A COMPARISON OF PERCEPTIONS OF STUDENTS, PARENTS AND SCHOOL PERSONNEL REGARDING BULLYING BEHAVIOR

A Thesis Presented to
The Faculty of the Department of Public Health
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the Degree
Master of Public Health

By
Joan Buchar
August 2004

A COMPARISON OF PERCEPTIONS OF STUDENTS, PARENTS AND SCHOOL PERSONNEL REGARDING BULLYING BEHAVIOR

Date Recommended : July 2, 2004

Dr. Richard W. Wilson, Director of Thesis

Dr. J. David Dunn

Dr. Lisa L. Lindley

Elmer Gray, Dean of Graduate Studies and Research

Acknowledgements

I would first like to thank my committee. Dr. Wilson has been patient, encouraging and flexible. He has made this effort very positive and trouble-free. Dr. Dunn was the first person to encourage me to pursue this degree, and he graciously agreed to stay on my committee from pre-retirement days to post-retirement. Thanks to Dr. Lindley who, although she is planning her own move, has agreed to assist me.

I would also like to thank my friends and colleagues, especially, Mel, Michael and Cindy who kept me on track so I could scout out the MPH territory. Debbie Curtis has been invaluable as an advisor who is devoted to ridding the world of bullies. Larry Davis kept me motivated. Brian Van Horn and the crew from Murray State celebrated each step toward this degree and Maria saved my sanity by providing technical assistance. Thanks, too, to the AHEC staff for their help.

I'd like to thank my husband, Andy for his encouragement, support and patience when he had to make his own career decisions. Finally, I'd like to thank my wonderful, nearly-perfect children, Jessica, Erin and Benjamin who read drafts, made meals, and generally gave me the confidence to pursue this degree. I hope I set the example to never stop learning.

Table of contents

Title Page…….i

Signature Page……..ii

Acknowledgements……...iii

Table of Contents……..iv

Abstract……..v

Chapter 1 Introduction……1

Chapter 2 Review of Literature……..…….6

Chapter 3 Methods……20

Chapter 4 Results……..26

Chapter 5 Conclusion……32

Bibliography……..37

Appendix A Student survey……42

Appendix B Parent Survey…….46

Appendix C School Survey……48

A COMPARISON OF PERCEPTIONS OF STUDENTS, PARENTS AND SCHOOL PERSONNEL REGARDING BULLYING BEHAVIOR

Joan Buchar July 2, 2004 52 Pages

Directed by: Richard W. Wilson, J. David Dunn, Lisa L. Lindley

Department of Public Health Western Kentucky University

Bullying in America's schools is a problem that is, at best, a nuisance and at worst, the suspected cause of school shootings. Bullying is a persistent, physical or psychological abuse of power. It takes many forms from physical assault and name calling to shunning, ridicule or exclusion. The victims are usually powerless to change conditions and often bullying is ignored or dismissed as a 'rite of passage'. However, serious lifelong results can be experienced by bullies and victims. Victims can suffer from depression and suicidal tendencies; bullies can be at risk for commission of criminal offenses. In order to prevent, reduce or stop bullying in a school, school personnel need to collaborate with families and students to understand the problem and find a solution to it.

In this study, students, parents and school personnel were surveyed regarding the perceptions of whether and what types of bullying behaviors occurred at a small, predominately low-income, public elementary school in western Kentucky during the 2002-2003 school year. Responses were also elicited regarding attitudes toward bullying, bullies and victims. The surveys were administered to third, fourth and fifth grade

students. Parent and school surveys were returned voluntarily and all responses were anonymous.

A chi square test for homogeneity of populations was administered and results reported. Students and teachers reported more bullying occurrences than did the parents. Additionally, school officials believed they did better job handling bullying events than did the parents or students. Finally, students' attitudes toward bullies, bullying and victims differed significantly from both the school officials and the parents.

Chapter 1 Introduction

Statement of the Problem

On December 1, 1999, a school in western Kentucky was the site of a shooting that left three young girls dead and three other children wounded. The shooter was a young man who, by many accounts, was the victim of persistent and longstanding bullying. One theory of the cause of this tragedy is that the perpetrator was acting out of revenge, frustration and pain when he randomly shot into an early-morning prayer group assembled in the school's lobby. Many of the school staff and students' parents were incredulous. Few people knew that the boy had been bullied for years, or they did not know that the bullying was so extreme that it would result in such a dramatic response.

Perhaps bullying, that is the assertion of superiority over another, is innate in mammals. One can see it in our domestic pets. One canine has the 'top dog' position, and the others are subservient. Fortunately, we humans are higher mammals and shouldn't need to assert our dominance over others. However, upon visiting the typical middle school, one can see that there is a *popular* group that dictates mode of dress, acceptable slang and suitable extracurricular activities. Conversely, there are students who are awkward, uncool and outsiders. The latter, unfortunately, are often the targets of other children.

Just as the *in* crowd is exalted, the outsiders may be tormented. Although we all are familiar with these victims, and indeed, some of us may have been victims, we adults may not be aware of the extent of current bullying behavior in the schools. Children in

the schools know where, how and to whom bullying occurs. Unfortunately, the students do not have the ability to punish or prevent bullying, but parents and school staff do. Ideally if parents, school staff and students perceive the bullying problem in the same way, a school's bullying problem might be rectified. Just like the parents and staff of the school-shooting site, many parents and school personnel may underestimate or fail to comprehend their schools' bullying problems. It is the author's hypothesis that students' perceptions and attitudes regarding bullying are inconsistent with the perceptions and attitudes of their parents and school's personnel.

Purpose of the Study

This study was conducted to compare the perceptions of an elementary school's students and the school's faculty, staff and parents regarding the incidence of, and attitudes toward, bullying. This study endeavors to learn if the significant adults in children's lives agree with those children about where bullying occurs, how bullying happens and whether bullying is an expected and predictable part of growing up.

The guidance counselor at the research site was interested to know how serious the bullying problem was, from the students' standpoint. The author suggested comparing this data with similar data collected from the staff and parents in order to determine if everyone was in agreement or if the students thought the problem was more acute than did the adults.

Need and Significance of the Study

Although there is much literature written regarding the prevalence, causes and ramifications of bullying in schools (Smith, Morita, Junger-Tas, Olweus, Catalano and Slee, 1999), there is little published data that compares the perceptions of students to

those of the significant adults in the students' lives. The adults in a young child's life have considerable power to either ignore or remedy unpleasant situations in which the child is involved. This is true in the case of victims of bullies. If the adults (parents and school workers) acknowledge the problem of bullying, steps can be taken to reduce or eliminate the problem. However, if the bullying is denied, tolerated, not recognized or ignored, the results may be harmful at best and catastrophic at worst.

It is hoped that this study will add to the literature and contribute to ameliorating the problem of bullying in our schools by illustrating the different perceptions among students, school staff and parents. If these adults recognize that, in children's eyes, bullying is a prevalent, ubiquitous and traumatic occurrence, perhaps they will be more aggressive in thwarting it.

Limitations and Delimitations

This study was carried out in one elementary school in a district with four elementary schools. Hence, the results are representative of a small part of a small district. No claim is made to generalize these results beyond this particular population. The surveyed student population consists of those students who were in attendance on the days the survey was administered. No attempt was made to balance the number of females and males or the numbers of students from any particular grade. Likewise, the parental and school staff responses were voluntary; therefore the numbers of parents and school personnel that returned surveys are considerably lower than the number of students who responded. One can assume that the parents who returned the voluntary survey were interested and involved. Moreover, according to the literature, one may hypothesize that these involved parents may be less likely to have children who are

bullies (Nansel, Overpeck, Pilla, Ruan, Simon-Morton & Scheidt (2001). These parents may, in fact, be the parents of victims. It is for this reason that parental responses may be skewed toward an overestimation of the bullying problem.

No attempt was made to insure that only one survey was submitted from parents and school staff. However, parent surveys were transported via the students, so it is safe to assume there was no impropriety. It is possible that a school staff member could have submitted more than one survey; however, because each teacher and staff member received only one survey printed on distinctive colored paper, it is highly unlikely that this situation occurred.

Finally, no attempt was made to determine the veracity of the answers of any of the respondents. No validity or reliability measures were performed. The researcher assumes that students have no motivation to be inaccurate in their responses, and parents would have no reason to overstate or understate the problem of bullying in their children's school. School staff, however, might have an understandable desire to understate bullying in their school in order to project a good image. The researcher does not believe that this situation occurred because the identity of the school is not being revealed in this study.

Definitions:

- *Bullying* is an abuse of power in which one person uses gossip, shunning or physical force to intimidate another person.
- A *bully* is the perpetrator of bullying and is usually a physically or psychologically intimidating person. Bullies can be male or female and any age.

- A *victim* is the recipient of the bullying behavior. Usually victims are physically or psychologically weaker than a bully. Victims can be male or female and any age.
- A *bystander* is a person who observes bullying behavior but is not involved as either victim or bully. However, he/she may lend implicit approval to the bullying.

Chapter 2 Review of Literature

Introduction

The plight of the underdog and his/her eventual physical or emotional victory over the powerful aggressor is a theme that is as old as recorded literature. The Bible includes stories of characters that withstood abuse only to emerge triumphant. In the story of Joseph and the many-colored coat (The New American Catholic Version, The Holy Bible, Genesis, 37), Joseph was the favored child of his father. His brothers, jealous of their younger brother's status, ultimately sell him into slavery where he becomes the Pharaoh's victorious advisor and superior to his brothers.

In folklore, the stories of Cinderella (Perrault, 1697), the Ugly Duckling (Andersen, 1844) and Jack and the Beanstalk (Tabart, 1807) relate the conflict between a more powerful antagonist and the weak, but ultimately dominant protagonists. This theme of the strong, malevolent bully is recurring, too, in J.K. Rowlings' Harry Potter books (1997, 1999, 2000, 2003). We, the empathic readers, emotionally teeter between compassion for Harry the victim and exultation over Harry the triumphant when he outwits or overpowers the bullies.

This consistent theme appeals to most of us because at one time or another, we, too, have been emotionally or physically intimidated by a peer. Thus the study of bullies, the bullied and bystanders is one of great interest. Furthermore, those of us who are parents are sensitive to the possibility that our children are involved in this interface and seek to

find a solution to prevent them from suffering the effects of being bullied or of being a bully.

Because the bully/victim relationship is so familiar, it is often determined to be a rite of passage or a preparation for the adult world. On the contrary, it continues to be a painful, often dangerous occurrence, the results of which can be devastating to all those involved.

Definition

According to the commonly accepted definition, bullying is an abuse of power. It is the assertion of dominance by the more powerful over the powerless (Siann, 1993; Nansel, Overpeck, Pilla, Ruan, Simon-Morton & Scheidt, 2001; Olweus, 1993; Besag, 1989; Smith & Sharp, 1994). Dunn (2001) defines it as involving "oppression, either physical or psychological, of a less powerful person by a more powerful individual or group" (p. 38). According to Weir (2001) it is "when one or more children repeatedly and intentionally intimidate, harass or physically harm another…who is perceived to be unable to defend himself or herself" (p. 1249). The common threads in all the definitions are: 1) an imbalance of power between victim and bully, 2) repetition of abuse over time and 3) intent by the bully.

Bullying may take many forms, and researchers often classify these forms differently. It may consist of physical assault or threats of physical assault; however, it may take the form of non-physical threats, intimidation, ostracism and taunting. Additionally, some bullies (primarily female) use gossip to victimize the quarry (Olweus, 1993). Some researchers refer to bullying as *physical* when it is conducted through

pushes, punches, tripping and taunting. It is considered *emotional* or *relational* when the victim is rejected, humiliated, excluded and shunned (Rinaldo, 2001).

Norway's Dan Olweus, considered by many to be the 'godfather' of bullying research, classifies bullying as *direct* and *indirect*. *Direct* bullying events are physical attacks such as hitting, pushing, kicking and direct verbal acts such as threatening, name-calling and verbal abuse. *Indirect* bullying is telling tales about another -- gossiping and excluding or ignoring another (Olweus, l993; Boulton, Bucci & Hawker, 1999). In a study by Atlas & Pepler (1998), verbal attacks were the most common bullying occurrences. This was verified by others (Casey-Cannon, Hayward & Gowan, 2001; Morita Soeda, Soeda & Taki, 1999; Nansel et al, 2001).

Victims and Bullies

In many studies, boys are more often involved in direct bullying both as bullies and as victims (Sjostrom and Stein, 1996; Olweus, 1993); however, girls are involved most often in relational or indirect bullying (Siann & Callaghan, 1993). In Finland, Salmavalli (2001) found that girls are involved more often in verbal bullying and boys in physical. Conversely, in Japan, bullying is called ijime, and it is most often associated with females. Boys in Japan, however give ijime and receive it, but, "many Japanese surveys find the occurrence…to be more frequent among girls than among boys" (Morita, Soeda, Soeda & Taki, 1999, p. 321). As it is with other cultural events and customs, gender roles are blurring. Anecdotal evidence suggests that girls are becoming more aggressive. In a recent interview, Alan Beane expressed the claim that, in the United States, girls are becoming more physical in their bullying than they have been in the past (Fostering, 1999).

The stereotypical victim of bullies is weak, less confident and unpopular. However, some children are victimized regardless of size, appearance, demeanor or social status. For example, the current Miss America was bullied due to her mixed race heritage. She however overcame the barrier, ultimately won the pageant and espoused an "empowering youth against violence" platform (Foston, 2002).

In addition to, or perhaps because of, their perceived weakness, victims have a difficult time blending into the social fabric, and confrontation with bullies only increases their isolation and vulnerability (Hazler & Hoover, 1983). Even if other children want to associate with a victim, the stigma associated with them may be too great. Nansel et al (2001) found that victims are "avoided by other youth for fear of…being bullied themselves or losing social status" (p. 7).

A "Catch-22" for victims is that often they are ostracized or bullied due to their awkward behavior, but the bullying magnifies and aggravates these traits. Johnson, Thompson, Wilkinson, Walsh, Balding & Wright (2002) determined that "anti-social, hyperactive behaviors, particularly emotional problems and poor social skills make a pupil more vulnerable" and more easily victimized (p. 555).

At first blush they may appear to have little in common, but the bully and the victim, according to Nansel et al. (2001) both have trouble adapting to their environments. They also found that victims experience more isolation and loneliness. Bullies, on the other hand, may do poorly in academic subjects and, as adults, may turn to alcohol and tobacco use (Nansel et al, 2001). Moreover, according to *Youth Violence: A Report of the Surgeon General* (2001), children that exhibit physical aggression before puberty are at increased risk for violent behavior. Furthermore, the study finds that those children who "become

violent before about age 13 generally commit more crimes, and more serious crimes, for a longer time" than those individuals who begin their criminal activity during adolescence or later (p. xi). The study goes on to say that children who are violent at an early age have a greater tendency to become involved in increasingly violent events into adulthood than those juvenile offenders whose violations occur initially during adolescence. The study by Nansel et al (2001) supports this. They found that twenty-five percent of highly aggressive eight year-old boys had criminal records by age 30, while, for the general public, the statistic is 1 in 20 or 5%. According to Alan Beane, bullies often go on to hazing, sexual harassment and being abusive spouses (Fostering, 1999). He insists that "children today face bullying that is more intense in frequency and seriousness" (p. 4).

Not only do victims and bullies have negative outcomes, sometimes their roles collide. Interestingly, Sandra Graham, professor of Psychological Studies in Education at UCLA, stated in a recent interview, that she sees the roles of victim and perpetrator often overlapping. She says that some bullies are also victimized by other bullies (Dess, 2001). Likewise, Dunn (2001) found that bullies are often subjected to abuse by adults at home. Graham feels that these bully/victims "do especially poorly. They have all the negatives associated with being victimized and don't get the peer support that other [non-bullied] aggressive kids do" (Dess, 2001, p. 47).

There is much variation in how bullies are viewed by their peers. Although Nansel et al (2001) found that bullies often can be the recipients of peers' admiration and emulation, Hazler and Hoover (1993) found that many students perceive that bullies are

not superior and that bullying is "the result of the bully's own lack of self-esteem" (p. 17).

Bullies and victims do not always have to be contemporaries. Casey-Cannon, Hayward & Gowen (2001) indicate that bullying is "peer victimization" (p. 138). This suggests that bullying is always done by one's equal; however, many researchers stress imbalance of power as the critical component of bullying (Olweus, 1993). If the power imbalance is, indeed, critical, one can conclude that teachers may bully students and vice versa. For instance, a student may intimidate a teacher or administrator (Besag, 1989). The student has power because they know that some adults may fear the students' physicality or the adult may simply feel impotent to overpower the student due to lack of administrative support. Needless to say, when bullies harass teachers, a school has serious control problems.

Impact of Bullying

The bullying phenomenon is not only the concern of bullies and victims or even the participants and their parents - it has ramifications for all of us. Many people believe that bullying may have been the impetus for the school violence in Littleton, Colorado, Paducah, Kentucky and Pearl, Mississippi. Those incidents caused pain and suffering to entire school communities. The deaths of bullies, victims and their classmates jarred entire populations who complacently believed that bullying was either not occurring or that it was a harmless inevitability of childhood that could not result in violent retaliation.

In *The Safe School Initiative* (2002), a report by the Secret Service, it was determined that victims of bullies were the perpetrators of several school-based shootings. The authors stated that:

> In over 2/3 of the cases, the attackers felt persecuted, bullied, threatened, attacked, or injured by others prior to the incident. A number of the attackers had experienced bullying and harassment that was longstanding and severe…bullying appeared to play a major role in motivating the attack at school. (p. 7)

Effects of Bullying

Regardless how one defines bullying, bullies or victims, for those who are victimized, the experience is painful, embarrassing, and sometimes, life-altering (Bond, Carlin, Thomas, Ruben & Patton, 2001, Van der Wal, de Wit & Hirasing, 2003). Borg (1998) found that 8% of the children studied indicated that bullying affected their lives to the point that they had tried to "commit suicide, run away, refused to go to school or had been chronically ill" (p. 433). In the Netherlands, Van de Wal, de Wit & Hirasing (2003) also found that depression and suicidal thoughts are sometimes linked to bullying. It appears that these outcomes are stronger for victims of indirect bullying rather than direct bullying. It may be that the social isolation of indirect bullying (gossiping and shunning) is more lethal than overt intimidation like punching or shoving. The researchers found that direct bullying was linked to depression and thoughts of suicide for girls (p.1). If the results are not always that dramatic and life threatening, they may still have a considerable psychological impact.

In a cohort study done by Bond, Carlin, Thomas, Rubin & Patton (2001), they found that a history of bullying is positively correlated with depression and anxiety symptoms. This correlation is especially strong in girls (Van de Wal, de Wit, and Hirasing, 2003). Additional responses to bullying are asserted by Beane who states that victims are "ashamed of being bullied; fear retaliation; or worry that adults can't or won't help them" (Fostering, 1999, p. 4). Borg (1998) discovered that male victims were vengeful but

female victims generally felt self-pity and helpless. Conversely, he found that bullies' emotions range from remorse to satisfaction, and bullies, although popular in middle school, "run a(n)…increased risk of engaging in other problem behaviors such as criminality and alcohol abuse" (Olweus, 1993, p.36).

Because bullying can have such severe repercussions, the American Medical Association (AMA) has posted on its website a patient information page on bullying to encourage parental awareness of the problem. Parents of bullies are encouraged to seek help for their child who is harassing other children and it urges parents of victims to encourage disclosure and dialogue with their children. The information page, developed and issued by the American Academy of Child and Adolescent Psychiatry, states that "bullying can lead to serious academic, social, emotional and legal difficulties [for victims]" (American Academy of Child and Adolescent Psychiatry [AACAP], 2001).

The Bullying Environment

The majority of childhood bullying events occur during school hours. Most researchers agree that bullying begins early in life. Some think events may occur in pre-school. Numerous surveys, however support the fact that bullying begins in elementary school, peaks in middle school and declines in high school (Nolin & Davies, 1996; Olweus, 1993).

Prevalence

The bullying problem is a global one. According to Weir (2001) "the proportion of students [across countries] is remarkably similar" (p. 1249). She reports the prevalence to be: Australia 17%, England 19%, Japan 15%, Norway 14%, Spain 17% and U.S. 16%. Bullying is the subject of much research and publicity in Europe, Australia, Japan and the

United States. In Australia, in 1991, Rigby and Slee published the benchmark research for Australian bullying studies. They found that, in a sampling of 6-16 year-olds across the continent, 13% of girls and 17% of boys felt they were 'picked on a lot'. A subsequent, national study concurred that 1 in 6 or 7 middle and high school students were bullied on a weekly basis.

According to Olweus (1993), in Norway one in 7 pupils was involved in bully/victim problems during any one term. Olweus (1993) has been quoted as saying that the problem is "considerate…in Norwegian schools, a problem that affects a very large number of students" (p. 14). In Great Britain, in 1989, the Elton report indicated that as many as 20% of surveyed children were involved in bullying (Wheldall, 1992). More recently, according to data from the 2001 Childline Conference, 13% of students experienced bullying that persisted for one term (Bullying, 2001). In Malta, Borg (1998) surveyed 6,282 students in 50 state schools and found that 3,801 students identified themselves as victims of bullying during any one term. In Italy, Menesini (1997) surveyed 1,379 students in Florence and Cosenza and found that 28.8% of primary students considered themselves victims of bullies in the previous term. In middle schools 21.8 % were self-described victims. These numbers are higher than those found in many other countries, but they are comparable to the 40% of primary and 28% of middle schoolers reportedly being bullied in a 1996 Italian study by Genta, Menesini, Fonzi, Costabile and Smith. It is unclear why some of these numbers are elevated. It may speak to the subjective nature of human emotions and perceptions.

In America, it is estimated that 160,000 children miss school every day to avoid being bullied (Rinaldo, 2001). According to a survey completed by the *Youth Advisory*

Council at Student Advocacy, Inc. 98% of 1,260 students from 85 schools in New York State said that bullying occurs at their schools (Schroeder, 2002).

Nolin and Davies (1996) cite results of the *National Household Education Survey* (NHES:93). They indicated that 56% of the 6,504 students in grades 6 to 12 said bullying occurred in their schools during the 1992-93 school year. In the Hazler and Hoover (1993) oft-cited survey of 204 Midwestern students, 75% of middle and high school students in small, Midwestern communities in the spring and summer of 1990 reported being bullied. Again, this is a remarkably large number and may perhaps be a result of measurement variation or inconsistencies.

The evidence is overwhelming that there is a great deal of physical, emotional and psychological abuse being perpetrated and witnessed in the schools around the world. The proposed solutions are diverse but have some commonalities.

The Role of Schools

Teachers and school personnel, because they are a constant presence in the students' lives, need to face the reality that bullying is prevalent in schools and that it can have a devastating effect on victims, perpetrators and even bystanders. Dunn (2001) explains that if some of these bullying behaviors occurred among adults, there would be accusations of crimes of "extortion, harassment and making threats" (p. 38). Although bullying in an adult world may be criminal, many adults ignore childhood bullying. According to Schroeder (2002), 42% of students surveyed said that adults saw bullying occur. In Greece, Houndoumadi and Pateraki (2001) found that approximately one-half of students don't know if teachers are even aware of the bullying that occurs. In fact, they state, "seen from the perspective of pupils, primary school teachers seem to be largely

unaware of the extent of bullying behaviour in their schools" (p. 4). In one of Olweus's (1993) studies, 60% of secondary students and 40% of primary students said that teachers tried to stop bullying "only once in awhile or almost never" (p. 20). Olweus (1993) also found that 65% of primary and 85% of secondary students said that the teachers did not talk to them about bullying.

Stockdale, Hangaduambo, Duys, Larson and Sarvela (2002) in a study of 739 students in 7 rural communities found that when they surveyed students, parents and teachers regarding bullying behaviors, "students tended to report higher prevalence of bullying than did parents or teachers" (p. 266).

Although the research points to adults' weaknesses, such as apathy and worse, Besag (1989) believes that some teachers do not want to get involved in student interplay for fear of making situations more dangerous for victims. However, Batsche (1994) says "the response of school personnel to bullying is…disappointing" (p. 5). He goes on to say, "[victims] believe that they are victims [also] of the system through lack of protection and support" (p. 5). Indeed he may have cause to make this indictment. Some adults feel that victims are provocative or insipid. Sandra Graham says "some [middle school] teachers say victims bring it on themselves" (Dess, 2001, p. 47). Nabuzoka (2003) says "peers…associated being a victim of bullying with shy and help-seeking behaviors while teachers associated victims with fighting and being disruptive and less cooperative" (p. 7). This may explain why some females, who are usually seen as less disruptive in the classroom, were likely to perceive teachers as more helpful in preventing bullying than did the boys (Menesini, Eslea, Smith, Genta, Giannetti, Fonzi & Costabile (1997).

Those teachers who don't see victims as confrontational may nevertheless feel that teacher interference is unnecessary. Dunn (2001) found that educators often dismiss bullying as being part of the "passage into adulthood" (p. 38). This may be the fault of inadequate teacher training programs. According to Gillen (2002) in Britain, "most newly qualified teachers do not receive advice on how to deal with bullying" (p. 18). The classroom teachers, however, may feel that their administrators need to dictate the policy on bullying. Siann (1993) compared the impressions of teachers in two schools in Britain. The teachers working in the school with the bigger bullying problems felt that the administration put little or no emphasis on acknowledging or eliminating the bullying behavior.

It may be that teachers are not callous or untrained, but rather, that they do not have an accurate view of bullying. Hazler, Miller, Carney & Green (2001) believe that teachers see physical abuse only as a bullying behavior but do not categorize emotional or verbal abuse as bullying. And Boulton, Bucci & Hawken (1999) found that in both Swedish and English secondary schools, bullying is a problem, but different activities are considered bullying by teachers and students. Beane concurs in an interview for *Curriculum Review* (Fostering, 1999). He explains the inaction of some administrators as well as teachers and parents by claiming that they don't know what to do, or they "don't know how to recognize bullying, let alone prevent it or intervene" (p. 1). Borg (1998) is less forgiving. He believes that teachers are skeptical of complaints of bullying and are unable or unwilling to "support and protect victims" (p. 438).

Some adults may ignore it, defend it, misunderstand it or underestimate it, but adults are the key to improving the school climate for victims, bullies and others. Whitney and

Smith (1994) said that when adults are involved in intervention, the results are positive. The research supports the belief that adults need to be involved and visible in any anti-bullying efforts (Dess, 2001; Weir, 2001; Olweus, 1993; Besag, 1989; Eslea, 1998).

Olweus (1993) adds that:

> Adult involvement in counteracting bully/victim problems is an essential general prerequisite to …a [n] intervention program and it is important that the adults do not view bullying as an inevitable part of children's lives (p. 67).

The Role of the Family

Perhaps some victims have intuitively understood this lack of support in school, or perhaps it is human nature to turn to one's primary nurturers for support. Because young children especially cannot solve the bullying problem themselves, they turn to an adult, and the adult they most often turn to is a parent. Olweus (1993) found that 55% of primary students said someone at home talked to them about bullying. In Greece, too, pupils in Houndoumadi and Pateraki's study (2001) stated that parents have talked more than teachers to victims and bullies. Victims (boys and girls) and female bully/victims (those that Houndoumadi considers both bullies and victims) apparently felt the most comfortable reporting bullying events to their parents. In the Greek study, 42% of male and female victims reported events to parents, and 46% of girls (bully/victims) told their parents. Interestingly or predictably, only 19.6% of bullies (boys and girls) reported to parents.

One can proffer the assumption that these 'tellers' felt that their parents would be understanding and helpful. Not all parents though are sympathetic. Like some teachers, many parents, too, see bullying as a rite of passage, a way of toughening up and possibly

a way to teach the social order (Besag, 1989). Beane summarizes by saying, "bullying continues because it is unnoticed, unreported and misunderstood" (Fostering, 1999, p. 4).

Just as the more powerful person in a dyad perpetrates bullying, it is a more powerful dual force that can eliminate or reduce bullying. Throughout the literature, there is agreement that the significant adults in children's lives can and must join together to stop bullying (Besag, 1989, Olweus, 1993).

Conclusion

Bullying is a global problem. Researchers from Australia to Norway have documented bullying problems among their countries' schoolchildren. It is a problem for all those involved. Victims can carry irreparable scars through adulthood. It can impair their ability to function in society, and may, indeed lead to violence against others or themselves. Bullies, although many often seemingly go unscathed, can persist with a life of successively more anti-social behaviors. Bystanders may seem to be unharmed in the bully/victim encounter; however they have been unintentional victims of the violence that sometimes erupts as a result of victimization. Bullying can have life-altering and even fatal consequences, but a unified front of parents, schools and students can combat it before its effects become irreversible.

Chapter 3 Methods

Participants

Students

This study was undertaken in an effort to determine if the perceptions of students, their parents and school personnel were consistent regarding bullying activities in the school. A total of 188 students in grades 3 through 5 from one elementary school of an independent school district in western Kentucky were surveyed using the instrument found in *The Bullying Prevention Handbook, a Guide for Principals, Teachers, and Counselors* (Hoover and Oliver, 1996). The respondents were 22 third grade boys, 39 third grade girls, 31 fourth grade boys, 31 fourth grade girls, and one fourth grader who did not report a gender. Also surveyed were 28 fifth grade boys and 33 fifth grade girls. Three fifth graders declined to identify their gender.

Children in the targeted grades were asked to complete a survey (Appendix A) administered by the guidance counselor, but they were not required to do so. However, no students refused to answer the questions. On the day the survey was administered, the participation (and attendance in grades 3,4 and 5) was 92.6%. Parental permission specific to this survey was not sought, however, parents give blanket permissions at the beginning of the school year. Students were asked their gender but were not asked their race. However, the racial make-up of the sample is as follows: 79.3% African American; 18.2% Caucasian; 1.97% other, not Hispanic and .492% Hispanic.

Parents

Parent surveys (see Appendix B) were disseminated to families through the use of a "Thursday Folder", a take-home folder that students transport home once a week. Two hundred and two (202) of the school's parents responded to the survey (approximately a 50% response rate). Of those, 80.6% described themselves as mothers, 3.46% were fathers, 9.9% were grandparents and 4.45% were guardians.

School personnel

Twenty-five teachers, an aide and one administrator returned the school survey (Appendix C). This is 75.8% of the teachers and 33% of the administrators and 14% of the classroom aides. No other staff responded, although cafeteria workers, janitors and others were invited to respond.

School Profiles

The school was chosen for this research because of the willingness of the administration to share their data and because the school's parents have the reputation for enthusiastic involvement in school events. The Family Resource Center director and the guidance counselor have had a keen interest in the subject of bullying and have subsequently implemented anti-bullying programs. The guidance counselor had collected the student survey data for her own use to justify the implementation of the bullying programs. Additionally, the parents of this school and the administration have historically participated in family attendance activities.

At the time of the survey, the school had an enrollment of 441 students. The student body was 78% African American, 19.5% White, 1.6% other, not Hispanic and .9% Hispanic. The average classroom surveyed had 16.9 students. All the teachers, save

one, were females. Ninety-two percent of the students were on free and reduced lunch. Because the research was done in a school with a preponderance of low income families, one may make the case that this is not a 'typical' school. Therefore, one should be cautious when generalizing the conclusions for all schools. With that said, based on the literature, there is no 'typical' school when it comes to bullying, and neither homogeneity, heterogeneity, nor poverty or wealth predisposes or exempts a school from bullying events.

Measures

Three surveys were used to discern students, parents' and school personnel's opinions regarding the incidence, location, and type of bullying that takes places in the school. Additionally, the respondents' opinions regarding bullying and its effects were also solicited. The parent and school personnel surveys are parallel, but the student surveys, due to the fact that their responses were based on personal experience, had wording that was not parallel. For this reason, some of the items could not be matched exactly. Some demographic data were gathered from students and parents by self-report. Table 1 summarizes the surveys' measures and their properties.

A subjective question asked of students was "Have you ever been bullied by other students (during any school year)?" The questions posed to the parents and teachers were "Has your student been bullied?" and "Have you seen bullying occur at the school?" respectively. Students were asked if they were bullied by the same gender or opposite sex or both. This item on the school and parent surveys read "bullying occurs mostly by" and the choices range from no one to both sexes.

Students were asked if students older, younger, same age or younger and older perpetrated the bullying. On the parent and school surveys, this item and its options read: "Bullies are usually: older than, younger than, same age as or both older and younger than victim." The survey also asked respondents to indicate how well they thought the school personnel handled bullying. All three surveys read: "How well do school officials handle bullying?" Student surveys qualify the item by adding "of others". Although there is an item that asks students "If you were bullied, how well did school officials handle it?", the research attempts to determine the climate in the school as applied to all bullied students, not the personal experiences of individuals, so this item was not included in the findings reported in this study.

The attitudinal items on the three surveys consist of four statements that ask for agreement or disagreement regarding whether teasing is done in fun, if victims bring bullying on themselves, if bullying teaches victims and others the social order or if bullying makes victims 'tougher'. The parents', students' and school surveys use a modified Likert scale for these items with agree and disagree categories but no neutral category.

Procedures

In the weeks before the survey was conducted, the guidance counselor visited individual classrooms to introduce the topic of bullying. She used a variety of films such as *"No More Teasing"* and *"What We Learned about Bullying"* (Sunburst Visual Media) to define the topic. Student surveys were conducted in the classrooms during regular class time by the guidance counselor. She presented introductory material about bullying including the definition from the *Bully Free Classroom* (1999) by Allan L. Beane, PhD,

which she wrote on the board. It reads: "Bullying is when a stronger, more powerful person hurts or frightens a smaller or weaker person deliberately (on purpose) and repeatedly (again and again)" (Beane, 1999, p. 16). The guidance counselor read statements about bullying (appendix D) randomly from the Anti-bullying Curriculum.

Table 1 Summary of Research Measures

Measure	Survey used in	# of items	Sample item	Scale anchor
Bullying experience	Students Parents School	1	Have you ever been bullied by other students?	No Yes
Bully's gender	Students Parents School	1	Bullying occurs mostly by: same sex, opposite, etc.	None Same sex Other sex Both
Bully's age	Students Parents School	1	Bullies are usually older, younger, etc	None Older Younger Same Old&young
School Effectiveness	Students Parents School	1	How well do school officials handle bullying?	None Didn't deal Poorly Well
How bullying occurs	Students Parents School	6	Do you think the following behaviors occur often?	No Yes
Where bullying occurs	Students Parents School	7	Where do you think bullying occurs?	No Yes
Attitude toward bullying	Students Parents School	4	Most teasing is done in fun, not to hurt.	Agree much Agree Disagree Disagree much

The participants were asked to agree or disagree with a variety of assertions such as: "People who complain about bullies are babies", "Only boys are bullies" and "People who are bullied might hurt for awhile but they'll get over it" (p. 17). Then students were

invited to brainstorm bullying situations and to ask questions whose answers might clarify their understanding of what is and isn't bullying behavior.

Although some may believe that this preparation of students may have artificially influenced students' responses, the guidance counselor solely intended to define terms so that all students understood what is and is not considered bullying behavior. No attempt was made to influence students' replies.

Students were assured of the confidentiality of the surveys and given time to complete the tool. The guidance counselor was present, but did not directly observe students' responses. The teacher may or may not have been present, but she/he was clearly not administering the survey. After all children had completed the survey, the guidance counselor collected the surveys.

Parent surveys were sent home via the "Thursday Folder". These folders are taken home by the children and used for teachers and school administrators to communicate with students' families. Parents were asked to fill out the survey and the students were to return them to their classroom. Directions are printed on the survey. (Appendix B) Surveys were anonymous and most students returned the survey to his/her teacher, although some students returned their survey directly to the guidance counselor. Each child who returned a survey was rewarded with a piece of candy that the author supplied.

School surveys were disseminated in the school mailboxes and were returned directly to the guidance counselor in her mailbox. School personnel were asked to describe themselves as teachers, administrators, staff or aides. They were not asked their gender, the grade level taught, or their identity.

Chapter 4 Results

Similar or identical questions were asked of all three groups - the students, parents and school personnel. However, because the students' surveys asked for responses regarding personal experience and parents and teachers were asked for their opinions regarding what occurred at the school, some of the responses could not be compared among all three groups. Parallel questions for all three groups included the question regarding how the school responded to bullying events and the four questions regarding affective or attitudinal reactions to bullying.

Parents' and students' answers to the question regarding the prevalence of bullying were compared although the wording of the two questions was not identical. The students were asked about their experiences as victims and parents were asked if their children were victimized. The rest of the survey items were parallel for school personnel and parents (or grandparents and guardians). All responses were analyzed using a chi square test for homogeneity of populations.

The chi squares and significance at the .05 alpha level for many of the analyzed questions are presented in Table 2.

The questions, "Has your child been bullied?" (for parents) and "Have you ever been bullied?" (for students) yielded a chi square of 17.164 (p-value <.001) indicating that there is a significant difference between the perceptions of the groups. The percentage of students reporting being bullied was 73.4% however, only 53% of parents indicated that their child had been bullied. School officials were not included in the

calculations because when teachers were asked if they thought bullying occurred in the school, the teachers' responses were based on the experiences of any or all the children in the school. Nevertheless, 100 percent of the school personnel felt that bullying does occur at the school, and 96.3% said that they had personally witnessed bullying events. Parents were also asked if they thought bullying occurs at the school. When these responses and the school personnel's responses to the same question were compared, there was no statistically significant difference (chi square = 2.977, p-value =.0844).

Table 2. Analysis of survey questions

Question	Groups surveyed	Chi Square
You/child bullied?	Parents, students	17.164***
Bullying occurs at school?	Parents, school	2.977
Bully gender?	Parents, school	2.254
Bully age?	Parents, school	4.699
How school dealt with bullying?	Parents, school, students	37.924[1]***
Physical bullying?	Parents, school	.7607
Teasing?	Parents, school	4.463*
Saying cruel things?	Parents, school	2.813
Excluding?	Parents, school	11.747***
Practical joke?	Parents, school	.687
Refusing to play?	Parents, school	1.271
On bus?	Parents, school	.127
On playground?	Parents, school	1.680
While walking to/from school?	Parents, school	3.899*
In class?	Parents, school	1.366
At lunch?	Parents, school	1.753
In hall?	Parents, school	.136
In gym?	Parents, school	.824
Teasing done in fun not to hurt	Parents, school, students	11.848**
Victims bring it on themselves	Parents, school, students	50.062[1]***
Teaches what's important to group	Parents, school, students	14.855[1]***
Makes people tough	Parents, school, students	58.926***

[1] Number of school personnel too small to calculate significance

* = $\leq$.05 ** = $\leq$ .01 *** = $\leq$ .001

All three groups were asked how the school responded to bullying events. Students were asked two questions concerning this topic. They were asked how the school staff

responded when they (the students) were bullied, and they were asked how the school staff responded when someone else was being bullied. Responses to the latter question were compared to the responses of parents and school personnel. There was a statistically significant difference (chi square = 37.924 p-value <.001). Twenty-four percent of the students said that the school responded poorly to another's bullying; 29.8% of the parents said the same. Thirty-three per cent of the school's staff said they felt the school was doing a poor job of responding to bullying events. Thirty-six percent of the children felt the school responded 'well', 54% of the parents felt the school responded 'well' and 67 percent of the school's staff felt they responded 'well' to the bullying they saw (See Table 3).

Only parents' and school personnel's questions regarding what constitutes bullying, where bullying occurs and who is the most likely to be a bully were compared. This was again done because students were asked for subjective responses regarding their own bullying experiences. However parents and school workers were not asked to recall a personal experience, but what they thought occurred at the school. Parents and school personnel were asked to indicate which behaviors (i.e. teasing, physical bullying, exclusion, rejection, and practical jokes) they felt occurred at the school. Children were asked in which way (teasing, physical bullying, etc.) they were bullied. There was a statistically significant difference between the parents and school personnel for the question regarding teasing (chi square = 4.463 p-value =.0346) and the question regarding exclusion (chi square = 11.747 p-value =.0006) as types of bullying. Eighty-five percent of parents felt that teasing occurred as a means of bullying, and 100% of

school staff agreed. Fewer than half (42%) of the parents felt that exclusion as bullying occurred at the school, but 77% of the school personnel made the same statement.

When parents and school staff were asked about locations of bullying behavior, there was a statistically significant difference on the question regarding walking to school being a site (chi square = 3.899 p-value =.0483). Thirty-nine percent of the parents felt that bullying occurred during ‘walking to or from school’, but 59 percent of the school staff agreed.

Table 3 Analysis of responses (percentages)*

Question: How well do school officials handle bullying?	No bullying occurred	School didn't deal	Poorly	Well
Students	28.1	12.4	23.8	35.7
Parents	8.6	7.4	29.9	54.0
School	0	0	33.3	66.7
*chi square = 37.924 p = ≤ .001				

Questions regarding attitudes about bullying were asked of all the groups. Respondents were asked to reply on a modified Likert scale to the statements: "Most teasing is done in fun, not to hurt"; "Victims bring it on themselves"; "Bullying helps to teach the group rules"; and "Bullying makes people tough". The 'strongly agree' and 'strongly disagree' choices were collapsed into the 'agree' and 'disagree' categories (respectively). The responses to these statements were recorded in a two (agree and disagree) by three (parents, school, students) contingency table. There was a significant difference for all four statements. The frequencies of parents and students in the 'agree' or 'disagree' categories were elevated from the expected cell frequencies, assuming homogeneous populations. Table 4 reflects the percentages of parents, students and school personnel that responded to these statements. Forty-three percent of the students felt that 'most teasing was done in fun, not to hurt people'. But only 27% of parents and 26% of school personnel agreed. The chi square was 11.848 (p-value <.01). An alarming 38% of students felt that 'most students who get bullied bring it on themselves'. However, the percentages for parents and school officials are 9% and 8% respectively. Chi square was 50.062 (p-value <.001). The final statement 'bullying helps people by

making them tougher yielded an agreement from 31% of students and only 4% of parents. None of the school personnel agreed with the statement. The chi square was 58.926 (p-value <.001).

Table 4 Analysis of responses re: Attitudes concerning bullying (percentages)

Statement: Teasing done in fun, not to hurt	Agree	Disagree
Students	43	57
Parents	27	73
School	26	74
Chi square = 11.48 p = .0027		
Statement: Victims bring it on selves		
Students	38	62
Parents	9	91
School	8	92
Chi square = 50.062 p = ≤.001		
Statement: Bullying teaches what is important to group		
Students	12	88
Parents	3	97
School	0	100
Chi square = 14.855 p = ≤.001		
Statement: Bullying makes people tough		
Students	31	69
Parents	4	96
School	0	100
Chi square = 58.926 p = ≤.001		

Chapter 5 Conclusions

In order to create an environment in which bullying is discouraged or prohibited, it is important that students, parents and teachers have corresponding perceptions, awareness and attitudes toward bullying. Unless the students and families have faith that the school is interested and effective in solving the bullying problem at the school, they (students and families) will not take seriously any attempt to manage the problem. A unanimous suggestion in the literature is that parents, school staff and students work together to tackle the bullying problem and create a safe school environment (Will and Neufeld, 2003; Olweus, 1993; Noonan, Tunney, Fogel & Sarich, 1999).

Regarding the critical issue of parents' and students' perceptions of bullying, there was a clear difference in perceptions. Because students reported being bullied (73.4%) more than parents reported their child being bullied (53%), it may be that parents do not perceive bullying to be as prevalent and significant as do their children. It appears, however, that teachers (100%) are aware of the level of bullying. Although the parents at this school are known to be involved and interested, either they minimize their children's reports of bullying or children are not reporting (to parents) the level of bullying that occurs. This project does not settle that issue.

Although the school is often the site of bullying, it cannot be the sole location of the solution. Besag (1989) states that the family is the first influence on the child's social self and how he/she reacts to others. From the level of violence in the home to the marital harmony of the parents, family conditions help create victims and bullies. Noonan, Tunney, Fogal and Sarich (1999) illustrated how important parental input is in developing student codes of conduct. Parents of bullies, victims, and bystanders must

acknowledge the bullying problem in order to be instrumental in solving it. Therefore, the parents at this school should be afforded a more realistic view of the bullying situation.

Although parents are an integral part of the solution, on a day to day basis, school officials are the interveners, arbiters and judiciaries in bullying incidents. All students need to feel confident that there is a system for reporting and adjudicating bullying events. Will and Neufeld (2003) state that "if school personnel are to respond appropriately when bullying…complaints are filed, policies…must be in place that provide for a fair and judicious investigation (p. 3)."

There was a statistically significant difference in how the surveyed groups viewed the actions of school officials when handling bullying events. Although 67% of school personnel felt they were doing a 'good' job handling bullying activities, only 54% of the parents agreed. The student numbers were a little more difficult to interpret because twenty-eight percent of the students reported 'no bullying occurred'. If one removes this subpopulation (52 students) from the group of students, 48% of the remaining respondents (e.g. those who felt bullying <u>had</u> occurred) reported that school personnel did a 'good' job handling bullying events. This number is less than the 67% of teachers who felt the school was doing a good job. The remaining teachers were more critical of the school, in fact, than the students or parents. Thirty-three percent of the teachers reported that the school had made a 'poor' effort. Of the students, 23.8% said the school had done a 'poor' job of dealing with bullying, and nearly 30% (29.9%) of the parents also felt the school's attempts had resulted in a 'poor' job. It is a concern that nearly one quarter of the students had a negative impression of the school officials' job handling bullying.

Moreover, it is alarming and disconcerting that many of the parents, too, were disapproving of the school's efforts.

It should be noted that the survey's terms 'poor' and 'good' are subjective. The respondents' ideas of poor and good interventions for handling bullying events are based solely on their opinions and not on any standardized acceptable practices.

The teachers can be instrumental in preventing bullying before it starts and in developing a clear system for identifying, reporting and managing incidents. Additionally, teachers' attitudes toward bullies and victims can influence students' impressions. Besag (1989) believes that it is through the teacher that students are cued to how to treat one another.

Perception is certainly an important first step in solving a bullying problem, but the underlying belief system may be more fundamental. Some of the students' responses to the attitude questions regarding bullying were most distressing, and perhaps the key to why bullying persists despite apparent disapproval by both parents and teachers. The fact that students said that most teasing was "done in fun, not to hurt" others (43%), suggests that these students dismiss the seriousness of bullying's effects on the victim. More alarming is the percentage of students (38%) that felt that victims of bullies "bring it on themselves". The fact that only 9% of parents and 8% of teachers agreed with this statement, suggests that some students develop this opinion regardless of their family's or teachers' influences. Furthermore, the significant proportion of students who agreed that "bullying makes people tough" (31%) could instill the attitude in a class that victims "need" to be bullied or at least that "getting tough" is desirable. Again, the beliefs of parents and teachers and the classroom system will affect students' attitudes.

Therefore, to solve the problem of bullying, one needs to look at the problem holistically. The approach that schools often take is directed at either victims or bullies. Sjostrom and Stein (1996) say, "studies of bullying have focused on the pathology of the bully instead of on the whole school culture". Some researchers advocate prevention and early intercession to create a school atmosphere that discourages bullying. Batsche & Knopf, (1994) specifically, suggest providing counseling for bullies and victims; involving parents; and implementing intervention strategies.

All students, not just bullies and victims, need to be part of the solution. One example of a school district that has taken a proactive stance against bullying is the Salt Lake City school district that successfully implemented the following steps: giving students the opportunities to talk about incidents; developing a class plan; and acting immediately when anyone sees bullying to get students to work together (Curriculum Review, 2001). Besag (1989) suggests that the school sees itself "as a community where the aim is for each member to be responsible for his or herself and for the well-being of all others (p. 105)." The participants of a Children's Conference in the United Kingdom (2001) concur that anti-bullying strategies include the whole school and that they are created with and supported by students.

Many of the commercially available anti-bullying programs, based on the work of Dan Olweus, recommend a combination of interventions including awareness and participation of adults through better supervision by school staff; PTA involvement; meetings with parents of bullies as well as meetings with victims' parents; class activities; and other imaginative solutions.

Knowledge, skills and attitudes can change, but the difficulty of changing each increases respectively. Therefore, for a rapid response to the bullying problem this school may want to:

1) Promote the *knowledge* that bullying is bad and will not be tolerated in the school
2) Teach students how to develop the *skills* for dealing with all bullying events in order to decrease or eliminate them
3) Foster an environment of tolerance in the school that will (hopefully) lead to a change in students' attitudes

All these objectives can be accomplished through cooperation between school, students and parents. If the end to school bullying lies in this triad, it is imperative that the groups concur. The school staff holds the key to solving any bullying problem because they must initiate any dialog, program, activities or curricula. However the student body must 'buy into' the effort or the intervention will not succeed. Finally, the home environment must reinforce the no bullying message and parents or guardians must demonstrate that they are willing to be involved, and that they are willing to participate and intervene when needed.

Future Research Recommendations

Although this study is interested in the agreement among students, parents and school officials, there are other facets of the bullying problem that have been and should be thoroughly investigated. Whether and which groups are consistently bullied is a matter to be studied and reported. Future research can highlight the problem of those students who are bullied due to their race, disability or sexual orientation.

Postscript:

The guidance counselor has used the data collected to introduce the implementation a school wide anti-bullying curriculum. She informed the faculty of the results of the student surveys, and she reports that the evaluation of the school's climate raised awareness on the part of the school personnel and reassured parents that the bullying problem was being addressed. The author will present the results of this study and express the suggestions stated in the conclusions.

Bibliography

Andersen, H.C. The Ugly Duckling. Folktale. (1844).

American Academy of Child and Adolescent Psychiatry. (2001). *Bullying (Publication No. 80)*. Retrieved from AACAP website March 1, 2004, via: http://www.aacap.org/publications/factsfam/80.htm.

Atlas, R., Pepler, D., (1998). Observations of bullying in the classroom. *Journal of Educational Research*, 92, 86-100.

Batsche, F.M., Knopf, H.M. (1994) Bullies and their victims; understanding a pervasive problem in the schools. *School Psychology Review,* 23, 165-175.

Beane, A. (1999). *Bully-free Classroom. Over 100 tips and Strategies from Teachers K-8.* Free Spirit Publishing.

Besag, V. (1989). *Bullies and victims in school.* Open University Press Buckingham, Milton Keynes.

Bond, L., Carlin, J. B., Thomas, L., Rubin, K., Patton, G. (2001). Does bullying cause emotional problems? A prospective study of young teenagers. *British Medical Journal*, 323, 480-485.

Borg, M.G. (1998). The emotional reaction of school bullies and their victims. *Educational Psychology*, 18, 433-445.

Boulton, M., Bucci, E., Hawker, D. D. S. (1999). Swedish and English secondary school pupils' attitudes towards and conceptions of, bullying; concurrent links with bully/victim involvement. *Scandinavian Journal of Psychology*, 40, 277-284.

Bullying: Symptoms, Strategies and Solutions that work. A Report of the 2001 Childline Conference. Retrieved from Childline website May 1, 2003 via: http://www.childline.org.uk/pdfs/BullyingConferenceReport2001.pdf

Casey-Cannon, S., Hayward, C., Gowan, K., (2001). Middle-school girls' reports of peer victimization; concerns, consequences and implications. *Professional School Counseling,* 5, 138-148.

Dess, N.K. (2001). Saved by the bell? *Psychology Today*, 34, 47-48.

Discipline in School: Report of the Committee of Enquiry Chaired by Lord Elton, Retrieved from HANTS website January 12, 2004, via: http://www.hants.gov.uk/scrmxn/c1792.html

Dunn, M.J. (2001) Breaking the bullying cycle. *American School and University*, 73, 38-40.

Eslea, M., Smith, P.K. (1998). The long-term effectiveness of anti-bullying work in primary schools. *Education Research.* 40, 203-218.

Fostering a bully-free classroom. (1999). *Curriculum Review*, 39, 4-5.

Foston, N.A. (2002). Miss America takes a stand on abstinence and bullying. *Ebony*, 58, 155-158.

Genta, M.L., Menesini, E., Fonzi, A., Costabile, A. and Smith, P.K. (1996). Bullies and victims in schools in central and southern Italy. *European Journal of Psychology and Education.* 11, 97-110. (cited in Menesini, E., Eslea, M., Smith, P.K., Genta, M.L., Giannetti, E., Fonzi, A., Costabile,(1997). Cross-national comparison of children's attitudes towards bully/victim problems in school. *Aggressive Behavior*, 23, 245-257.

Gillen, S. (2002). Government looks set to toughen guidelines on school exclusions. [electronic version] *Community Care.* 1402, 18-20.

Hazler, R.J., & Hoover, J.H. (1993). What do kids say about bullying? [electronic version] *Education Digest.*58,16-21.

Hoover, J.H., Hoover, Oliver, R. (1996). *The Bullying Prevention Handbook for Principals, Teachers and Counselors.* National Education Service.

Houndoumadi, A., Pateraki, L. (2001). Bullying and bullies in Greek elementary schools; pupils' attitudes and teachers/parents' awareness. *Educational Review*, 53, 19-27.

Johnson, H.R., Thompson, M.J.J., Wilkinson, S., Walsh, L., Balding, J., Wright, V. (2002). Vulnerability to bullying; teacher-reported conduct and emotional problems, hyperactivity, peer relationship difficulties and prosocial behavior in primary school children. *Educational Psychology*, 22, 553-556.

Menesini, E., Eslea, M., Smith, P.K., Genta, M.L., Giannetti, E., Fonzi, A., Costabile,(1997). Cross-national comparison of children's attitudes towards bully/victim problems in school. *Aggressive Behavior*, 23, 245-257.

Morita, Y., Soeda, H., Soeda, K., Taki, M. (1999). Japan. In (P.K. Smith, Y. Morita, J. Junger-Tas, D. Olweus, R. Catalano and P. Slee (Eds.), *The Nature of School Bullying* (chapter 19 pp. 309-324). New York: Routledge.

Nansel, T.R., Overpeck, M., Pilla, R.S., Ruan, W.J., Simons-Morton, B., Scheidt, P. (2001). Bullying behaviors among US youth. *Journal of the American Medical Association*, 16, 2094-2100.

National Threat Assessment Center U.S. Secret Service. USSS safe school Initiative: an interim report on the prevention of targeted violence in schools. (2000) retrieved January 12, 2003 via website: http://www.treas.gov/usss/ntac

New American Catholic Version, The Holy Bible, Genesis, 37.

Nolin, M.J., Davies, E. (1996). Student victimization at school. *Journal of School Health*, 68, 216-222.

No More Teasing. Sunburst Visual Media.

Noonan, B., Tunney, K., Fogal, B., Sarich, C. (1999). Developing student codes of conduct; a case for parent-principal partnership. *School Psychology International.* 20, 289-299.

Olweus, D. (l993) *Bullying at School; What We Know and What We Can Do.* Oxford, UK, Blackwell Publishers.

Perrault, C. (1697) *Cinderella. Folk tale.*

Rowlings. J.K. (1997). *Harry Potter and the Sorcerer's Stone.* New York: Scholastic Press.

Rowlings. J.K. (1999). *Harry Potter and the Chamber of Secrets*. New York: Scholastic Press.

Rowlings. J.K. (1999). *Harry Potter and the Prisoner of Azkaban.* New York: Scholastic Press.

Rowlings. J.K. (2000). *Harry Potter and the Goblet of Fire*. New York: Scholastic Press.

Rowlings. J.K. (2003). *Harry Potter and the Order of the Phoenix*. New York: Scholastic Press.

Rigby, K., Slee, P.T. (1991). Australia. In (P.K. Smith, Y. Morita, J. Junger-Tas, D. Olweus, R. Catalano and P. Slee (Eds.), *The Nature of School Bullying* (chapter 20 pp. 324-340). New York: Routledge.

Rinaldo, D. (2001). What's a bully? *Scholastic Choices*, 17, 12-16.

Salmavalli, C. (2001).Peer-led intervention campaign against school bullying; who considered it useful, who benefited? *Educational Research*, 43, 263-278.

Siann, G., Callaghan, M. (1993). Bullying: teachers' views and school effects. *Educational Studies*. 19, 307-322.

Sjostrom, L., and Stein, N. (2001) *Bullyproof: a teacher's guide on teasing and bullying for use with fourth and fifth grade students.*[guide]. Washington, D.C. National Education Association.

Smith, P.K., Morita, Y., Junger-Tas, J., Olweus, D., Catalano, R., and Slee, P. (eds) 1999. *The Nature of Bullying: A cross-national perspective*. London. Routledge.

Tabart, B. (1807). *Jack and the Beanstalk*. Folk tale.

Schroeder, K. (ed.) (January 2002) Bullying surveyed [Education news in brief]. *Education Digest, 67, 72-75*.

Sjostrom, L., and Stein, N. (2001) *Bullyproof: a teacher's guide on teasing and bullying for use with fourth and fifth grade students.*[guide]. Washington, D.C. National Education Association.

Smith, P.K., Sharp, S. (1994) *School Bullying: Insights and Perspectives Studies*. London: Routledge. ED 387223.

Stockdale, M.S., Hangaduambo, S., Duys, D., Larson, K., Sarvela, P. (2002). Rural elementary students', parents' and teachers' perceptions of bullying. *American Journal of Health Behavior,* 26, 266-277.

Van der Wal, M.F., de Wit, C.A.M., Hirasing, R.A. (2003). Psychosocial health among young victims and offenders of direct and indirect bullying. *Pediatrics.* 111, 1312-1320.

Weir, E. (2001). The health impact of bullying. [electronic version] *Canadian Medical Journal,* 165, 1249-1250.

What We Learned about Bullying. Sunburst Visual Media.

Wheldall , K. (1992) *Discipline in schools : psychological perspectives on the Elton report.* London: Routledge.

Will, J.D., Neufeld, P.J. (2003). Keep bullying from growing into greater violence. *Education Digest.* 68, 32-37.

Youth Violence: a Report of the Surgeon General (2001). Rockville, MD: Office of the Surgeon General.

Appendices:

A – Student survey

B – Parent Survey

C – School survey

Bullying Survey: Form B

Instructions: Please help make your school a better place to live, grow, and learn by answering some questions about the way people act toward one another in the school. Your answers will help your teachers, principals, and counselors learn more about the way this school "feels" to you and your friends. There are no right or wrong answers to any of the questions. We want to know what you really think about the way things are at your school.

Your answers will be kept strictly confidential. This means that no one will know your name, the name of any of your classmates, or of your teachers. Again, the idea of the survey is to learn how you see your school so that adults in the building, together with you, can design a more student-friendly school!

Bullying definition: We want to know what ***you*** think about bullying, but you can start by thinking of bullying as one or a group of students picking on another student or treating them in a way that they do not like.

A. About You

Sex (circle one): FEMALE MALE Age (years) _____ Grade _____

B. Bullying at School

Please answer the questions as directed.

1. Have you ever been bullied by other students (during any school year)? Circle your answer below (circle only one).

   YES NO

2. During which school year were you most troubled by bullying? Write a grade in the blank space.

   Worst grade for bullying: _____ (It does not have to be at this school.)

Please use the following scale when you answer the next group of questions about bullying (Numbers 3–10).

0 = has not happened this past month
1–2 = has happened 1 or 2 times this past month
3–4 = has happened 3 or 4 times this past month
more = has happened more often than 4 times this past month

Remember, circle 1, 2, 3, or 4, depending on how often these things have happened over the past month. All of the items and questions refer to what happens to you at school or on the way to and from school.

3. How often have you been bullied at school **over the past month**?

   How often this month? (circle only one): 0 1–2 3–4 more

4. How often have you been physically attacked, **over the past month** (at school)? That is, how often have you been hit, kicked, punched, pinched, tripped, or something like these?

   How often this month? (circle only one): 0 1–2 3–4 more

5. How often have you been touched by someone in a way you did not like **over the past month** (at school or on the way to and from school)?

   How often this month? (circle only one): 0 1–2 3–4 more

6. How often have you been teased over the past month (at school)?

   How often this month? (circle only one): 0 1–2 3–4 more

7. How often during **the past month** has someone said something cruel to you either at school or on the way to and from school?

   How often this month? (circle only one): 0 1–2 3–4 more

8. During the past month, how often has someone excluded you on purpose? That is, how often has someone kept you out of things you'd like to do?

   How often this month? (circle only one): 0 1–2 3–4 more

9. How often over the past month has someone played a practical joke on you?

   How often this month? (circle only one): 0 1–2 3–4 more

10. How often over the past month has someone left you out of activities or refused to play or socialize with you?

    How often this month? (circle only one): 0 1–2 3–4 more

C. Who Does the Bullying?

1. Over the past month, the bullying I received was from (check only one box):

No one, I was not bullied.	I was bullied mostly by **boys.**	I was bullied mostly by **girls.**	I was bullied by **both boys and girls.**

2. The age of kids who bullied me was (check only one box):

No one, I was not bullied.	Only kids younger than me.	Only kids my own age/grade.	Both younger and older kids.

3. If you were bullied, how well did school officials handle it? (Check only one box.)

I was not bullied over the past month.	Adults at school did not deal with the bullying at all.	Adults at school handled the bullying poorly.	Adults at school handled the bullying well.

4. How well do school officials handle the bullying of others you have seen at your school? (Check only one box.)

I never saw anyone bullied.	Adults at school did not deal with the bullying at all.	Adults at school handled the bullying poorly.	Adults at school handled the bullying well.

5. Overall, how would you rate the efforts of adults at your school to prevent students from picking on one another? (Check only one box.)

Very good	Good	Poor	Very Poor

6. Overall, how would you rate the efforts of adults (teachers/principal) to make your school a safe place in which to learn? (Check only one box.)

Very good	Good	Poor	Very Poor

D. Where Does the Bullying Occur?

Put an X in each box that describes a place at school, or coming to and from school, where you have been bullied this past month (if any). Check all that are true for you.

1. On the school bus ..... ❑
2. Playground ..... ❑
3. Walking to or from school ..... ❑
4. Classroom ..... ❑
5. Lunch room ..... ❑
6. Hallways ..... ❑
7. Gym ..... ❑
8. Locker room ..... ❑
9. Other (you write in *places* where you've been picked on)

_____

_____

_____

E. Attitudes about Bullying

Please show how much you agree or disagree with the following statements:

1. Most teasing I see is done in fun, not to hurt people.

   How much do you agree? (circle one)

   agree very much agree disagree disagree very much

2. Most students who get bullied bring it on themselves.

   How much do you agree? (circle one)

   agree very much agree disagree disagree very much

3. Bullying helps people by teaching them what is important to the group.

   How much do you agree? (circle one)

   agree very much agree disagree disagree very much

4. Bullying helps people by making them tougher.

   How much do you agree? (circle one)

   agree very much agree disagree disagree very much

Appendix B - Parent Survey

xxxxxx Elementary School tries to be the best place for your child to learn and grow. We would like to know your opinions about environment at our school. Your answers will help our teachers, principal and counselor, but especially, you will be helping your children. There are no right answers, and we do not want you to put your name on the survey. Please just answer the questions honestly and return this to your child's class.

Bullying definition: Bullying is one student or a group of students picking on another student. It may include hitting, kicking or pushing or it may be teasing, excluding or making fun of another student.

1. I am a Mom _____ Father _____ Grandparent _____ Guardian _____

2. Do you think bullying occurs at this school? Yes_____ No _____

3. Has your student been bullied Yes _____ No _____

4. Bullying occurs the most at what grade: K __ 1 __ 2 __ 3 __ 4 __ 5 ___

5. Bullying occurs mostly by:

6. No one _____ Same sex _____ Other sex _____ Both boys and girls _____

7. Bullies are usually:

____Older than victim ____ Younger than victim ____ same age as victim ___ younger and older than victim

8. How well do school officials handle bullying?

___No bullying occurs
___Adults at school did not deal with the bullying
___Adults at school handled the bullying poorly
___Adults art school handled the bullying well

9. Overall, how do you rate the effort of school officials to prevent students from picking on one another?
___ Very good
___ Good
___ Poor
___ Very poor

10. Do you think the following behaviors occur often (several times a day) at xxxx?

Physical bullying	___ Yes	___ NO
Teasing	___ Yes	___ NO

Saying cruel things	___ Yes	___ NO
Excluding another student from activities	___ Yes	___ NO
Playing practical jokes	___ Yes	___ NO
Refusing to play or socialize with a student	___ Yes	___ NO

11. Where do you think bullying occurs? (Please place an X in front of **all** places you think it occurs).

___ On the school bus
___ Playground
___ Walking to or from school
___ Classroom
___Lunch room
___ Hallways
___ Gym
___ Other _(please write in other places)
_____

Attitudes. Please indicate how much you agree or disagree with these statements:

12. Most teasing is done in fun, not to hurt people.
___ agree very much ___agree ___disagree ___disagree very much

13. Most students who get bullied bring it on themselves.
___ agree very much ___agree ___disagree ___disagree very much

14. Bullying helps people by teaching them what is important to the group.
___ agree very much ___agree ___disagree ___disagree very much

15. Bullying helps people by making them tougher.
___ agree very much ___agree ___disagree ___disagree very much

Please add any other comments you would like to make:

Thank you for sharing your opinions.

Appendix C

SCHOOL SURVEY

We feel that all staff and faculty at xxxxxxx are equally important and so are your opinions. We would like to know your opinions about the environment at our school. Please answer the questions based on what you see in and around the school. There are no right answers, and we do not want you to put your name on the survey. Please just answer the questions honestly and return this to the office or Mrs. xxxxxx, the guidance counselor.

Bullying definition: Bullying is one student or a group of students repeatedly and deliberately picking on another student. It may include hitting, kicking or pushing, teasing, gossiping, excluding or making fun of another student.

1. I am a: __Teacher ___ Instructional ass't __ Support staff (lunchroom, bus driver, etc) ___ Administrator

2. Do you think bullying occurs at this school? _____ Yes _____ No

3. Have you seen bullying occur at the school? _____ Yes _____ No

4. Bullying occurs the most at what grade: __K __ 1 __ 2 __ 3 __ 4 __ 5

5. Bullying occurs mostly by:
_____No one _____ Same sex _____ Other sex _____ Both boys and girls

7. Bullies are usually:
____Older than victim ____ Younger than victim ____ same age as victim ___ younger and older than victim

8. How well do school officials handle bullying?
___No bullying occurs
___Adults at school did not deal with the bullying
___Adults at school handled the bullying poorly
___Adults at school handled the bullying well

9. Overall, how do you rate the effort of school officials to prevent students from picking on one another?
___ Very good
___ Good
___ Poor
___ Very poor

10. Do you think the following behaviors occur often (several times a day) at xxxxx?

Physical bullying ___ Yes ___ NO

Teasing ___ Yes ___ NO
Saying cruel things ___ Yes ___ NO
Excluding a student ___ Yes ___ NO
Playing practical jokes ___ Yes ___ NO
Refusing to with a student___ Yes ___ NO

11. Where do you think bullying occurs? (Please place an X in front of **all** places you think it occurs). ___ On the school bus
___ Playground
___ Walking to or from school
___ Classroom

___Lunch room
___ Hallways
___ Gym
___ Other _(please write in other places)

12. Most teasing is done in fun, not to hurt people.
___ agree very much ___agree ___disagree ___disagree very much

13. Most students who get bullied bring it on themselves.
___ agree very much ___agree ___disagree ___disagree very much

14. Bullying helps people by teaching them what is important to the group.
___ agree very much ___agree ___disagree ___disagree very much

15. Bullying helps people by making them tougher.
___ agree very much ___agree ___disagree ___disagree very much

Thank you for sharing your opinions. Please add any other comments you would like to make: