
Supervise school better	22	24.4
Student patrols	3	3.3
Enforcing rules	20	22.2
Class discussions	7	7.8
Work together	16	17.8
Other ideas	14	15.6

Question thirteen was in regards to *what can adults at school do to stop bullying*. 24.4% (N=22) of students surveyed responded that adults could supervise the school better. 3.3% (N=3) of students would like to have student patrols. 22.2% (N=20) of students would like the rules to be enforced more. 7.8% (N=7) of the population surveyed suggested having more classroom discussions to stop bullying. 17.8% (N=16) of students would like adults and students to work together to stop bullying and 15.6% (N=14) of the population has other ideas about stopping bullying. (Table 13)

Table 14

What can parents do to stop bullying at school?

Response	Frequency (N=90)	Percentage
Get involved	40	44.4
More understanding	9	10.0
Tell someone at school	14	15.6
Other ideas	25	27.8

The last question on the student survey was pertaining to *what parents can do to stop bullying at school.* Of the ninety students who completed the survey 44.45 (N=40) responded that parents should get involved. 10% (N=9) of students felt that parents need more understanding on the topic. 15.6% (N=14) of participants want parents to tell someone at school and 27.8% (N=25) of students had other ideas on this topic. (Table 14)

Teachers Surveys

Table 15

Does the guidance program teach lessons about bullying?

Response	Frequency (N=9)	Percentage
Yes	7	77.8
No	1	11.1
Don't know	1	11.1

The teacher survey was twelve questions in length. The first survey question was, *does the guidance program teach lessons on bullying.* From the nine teachers who completed the survey 77.8% (N=7) of teachers responded with yes, 11.1% (N=1) responded with no and 11.1% (N=1) chose that they did not know. (Table 15)

Table 16

In what grades are lessons taught: Kindergarten

Response	Frequency (N=9)	Percentage
Yes/checked	1	11.1
No/not checked	6	66.7
Missing	2	22.2

Table 17

In what grades are lessons taught: 1st grade

Response	Frequency (N=9)	Percentage
Yes/checked	3	33.3
No/not checked	4	44.4
Missing	2	22.2

Table 18

In what grades are lessons taught: 2nd grade

Response	Frequency (N=9)	Percentage
Yes/checked	4	44.4
No/not checked	3	33.3
Missing	2	22.2

Table 19

In what grades are lessons taught: 3rd grade

Response	Frequency (N=9)	Percentage
Yes/checked	3	33.3
No/not checked	4	44.4
Missing	2	22.2

Table 20

In what grades are lessons taught: 4th grade

Response	Frequency (N=9)	Percentage
Yes/checked	1	11.1
No/not checked	6	66.7
Missing	2	22.2

Table 21

In what grades are lessons taught: 5th grade

Response	Frequency (N=9)	Percentage
Yes/checked	2	22.2
No/not checked	5	55.6
Missing	2	22.2

Questions two through seven were in regards to *what grades anti-bullying lessons are taught*. For the grade of kindergarten 11.1% (N=1) of teachers stated that lessons are taught, 66.7% (N=6) of teachers responded that lessons are not taught and two were missing which made up 22.2%. For first grade 33.3% (N=3) of teachers responded with that lessons are taught, 44.4 % (N=4) of teachers stated that lessons are not taught in first grade and 22.2% (N=2) of the surveys were missing. The opposite response is true of the teacher response for the second grade. 44.4% (N=4) or teachers stated that lessons are taught in that grade and 33.3% (N=3) of teachers stated that lessons are not taught at the second grade level. In regards to third grade the response is the same as first grade. 33.3% (N=3) of teachers stated that guidance lessons are taught at the third grade level and 44.4% (N=4) of teachers responded that lessons are not taught. For fourth grade 11.1% (N=1) of teachers responded that guidance lessons are being taught in at this grade level. 66.7% (N=6) of the teachers taking the survey chose that lessons be not being taught. At the fifth grade level 22.2% (N=2) of teachers stated that bullying lessons are taught at this grade level. However, 55.6% (N=5) of teachers responded with that lessons are not being

taught to the fifth grade. (Tables 16-21)

Table 22

Do classroom teachers teach lessons about bullying?

Response	Frequency (N=9)	Percentage
Yes	6	66.7
No	3	33.3

The next question is *do classroom teachers teach lessons about bullying.* The teachers taking this survey responded in the following way; 66.7% (N=6) responded that teachers do teach lessons about bullying and 33.3% (N=3) responded that teachers do not teach lessons. (Table 22)

Table 23

Is there a bullying problem within the school?

Response	Frequency (N=9)	Percentage
Yes	7	77.8
No	2	22.2

From the question of *if there is a bullying problem within the school* 77.8% (N=7) of teachers responded with the answer of yes and 22.2% (N=2) of the population surveyed believes that there is not a bullying problem at school. (Table 23)

Table 24

Are there consequences for students that are the bullies?

Response	Frequency (N=9)	Percentage
Yes	6	66.7
No	2	22.2
Don't know	1	11.1

The question of *if there are consequences for students that are bullies* is that 66.7% (N=6) of teachers surveyed state that there are consequences, 22.2% (N=2) or teacher state that there are not consequences and 11.1% (N=1) don't know if there are consequences. (Table 24)

Table 25

How many times per day do students say they are being bullied?

Response	Frequency (N=9)	Percentage
None	2	22.2
1-2	6	66.7
3-4	1	11.1

In regards to the question of *how many times per day do students say they are being bullied*, 22.2% (N=2) of teachers state that students don't say that they are being bullied, 66.7% (N=6) of teachers state that students say that they are bullied 1-2 times a day and 11.1% (N=1) of teachers responded that students say that they are being bullied 3-4 times a day. (Table 25)

Table 26

Is there parent involvement with students that are the bullies?

Response	Frequency (N=9)	Percentage
Yes	4	44.4
No	4	44.4
Don't know	1	11.1

The last question on the teacher survey was *is there parent involvement with the students that are bullies*. 44.4% (N=4) of teachers responded with the both yes and no to this question. 11.1% (N=1) of teachers did not know if there was parent involvement with student bullies. (Table 26)

A summary of the results is discussed in chapter five, discussion.

Chapter V: Discussion

Introduction

This chapter discusses the findings of this study and how it compares with the researchers hypothesis. Conclusions are drawn from the results of the study, and recommendations for additional studies pertaining to the implementation of anti-bullying programs in place in at the elementary schools in Green Bay, Wisconsin, will be included.

Discussion

The purpose of this study was to evaluate if anti-bullying programs were in place at the elementary level and if this diminished the acts of bullying in high school. Research has shown that early intervention at the elementary level does decrease the acts of bullying at the middle and high school levels. It was stated by Frydenberg & Lodge (2005),"interventions were more successful when implemented in the early years of schooling than in secondary school" (n.p.). Without a positive school environment "victims tend to miss many days of school, their achievement levels tend to be lower than their peers and many do not achieve their academic potential" (McNamara &McNamara, 1997 cited in Kopasz & Smokowski, 2005, p. 105). With the continuous acts of school bullying "many students drop out of school as soon as they can" (Kocs, 1999, p. 15). With a safe school environment the student behavior and grades are better.

This researcher believes that this study was inconclusive as to if the elementary schools in Green Bay, Wisconsin have an effective anti-bullying program. The survey asked if programs are in place at every grade level and if classroom teachers and if guidance counselors addressed the bullying issue. In examining the surveys that were completed by the students it is unclear if there is a bullying problem at Southwest High School. The students answered numerous amounts of survey questions by the response of *not seeing bullying*. 62.2% of students who took the survey stated that they saw bullying *once in a while*. The same percentage responded with the answer of *never being bullied at school*. Again, 62.2% of students stated that *they have not been bullied*; this was also the answer for the questions of *how were you bullied*. However, when students did bully peers in the school environment just ignored the situation and when

teachers would get involved the school staff would stop the situation and ask everyone to leave. A concern for the responses to bullying situations at school is that *adults at school do not talk to classes about bullying*, 63.3% of students chose this answer. 24.4% of students stated that *they would like the school to be supervised better in regards to acts of bullying*. With reviewing the data from the high school it appears that there needs to be more involvement with the staff at Southwest High School and the students would like the parents to be more involved to help stop bullying at school. Bullying situations do occur at the surveyed school but students just ignore the acts. Reviewing the teacher surveys completed at MacArthur and Kennedy Elementary Schools in Green Bay, Wisconsin displayed that guidance lessons are not taught at every grade level. Guidance lessons are not taught in kindergarten, first, third, forth, and fifth grades. The only grade that guidance lessons are taught in is second grade. However, 66.7% of teachers stated that classroom teachers do teach lessons about teaching. This might not be enough of an intervention because 77.8% of teachers stated that bullying is still a problem within the schools. Parents are involved with the consequence process but it is unknown if that makes a difference with the future acts of bullying. From the completed surveys the conclusions are that there is a bullying problem at Southwest High School but both staff and students ignore it and there is also a bullying problem at the MacArthur and Kennedy Elementary Schools. The relation between the teacher conclusion and student conclusion is unclear at this time.

Limitations

The limitations that the researcher encountered during this study were the lack of teacher responses. Fifty surveys were given to both, MacArthur and Kennedy Elementary Schools and only nine surveys were returned. This limited amount does give the researcher an insight to the bullying situation at the surveyed schools however a higher percentage of teachers taking the survey would have given the research more depth. Also, of the 198 senior level students that were asked to complete the survey, but only 90 students complied with this request. Ninety students were 45% of the senior class of 2005-2006 but a higher percentage would give the statistics more validity.

Conclusion

It is concluded that MacArthur, Kennedy and Southwest schools should enforce anti-bullying programs and focus on the long-range aspects of the implementation. Even though students did answer a number of questions with *not being bullied*, when bullying situations did occur students just ignored the act. It is to not be concluded that there is not a bullying problem at Southwest High School because of the survey responses of *not being bullied*; students would like both staff and parents to have more involvement in regard to the problem. Teachers who completed the survey stated that there was a bullying problem at the MacArthur and Kennedy Elementary Schools. With the lack of anti-bullying education at kindergarten, first, second, third, fourth, and fifth grade it is concluded that the students and staff are not educated on the topic of bullying. With more education, school staff will be more inclined to be proactive on this problem.

Recommendations

From the survey results the researcher is led to make the following recommendations for future studies on this topic; make the teacher survey more specific to the programs that are being taught. The survey that was given was not specific enough to the topic. Another recommendation would be to ask the students what programs they were taught at elementary school. A question that should have been on the survey were there any programs in place when the surveyed population was in elementary school. To get a more specific gauge on where the students went to elementary school a question on what school the surveyed population attended should be included on the survey. A question of how long the teachers have been teaching at the schools should also be included to examine if the high school students had these teachers while they were in elementary school. The last recommendation to this research would be to have more teachers take the survey to get more reliable data.

The researcher believes that with these recommendations, the results of the research would vary from the results given at this time. More research is recommended on the topic of bullying within the schools surveyed.

References

Child Health Alert. (2001, June). *Bulling among U.S. children: A two-sided problem.* Retrieved April 27, 2004, from: Ebsco Host.

Child Health Alert. (2003, May). *Bullying and violence.* Retrieved April 27, 2004, from: Ebsco Host.

Communications of the ACM. (2005, May). *Schoolyard E-Bullies.* Retrieved November 1, 2006, from: Ebsco Host.

Dunn, M. J. (2001, June). *Break the bullying cycle.* Retrieved April 27, 2004, from: Ebsco Host.

Froschi, M., & Sprung, B. (1999, September). *Beat bullying in early childhood.* Retrieved April 27, 2004, from: Ebsco Host.

Frydenberg, E., & Lodge J. (2005). *The Role of Peer Bystanders in School Bullying: Positive Steps Toward Promoting Peaceful Schools.* Retrieved November 1, 2006, from: Ebsco Host.

Geffner, R. A., Loring, M., & Young, C. (2001). *Bullying behavior; Current issues, research and interventions.* Binghamton, NY: The Haworth Press, Inc.

Green Bay Area Public Schools. (n.d.). *Student handbook.* Retrieved June 21, 2004, from: http://greenbay.k12.wi.us/01/parents01/ExpectHS.htm.

Kocs, K. J. (1999). *Sticks and stones, changing the dynamics of bullying and youth violence.* Madison, WI: The Wisconsin Clearinghouse for Prevention Resources.

Kopasz, K. H. & Smokowski P. R. (2005). *Bullying in School: An Overview of Types, Effects, Family Characteristics, and Intervetion Strategies.* Retrieved November 1, 2006, from: Ebsco Host.

Little, L. (2005). *Bullying Increasing: First Boys, Now Girls.* Retrieved November 1, 2006, from: Ebsco Host.

Neufeld, P. J., & Will, J. D. (2003, February). *Keep bullying from growing into greater violence.* Retrieved April 27, 2004, from: Ebsco Host.

Ross, D. M. (2003). *Childhood bullying, teasing, and violence: What school personnel, other professionals and parents can do (*2nd edition). Alexandria, VA: American Counseling Association.

Seals, D., & Young, J. (2003). *Bullying and victimization: Prevalence and relationship to gender, grade level, ethnicity, self-esteem and depression.* Retrieved April 27, 2004, from: Ebsco Host.

Vail, K. (2002, August). *How Girls Hurt.* Retrieved November 1, 2006, from Ebsco Host.

Appendix A: Consent Form

Consent to Participate In UW-Stout Approved Research

Title: *Early Intervention with School Bullies*

Investigator:

Dawn Huseby
Contact phone number -920-562-3649

Research Advisor
Dr. Amy Schlieve
School of Education, UW-Stout
Office phone number 715-232-1332

Description:

Within this survey the subjects will be asked to complete a survey on the effects of early intervention with bullying within elementary school. The question is if early intervention diminished the incidence of the act of bullying later in their lives. The survey will ask if they have been a participant or observed the act of bullying, also what types of interventions where used.

Risks and Benefits:

The risks of this research would be that the students might re-live bullying experiences from the paste which might bring up feelings of belittlement. The school counselors will be informed of the survey and the potential emotional effects that it could have on the situations.

The benefits of completing this research is to examine the current interventions that are in place at the schools and to prove if they are effective against bullying and if not what can be done to increase the success rates of the programs.

Special Populations:

Students under the age of 18 will be acted to fill out the bullying survey. The parents will be given consent forms to give or reject permission for their son/daughter to complete the survey.

Time Commitment:

This survey will take about 10 minutes to complete.

Confidentiality:

Your name will not be included on any documents. We do not believe that you can be identified from any of this information. This informed consent will not be kept with any of the other documents completed with this project.

Right to Withdraw:

Your participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you. Should you choose to participate and later wish to withdraw from the study, you may discontinue your participation at this time without incurring adverse consequences.

IRB Approval:

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator: *Dawn Huseby*
Phone number 920-562-3649
E-mail tomaszewskid@uwstout.edu

Advisor: *Dr. Amy Schlieve*
Phone number 715-232-1332
E-mail schlievea@uwstout.edu

IRB Administrator
Sue Foxwell,
Director, Research Services
152 Vocational Rehabilitation Bldg.
UW-Stout
Menomonie, WI 54751
715-232-2477
foxwells@uwstout.edu

Statement of Consent:

By signing this consent form you agree to participate in the project entitled, Early Intervention with School Bullying.

_____

Signature..... Date

_____

Signature of parent or guardian:..... Date
(If minors are involved)

Consent to Participate In UW-Stout Approved Research

Title: *Early Intervention with School Bullies*

Investigator: *Dawn Huseby*
Contact phone number -920-562-3649

Research Advisor
Dr. Amy Schlieve
School of Education, UW-Stout
Office phone number 715-232-1332

Description:

Within this survey the subjects will be asked to complete a survey on the effects of early intervention with bullying within elementary school. The question is if early intervention diminished the incidence of the act of bullying later in their lives. The survey will ask if they have been a participant or observed the act of bullying, also what types of interventions where used.

Risks and Benefits:

The risks of this research would be that the students might re-live bullying experiences from the past, which might bring up feelings of belittlement. The school counselors will be informed of the survey and the potential emotional effects that it could have on the situations.

The benefits of completing this research is to examine the current interventions that are in place at the schools and to prove if they are effective against bullying and if not what can be done to increase the success rates of the programs.

Special Populations:

Students under the age of 18 will be acted to fill out the bullying survey. The parents will be given consent forms to give or reject permission for their son/daughter to complete the survey.

Time Commitment and Payment:

This survey will take about 10 minutes to complete.

Confidentiality:

Your name will not be included on any documents. We do not believe that you can be identified from any of this information.

Right to Withdraw:

Your participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you. However, should you choose to participate and later wish to withdraw from the study, there is no way to identify your anonymous document after it has been turned into the investigator.

IRB Approval:

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding

this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator: *Dawn Huseby*
Phone number 920-562-3649
E-mail tomaszewskid@uwstout.edu

Advisor: *Dr. Amy Schlieve,*
Phone number 715-232-1332
E-mail schlievea@uwstout.edu

IRB Administrator
Sue Foxwell,
Director, Research Services
152 Vocational Rehabilitation Bldg.
UW-Stout
Menomonie, WI 54751
715-232-2477
foxwells@uwstout.edu

Statement of Consent:

By completing the following survey you agree to participate in the project entitled, Early Intervention with with School Bullying

Appendix B: Student Survey

This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

Anti-Bullying

Student Survey

The following is a survey to gather information if the school is acting to decrease the acts of bullying among the students.

Please circle the response that you agree is the best answer.

1. Have you seen bullying at school?
    a. Never
    b. Once in a while (once or twice a month)
    c. Frequently (once or twice a week)
    d. All of the time

2. If you have seen bullying, what did you do?
    a. I haven't seen any bullying
    b. Nothing, just watched
    c. Ignored it
    d. Tried to stop the bullying
    e. Asked for help

3. What do adults at school do when they see bullying?
    a. Nothing
    b. Stop it and tell everyone to leave
    c. Stop it and help solve the problem

4. Are you now, or have you ever been bullied at school?
    a. Never
    b. Sometimes (once or twice a month)
    c. Regularly (once or twice a week)
    d. Everyday

5. How were you bullied?
    a. I haven't been bullied
    b. Teased, insulted or threatened
    c. Excluded
    d. Something taken or stolen from me
    e. Shoved, hit or kicked
    f. Other ways

6. Why do you think some kids are bullied?
    a. I don't know
    b. They look or act different
    c. They are too smart
    d. They are smaller, weaker or younger
    e. They ask for it
    f. Other reasons

7. If you are or were bullied, why do think it happens?
    a. I haven't been bullied
    b. I don't know
    c. I look or act different
    d. I always do well in class
    e. I am smaller and weaker
    f. I guess I deserve it
    g. Other reasons

8. Why are some students bullies?
    a. I don't know
    b. They are bigger and stronger
    c. They think it is fun
    d. To get even for being bullied themselves
    e. To show off or impress their friends
    f. There is fighting in their homes
    g. Other reasons

9. If you bully other students, why do you do it?
    a. To get even
    b. So they will know who is in charge
    c. My friends and I think that it is fun
    d. I was taught that it is right to hit someone that bothers me
    e. Other reasons

10. Has an adult at school ever talked to your class about bullying?
    a. No
    b. Once, it was very helpful
    c. Once, but they really don't understand
    d. Regularly, and it really helps a lot
    e. Regularly, but it does not seem to help
    f. Other

11. Have you tried to talk to anyone about being bullied?
    a. I have not been bullied
    b. NO
    c. A teacher or another adult in the school
    d. Parents or adult that I live with
    e. Brother or sister
    f. Friend
    g. Other

12. What advice have you been given to stop being bullied?
    a. I have not been bullied
    b. None
    c. Tried to talk to the bully and tell him or her to stop
    d. Ignore the problem
    e. Stand up to the bully
    f. Tell an adult
    g. Other advice

13. What can adults at school do to stop bullying?
    a. Supervise the school better
    b. Start student patrols
    c. Make rules against bullies and punish them
    d. Conduct class discussions about bullying prevention
    e. Help students to work together and make friends
    f. Other ideas

14. What can parents do to stop bullying at school?
    a. Get involved
    b. Be more understanding
    c. Tell someone at school to help
    d. Other ideas

Works Cited

Anti-Bullying, http://schools.tdsb.om.ca/donmillsmiddle/Safe_Schools/survey-form.html, retrieved January 25, 2006.

Appendix C: Teacher Survey

This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

Anti-Bullying

Teacher Survey

The following is a survey to gather information if the school is acting to decrease the acts of bullying among the students.

Please circle the response that you agree is the best answer. All of the questions and answers relate to this year and last year.

1. Does the guidance program teach lessons about bullying?
    a. Yes
    b. No

2. What grades are these lessons taught?
    a. K
    b. 1
    c. 2
    d. 3
    e. 4
    f. 5

3. Do the classroom teachers teach lessons about bullying?
    a. Yes
    b. No

4. Is there a bullying problem within the school?
    a. Yes
    b. No

5. Are there consequences for students that are the bullies?
    a. Yes
    b. No

6. How many times a day does a student say that they are being bullied?
    a. None
    b. 1 to 2
    c. 3 to 4
    d. 5 or more

7. Is there parent involvement with the students that are the bully?

a. Yes
b. No