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Teacher Perceptions Of Bullying Prevention: A Comparative Analysis of Teacher Perceptions of Bullying Prevention Programs

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Running Head: TEACHER PERCEPTIONS OF BULLYING PREVENTION

A Comparative Analysis of Teacher Perceptions of Bullying Prevention Programs

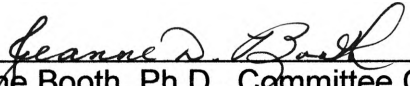
Diana Howell

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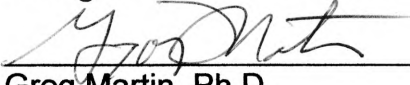
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of the Westover Honors Program

Westover Honors Program

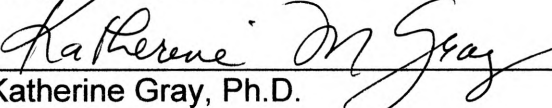
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Abstract

School bullying has often been tacitly minimized as a rite of passage--an unfortunate but common experience among children. In the past few years there has been an increasing awareness of school bullying as a catalyst of school violence. Parents, school boards, and administrators are understanding and taking more seriously the negative impact that bullying has on victimized students and are actively looking for ways to reduce incidents of such violence. This research provides a discussion of bullying behavior and an examination of teachers' perceptions of the effectiveness of bullying prevention programs in their schools. If teachers do not feel that a program is valuable in their school, they are less likely to integrate it properly into their curriculum. The two schools surveyed in the study did not have any difference in the teacher perceptions of the effectiveness of the programs, only in the awareness that there was a formal program in the school.

Introduction

A Poem

Bullies –

Teasing and hurting.

Verbal and physical pain.

Will they ever stop?

Don't care how you feel.

Satisfying their own selves,

Their own enjoyment.

-Do it to be cool?

But they really hurt someone,

And scar them for life.

Taking our money

and our dignity, also.

They drive us to poor.

Time to make a stand.

We will stop them in their tracks.

Good conquers evil.

This poem was written by a twelve-year-old victim of school bullying. He has experienced teasing, physical aggression, and efforts to discredit him with teachers (Howell, J, personal communication, 2005).

Introduction to the Problem

Bullying is a problem that affects children every day in schools all across the country. For years, bullying was not seen as very serious, just a rite of passage or a simple peer conflict (McCabe & Martin, 2005). After the shootings at Columbine High School in April 1999, bullying became a major concern in public schools because the shooters cited bullying as part of their motivation for the massacre (Boodman, 2001). Victims who do not feel safe in their school will spend much of their time in school in fear of being bullied. This fear reduces their ability to concentrate and learn (Martin & McCabe, 2005).

What is Bullying?

Bullying is more than just normal conflicts between children that can be resolved through peer mediation methods. Bullying behavior is differentiated from the normal conflicts in that it involves an imbalance of power where there is one party giving and the other party taking the abuse. The actions are carried out with the deliberate intent to cause harm. This aggression or intimidation continues over an extended period of time (Maudlin, 2002). The middle school years have been the time for the greatest number of bullying incidents, but recent evidence shows that the problem has begun to manifest itself in the elementary grades (McCabe & Martin, 2005).

Three main types of bullying have been identified: physical, verbal, and social. Physical bullying is what some might call “classic” bullying. It is the beat-the-kid-up,

take-their-lunch-money, and throw-them-in-a-locker bullying. Verbal bullying involves making threats with no actual physical contact involved. In social bullying, the perpetrator will spread rumors about the victim or exclude him or her from a social group. (McCabe & Martin, 2005)

With advances in technology, the development of cyberbullying has presented a new form of aggression. It takes on the same components of verbal and social bullying. The perpetrator is able to send threatening emails, spread rumors, or say negative things written about the victim in web pages or blogs (web-site based journals) with little fear of being discovered. The anonymity of the internet makes it especially difficult to intervene in these situations and increases the hopelessness on the part of the victim (National Education Association, 2006). One study of 1,500 internet using teenagers indicated that 80% reported that they of aware of cyberbullying occurring online. Of these 80%, 32% of males and 36% of females reported that they had personally been a victim of cyber bullying. Statistics revealed that 40% had been disrespected in some way, 12% had been specially threatened, and 5% were indeed scared for their safety (Sinduja & Patchin, 2005).

Bullying can have serious consequences for the victim, including anxiety and poor school performance. One study by the National Education Association found that 160,000 students miss school every day to avoid a bully (Maudlin, 2002). Sometimes a victim will act out in violence, either through a violence act in school or in “bullycide,” when a victim of bullying, in fear of the bully, takes his or her own life (McCabe & Martin, 2005).

Existing Programs

Many programs have been developed for schools to use in their efforts to prevent and intervene in bullying situations. The use of a peer mediation program has limited viability because it puts both bully and victim in the same room. The victim is intimidated by the close proximity of the bully and likely will go along with what the bully says out of fear of retribution and further bullying (Bond, 2005).

Bullying prevention programs that have been specifically designated for implementation in a school environment include *Bully Proof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students* (Sjostrom & Stein, 1996), its companion program for K-3 called *Quit It!* (United States Department of Education, 1998), and *Bully Busters*, which contains curricula for both middle/high school and elementary school (Horn et al, 2003). All three programs contain activities that a teacher can use in the classroom. Dan Olweus, one of the most recognized scholars for his expertise in bullying, is known for *The Olweus Bullying Prevention Program*. It starts with a student questionnaire to help teachers gauge how bad the problem of bullying is in the school. Manuals and training are provided to faculty and staff, who work together to develop school-wide rules against bullying. They also develop plans to increase supervision during unstructured time (U.S. Department of Health and Human Services). Another program used widely in schools is *Character Counts!*, which teaches students to follow what it calls the "six pillars" of good character (Josephson, 2001). These pillars are trustworthiness, respect, responsibility, fairness, caring and citizenship (What is Character Counts!?, n.d.). However, while the program's six pillars teach good

habits in relating with others, they do not provide insight on how to deal with bullying behaviors.

Purpose of This Study

This research compares the teacher perceptions of the effectiveness of two different programs, each used at different schools. The scope has been limited due to the amount of time and resources available for this project. Therefore the purpose is threefold. The first purpose is to see which of two bullying programs has the best teacher perceptions. If teachers do not think that a program is valuable in their school, they are less likely to integrate it properly into their curriculum. The second purpose is to provide the schools involved with insight into faculty perception of the program and to determine if there is faculty interest in additional help and training. The final purpose is to gain meaningful research experience that will benefit the researcher in her teaching career. She is able to explore some of the programs that are available for schools and also do studies in schools that she may be teaching in, either for field experience or for her career.

Literature Review

Although extensive research has been done to study school bullying, much of the research for school bullying is in looking at what makes a bully and on the programs used in the schools. Only a small amount of what is out there looks at the perceptions that teachers have of the program. The statistical analysis tools used are beyond the current expertise of the researcher, impairing the ability to properly judge the works. Two major works consulted for this project are McCabe and Martin's *School Violence, the Media, &*

Criminal Justice Responses and Espelage and Swearer's *Bullying in American Schools: A Social Ecological Perspective on Prevention and Intervention*.

McCabe and Martin

McCabe and Martin's (2005) book *School Violence, the Media, & Criminal Justice Responses* is a relatively short collegiate text on school violence. It represents the foundation of the present researcher's knowledge of school violence. Along with a discussion of bullying, the book analyzes school shootings from 1974-2001 and the warning signs that have been present in many cases. The influence of gangs and cliques is discussed, followed by the criminal justice responses to the need to improve the school environment.

The discussion of bullying starts with defining bullying. Characteristics of bullies are presented, including the influence of the family structure. The book looks at theories connecting body type, sociopathy, and social learning to bullying. It also outlines the consequences of bullying on the victim, including anxiety and reduced capacity for learning. The strain and fear of constant bullying may lead some victims to seek retribution. The extreme consequences are when the victim makes the decision to bring weapons in the school and commit violence or when they commit suicide out of fear of a bully (McCabe & Martin, 2005).

Espelage

A major work on bullying is *Bullying in American Schools: A Social Ecological Perspective on Prevention and Intervention* (Espelage, 2004), an in-depth collection of studies focusing on the individual, peer, and classroom characteristics associated with bullying, and a discussion of factors outside of the classroom. The last section has three

studies analyzing the effectiveness of three programs – *Bully Busters*, *The Olweus Bullying Prevention Program*, and *Expect Respect*.

The book begins with an introduction by Espelage and Swearer that establishes a social-ecological framework that puts the child at the center of a complex network of social influences and explains how this framework influences the development of bullies and victims. Discussions of the characteristics of bullying to prevention and intervention of bullying behavior are based on studies from across the United States. The idea is that bullying does not occur in isolation but rather is “encouraged and/or inhibited” as part of the overall social network. Relationships among the individual, family, peer groups, school, community and culture and the influence this has on bullying/victim behavior is discussed. The book examines bullying in the context of different social issues, starting with the characteristics of the bully or victim. The teacher’s role and the classroom setting in either inhibiting or inducing bullying are also considered as a factor in the problems. The book closes with a discussion of intervention and prevention.

Other Work

In one study, researchers investigated the factors that affected how teachers identified bullies and victims of bullying. Several variables were studied, including gender, student education level, common ethnicity between teacher and students, and number of teachers involved in observing each individual student. The researchers surveyed and teachers in elementary and middle school, covering grades 3-6. The teachers were asked to identify students in their classes as bullies, victims, or both. Students were asked to identify their peers using the same descriptors. The researchers found that the elementary teachers were more accurate in identifying bullies than middle

school teachers. Compared with student reports, teachers were overall better at identifying kids as non-bullies and non-victims than they were at identifying bullies and victims (Leff et al, 1999).

In a study focusing on teacher perceptions, researchers investigated what teachers did to prevent and intervene in bullying situations. They surveyed teachers in 700 randomly selected elementary schools from across the United States. The teachers were asked about student involvement in the development of anti-bullying rules, their actions when bullying situations arose, and if bullying and bullying prevention was included in classroom discussion. Questions were included as to the perceived level of bullying in the school and in schools overall in the United States. The researchers found that most teachers intervened only in an actual bullying situation – few did anything to help prevent it. It was found that many teachers felt that bullying was a serious behavior and that it was a problem in their classrooms in which they should intervene. However, the teachers responding were unlikely to incorporate bullying prevention activities into their classrooms because these programs were regarded as only moderately effective (Dake, et al, 2003).

The present research has been influenced by a book written about teachers becoming teacher researchers - *Studying Your Own School: An Educator's Guide to Qualitative Practitioner Research* by Anderson, Herr, and Nihlen (1994). As the title suggests, it talks about serious research opportunities available to the education practitioner. A focus study conducted year-long research based on student interviews. Many of the research and methods presented in the book are qualitative, supporting small scale research that is conducted in the school or schools where the researcher is

employed. This influenced the decision for the survey sites to be “close to home” where the immediate value will be in the school system where the researcher may soon be working.

Methodology

A small-scale survey based methodology was chosen for this research, based primarily on available resources. Two schools were chosen for study. They are designated as School 1 and School 2 in the present work. Both schools are from the same school system. School 1 has about 300 students and School 2 has about 400 students. The overall student body makeup in the school system is approximately 2% Hispanic, 28% African-American, and 70% Caucasian (Hopkins, 2007). After these schools were selected, a survey was developed and distributed to teachers in those schools

Hypothesis

The bullying prevention program at School 1 is more extensive and requires faculty involvement. Therefore, it is hypothesized that the teachers at School 1 will have a higher perception of effectiveness of that program than the teachers at School 2 where the program is administered solely by the professional school counselor.

Selection Process

The principals at elementary schools in two school systems were contacted via email that explained the project and asked them what program or programs were being used in their schools to prevent and or intervene in bullying situations. The school systems were chosen based on proximity to the researcher’s home and school. Determination of which schools to use for the research was based on the response from the schools and what program or programs were used in that school. School 1 used a

program that was developed by a faculty member and School 2 used *Bullyproofing Your School: A Comprehensive Approach for Elementary Schools*. Although the program at School 1 has not been published, the program itself is complex, and the principal was very willing to work with the researcher; therefore, this school was judged to be viable for this research. School 2 was chosen because it used a published program and because of the willingness of the principal to work with the researcher.

School 1 uses a program created by a school faculty member. It works with students and teachers in all grade levels. While the program is unpublished, the faculty member is currently working on her doctorate and has plans to publish this program (J. Hopkins, 2007). Each week during the school year, a new characteristic associated with friendly, non-bullying behavior (e.g. including everyone, reaching out to others, going above and beyond expectations, and listening to others) is presented during the morning announcements. On Monday, that week's goal is introduced. On Tuesday, a student talks about how achieving the week's goal helps to prevent bullying. On Wednesday, a famous person who exemplified the goal is profiled. On Thursday specific ways to apply the goal at home and in the local community are evaluated. For each Friday two or more students perform a short skit demonstrating situations which illustrate the week's characteristic. A "What would you do?" scenario raises questions that can be discussed in the classroom. Every week, each classroom teacher nominates a student who achieves the week's goal. These students are recognized before the announcement of the new goal on Monday of the following week. Each week's curriculum includes supplemental activities that teachers can use in the classroom and a letter to parents explaining the week's goal and suggesting at-home activities to provide reinforcement and practice of

the goal. One week's curriculum, including the morning announcements, letter home, and teacher activities is included as Appendix 2.

At a school board meeting, the principal at School 1 reported that referrals have been dropping since using a bullying prevention program. In the 2003-04 school year 300 referrals were written. That number dropped to 124 in 04-05, and to 90 in 05-06. The principal attributes this to both the bullying program and better teacher training on exactly what to write referrals for (Hopkins, 2007).

School 2 uses a program called Bullyproofing Your School: A Comprehensive Approach for Elementary Schools by Carla Garrity, Kathryn Jens, William Porter, Nancy Sager, and Cam Short-Camilli. Lessons are taught by the counselor in the classrooms during the regular classroom guidance time in all grade levels. (Davidson, 2007). The counselor works with students in each classroom, teaching them about bullying and encouraging the students to support a victim and not to be a silent bystander. Activities include teaching the students strategies to deal with bullying, how to make good friends, and role playing activities to practice these strategies. While lower grade levels deal primarily with making good friends and appropriate choices, the fourth and fifth grades have a special emphasis against bullying behavior. The guidance counselor utilizes faculty training included in this program. This training enables teachers to better recognize, prevent, and or intervene in bullying behavior (Davidson, 2007; Garrity et al, 1997).

Developing the Survey

A one-page survey (included as Appendix 1) was designed to be given to the faculty to gain insight into how they perceive the effectiveness of their school's program.

The superintendent and principals of the schools involved were emailed a draft of the survey in order to invite input into the survey and advice on how precisely to distribute the surveys in the schools. The copies of the surveys were printed on colored paper so as to stand out from the many pieces of white paper that tend to clutter a teacher's desk. The surveys were accompanied by a brief letter of introduction giving some of the researcher's background including connection with the school and county and information about the project. If a teacher had any questions, the letter encouraged him or her to contact the researcher or the collegiate faculty member overseeing the research. Teachers were asked to fill out the survey and to return it to an envelope in the school office by a certain deadline. On the survey, teachers also indicated what grades/subjects they taught. Since several of the grades in these schools have only two teachers working in that grade, the teachers were able to circle K-2, 3-5, resource, or special education instead of the specific grade or subject area in order to increase anonymity.

Data Analysis

The scores were tabulated by school. Specific comments that were made by the teachers on the surveys were used to help the researcher interpret the data and/or the significance of certain scores. The scores were tabulated two ways: 1) by individual school and 2) by combining the results into one set of data. Chi squared analyses were utilized determine if the two sets of data were statistically different.

Results

Of the pool of potential respondents, there was a 39% response rate from School 1 and a 51% response rate at School 2. The two groups of respondents were statistically the same demographically according to the chi-squared tests ($P = 0.05$).

Table 1 displays the overall results for the respondents as a whole. Table 2 gives the side-by-side display of the results of the two schools, including the number of respondents answering a particular way and the percentage. As many teachers did not respond to every single question, percentages are based on number of teachers responding to the actual question, not the total respondents for that school.

As displayed in Table 3, the only item for which a significant difference was identified was in the teacher perception that the school had a formal program ($P = 0.05$), where at School 1, 92% (11 people) were aware of a formal program and 8% (1 person) were not. At School 2, these values were 44% (7 people) and 56% (9 people), respectively.

Conclusion

The survey results showed that there was no difference between the two schools in the perception of their school's bullying prevention program's effectiveness, save in the awareness of having any program at all. This difference is likely due to the method of delivery rather than the program itself. The one respondent at School 1 who said that there was no formal program made a note that the school had something that was "just through morning announcements and guidance." A respondent at School 2, where the program runs through the guidance, said there was a program and said the title was "Guidance." These responses indicate that teachers might not see guidance activities and announcements as part of an entire program, explaining why, when the program is just coordinated through the guidance office, the majority of people at School 2 said there was no formal program. School 1, where the program is clearly identified as a bullying

prevention program, complete with student recognition and material used everyday during the morning announcements, had the opposite response.

While all teachers responded that they were aware of bullying hotspots, none indicated that there were significant problems in the classroom. Unstructured time such as bathroom breaks, cafeteria, and hallways, were shared as the times that trouble will erupt. With over 40% of teachers ambivalent about or against more training in identifying and intervening in bullying situations, one has to wonder how seriously they perceive bullying and how likely they are to intervene when bullying occurs.

Implications and Possibilities for Further Research

Implications to this Study

The survey would be enhanced by the addition of more questions identifying teacher, including years of experience, years in current school and grade, and gender, which would help give a broader picture of the populations studied and to better account for teachers who are new to the school and/or profession. Options for teachers to respond by mail or online survey may help increase number and truthfulness of responses by giving a greater sense of anonymity. The online survey might also to take less time.

The addition of student questionnaires would give a more complete picture of the effects of the school's program. These surveys would be used as an indication of how the students view bullying hotspots compare to the teacher's perceptions. They could also investigate if the differences between the two schools in awareness of having a formal program lead to differences in the management of bullying.

Implications for the Schools Involved

The research surveyed teachers' perceptions of the bullying prevention program being utilized at their school. The results have identified concerns; however, the two schools are commended for taking efforts to have a program and reduce bullying. School 1 has a strong program due to the inclusion of teachers and parents in the program. This collaboration helps to provide a consistency between school policy, classroom management, and home. Another factor is the continuing of the theme throughout the year. These constant reminders as well as student involvement encourage the students to build knowledge that helps them adopt non-bullying behavior. School 1 provides the model for the development of a program that includes the entire school--students and faculty. Creating an atmosphere in the classroom where students know that bullying will not be accepted and where victims know how the teacher will react in a case of aggressive behavior will help establish a calm learning environment.

With constraints on resources and time, it may be challenging for teachers to add something else to an already hectic day; however, with fewer problems there will be greater opportunity for students to learn and succeed. It is recommended that the schools surveyed in this study continue to implement the bullying prevention programs that they have in place. The program should also be taught to the faculty and staff in order to cultivate consistent expectation among all classes and to provide consistency in disciplinary actions. The staff development on these issues needs to continue from year to year in order to enable the teachers to develop teaching skills and to identify those students who continually manifest destructive behavior. The behaviorally-challenged students may be identified sooner and receive the help and services needed to give them a better chance at an education

Other implications

Since the program at School 1 is not yet published, the present research is the first outside research done on this program. The framework of a whole-school bullying prevention and intervention program shows promising steps in reducing bullying behaviors. In both schools, responses from teachers indicated low levels of bullying incidents but showed an awareness of bullying hotspots. Further research as to what teachers consider to be bullying is warranted.

The present research has enhanced the researcher's desire to continue studying school bullying. It would be interesting to work at either one of the schools surveyed in this study to see the program first hand, and notice the changes over the course of the year in the students' individual behavior and relationships with others.

This topic could be examined on a wider scale by looking into several different school systems, taking time to observe their programs in action, and analyzing how the teachers are involved in the program. After taking master's coursework and entering the teaching field, the researcher's academic background and access to resources will improve, thereby opening doors of opportunity for research endeavors.

The present research has provided several ideas for future teachers. First, there is the need to establish good, effective communication with the student's home to enable the parent/guardian to understand what is expected in the classroom. The homes as well as the school share the responsibility for curbing student behavior problems. In the program at School 1, information sent home through the classroom keeps both teachers and parents informed of the specific goals and objectives of the weeks bullying prevention program activities. Second, teachers need to be aware of programs that the

school has in place regarding bullying prevention and actively participate with the administration and guidance counselor in teaching students. This will provide consistency in the classroom, and the students will realize that the rules are not just for when the counselor or principal is around. Third, in any grade, it will be important to understand what appropriate and inappropriate behaviors are and for teachers to not display behaviors that instigate bullying behaviors in the students.

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Table 1
Overall Survey Results

	# of responses	%
Grade Assignment		
K-2nd	10	31.3
3rd-5th	11	34.4
resource	6	18.7
sped	5	15.6
total	32	

Does School have a formal program?	#	%
Yes	18	64.3
No	10	35.7
total	28	

What was the level of bullying before the program was implemented	#	%
1 - not aware of any	7	29.1
2	13	54.2
3	4	16.7
4	0	0
5 - everyday, severe actions	0	0
total	24	

Has School/District offered training in dealing with Bullies?	#	%
no	21	67.7
yes	10	32.3
<i>If yes, was the training mandatory?</i>		
yes	7	87.5
no	1	12.5
total	8	
total	31	

Has your schools program helped to reduce incidents...	#	%
<i>in school</i>		
1 - strongly disagree	0	0
2	1	4.5
3	13	59.1
4	5	22.7
5 - strongly agree	3	13.7
total	22	
<i>in classroom</i>		
1 - strongly disagree	0	0
2	2	10.5
3	10	52.6
4	5	26.4
5 - strongly agree	2	10.5
total	19	

Has your training helped with...	#	%
<i>identification of bullies</i>		
1 - strongly disagree	1	14.3
2	1	14.3
3	1	14.3
4	4	57.1
5 - strongly agree	0	0
total	7	
<i>intervening in bullying situations</i>		
1 - strongly disagree	1	14.3
2	1	14.3
3	2	28.5
4	3	42.9
5 - strongly agree	0	0
total responses	7	

Would like more training with...	#	%
<i>identification of bullies</i>		
1 - strongly disagree	2	6.5
2	6	19.4
3	8	25.8
4	12	38.6
5 - strongly agree	3	9.7
total	31	
<i>intervening in bullying situations</i>		
1 - strongly disagree	2	6.5
2	2	6.5
3	9	29
4	12	38.6
5 - strongly agree	6	19.4
total	31	

Hotspots	#	%
playground	24	42.1
cafeteria	12	21.1
hallway	10	17.6
classroom	0	0
bus*	5	8.7
bathroom*	6	10.5
total	57	

Table 2
Results by School

Question	School 1		School 2	
	#	%	#	%
Grade Assignment				
K-2nd	4	28.5	6	33.3
3rd-5th	5	35.7	6	33.3
resource	3	21.4	3	16.7
sped	2	14.2	3	16.7
	School 1		School 2	
	#	%	#	%
Formal Program				
Yes	11	91.7	7	43.8
No	1	8.3	9	56.2
	School 1		School 2	
	#	%	#	%
What was the level of bullying before the program was implemented?				
1 - not aware of any	3	30	4	28.6
2	3	30	10	71.4
3	4	40	0	0
4	0	0	0	0
5 - everyday, severe actions	0	0	0	0
	School 1		School 2	
	#	%	#	%
Has your school or district offered training in dealing with bullies?				
no	7	58.3	14	73.6
yes	5	41.7	5	26.4
<i>If yes, was the training mandatory?</i>				
yes	5	100	2	66.7
no	0	0	1	33.3
	School 1		School 2	
	#	%	#	%
Has program helped to reduce incidents...				
in school				
1 - strongly disagree	0	0	0	0
2	0	0	1	9.1
3	6	54.5	7	63.7
4	4	36.4	1	9.1
5 - strongly agree	1	9.1	2	18.1
in classroom				
1 - strongly disagree	0	0	0	0
2	0	0	2	22.2
3	5	45.5	5	55.6
4	4	36.4	1	11.1
5 - strongly agree	1	9.1	1	11.1

	School 1		School 2	
Has your training helped with...	#	%	#	%
identification of bullies				
1 - strongly disagree	0	0	1	50
2	1	20	0	0
3	1	20	0	0
4	3	60	1	50
5 - strongly agree	0	0	0	0
intervening in bullying situations				
1 - strongly disagree	0	0	1	50
2	1	20	0	0
3	2	40	0	0
4	2	40	1	50
5 - strongly agree	0	0	0	0
	School 1		School 2	
Would like more training with...	#	%	#	%
identification of bullies				
1 - strongly disagree	1	8.3	1	5.3
2	1	8.3	5	26.3
3	3	25	5	26.3
4	7	58.3	5	26.3
5 - strongly agree	0	0	3	15.8
intervening in bullying situations				
1 - strongly disagree	1	8.3	1	5.3
2	1	8.3	1	5.3
3	2	16.7	7	36.8
4	7	58.3	5	26.3
5 - strongly agree	1	8.3	5	26.3

	School 1		School 2	
Hotspots	#	%	#	%
playground	8	36.4	15	42.8
cafeteria	5	22.8	7	20
hallway	3	13.6	7	20
classroom	0	0	0	0
bus*	2	9.1	3	8.6
bathroom*	3	13.6	3	8.6
recess*	1	4.5	0	0
	22		35	

Table 3*Chi Square Test Results of Teacher Perceptions of Bullying Prevention Programs*

Variable	Chi Square	P Value
Type of Teacher	0	p> 0.05
Is there a formal program	5.78	p< 0.05
Bullying Level before program implemented	5.3	p> 0.05
Teacher Training offered	0.68	p> 0.05
Has program reduced incidents in school	2.33	p> 0.05
Has program reduced incidents in classroom	1.83	p> 0.05
Has training helped with identification of bullies	0	p> 0.05
Has training helped with intervening in bullying situations	3	p> 0.05
Would like more training with identification of bullies	2.94	p> 0.05
Would like more training with intervening in bullying situations	2.62	p> 0.05
Bullying Hotspots	1.17	p> 0.05

Appendix 1

Bullying Program Effectiveness Survey

Please circle the best answer to each question below.

Grade: K-2, 3-5, resource, special education

1. Does your school have a formal bullying prevention program? Yes No
If yes, do you know the name/title of the program?

2. Before this program was put into place, what was the level of bullying at your school? Please rate on a 1-5 scale: 1 – nonexistent, 5 - everyday with severe actions
1 2 3 4 5
3. Has your school or school system provided teacher training on dealing with bullying? Yes No
4. If yes, was this training mandatory? Yes No

Please answer the following questions on a 1-5 scale: 1 - strongly disagree, 5 - strongly agree

5. My school's bullying prevention program has helped reduce the number of bullying incidents in my school.
1 2 3 4 5
6. My school's bullying prevention program has helped reduce the number of bullying incidents in my classroom
1 2 3 4 5

If you have had in-service teacher training on bullying, please answer these questions:

7. My training has helped me better identify bullies and bullying behavior.
1 2 3 4 5
8. My training has helped me to more effectively intervene in bullying situations.
1 2 3 4 5

Everyone:

9. I wish I had more training on how to identify bullies and bullying behavior.
1 2 3 4 5
10. I wish I had more training on how to intervene in bullying situations.
1 2 3 4 5
11. What do you consider to be the hotspots for bullying in your school:
Playground cafeteria hall way classroom other _____

***Please feel free to share any anecdotal information on the back of this sheet.
Thank you for your assistance!***

Appendix 2:
Sample Curriculum – School 1

Week 6 – Go Above and Beyond

Day 1 – Recognition and Inspiration

First, we would like to congratulate our Students of the Week from last week who met our goal of Helping Others.

This week, your role as a student at _____ School is to Go Above and Beyond. In order to go above and beyond, you must be willing to meet expectations and do even more than what is required. When you do your classwork today, don't just "do" it, instead do your best, make sure your handwriting is neat, and try to learn something new. When you are with your classmates, don't just "be nice" – go above and beyond and try to make someone have a great day!

Day 2 – How Does this Help Prevent Bullying?

The challenge to go above and beyond helps prevent bullying because it requires that we do our best at all times. By going above and beyond, people act responsibly by doing their part plus a little more! The more people that go above and beyond, the fewer problems our world will have. It is not enough simply to obey a rule or to complete a task. For example, if you know that someone has been bullying a person on your bus, it is not enough to make sure that you are obeying the bus rules. You must go above and beyond and let an adult know that someone is being bullied – even though you may be scared to do so. When you are with your friends, go above and beyond to get along. When you are doing your homework or classwork, go above and beyond to do a great job. Remember to go above and beyond today!

Day 3 - Role Model

Martin Luther King Jr. is someone who went above and beyond. Dr. King was a minister who did not "just" preach to his congregation. He went above and beyond and reached out to the world. Peacefully, he fought for the civil rights of African Americans. He also fought for world peace for all nations. Act like Martin Luther King today and go above and beyond in your actions.

Day 4 - At Home

At home tonight, practice going above and beyond. Don't just clean up your room by throwing things anywhere – organize it! Don't just help your mom when she asks you to do something – go above and beyond and do your chores and well as something extra. Go above and beyond in trying to get along with your brothers and sisters – even when they are driving you crazy!

Day 5 – What Would You Do?

Trisha: I don't know what to do, my sister and I had a big blowup this morning. She is so out of control. She just went off on me and I did not do a thing to her.

Chris: Did you try to talk to her?

Trisha: Talk to her? No way, she was the one who messed up – not me. She is the one who owes me an apology.

Chris: Maybe you should try to talk to her – even if it wasn't your fault – you know, go "above and beyond." You never know – it might even make you feel better.

LATER

Trisha: Hey Chris, guess what – I did talk to my sister and we worked everything out. As soon as I started talking to her, she apologized for the way she had acted. I'm so glad that I went above and beyond and talked to her first. We ended up listening to music and talking

to our friends on the phone – if we were still fighting, we would have just sat in our rooms by ourselves. Thanks for talking to me!
WHAT WOULD YOU HAVE DONE?

Supplemental Activities

- ❖ Have each student set a personal goal (academic or social). Have the students create goal setting charts that list the ways they can go “above and beyond” to reach these goals. After a week, collect the charts to see how the students are progressing towards their goals. Point out the successes that the students have achieved. Encourage the students to continue going above and beyond.
- ❖ Discussion or writing topic: Why is it difficult for people to go above and beyond? Do you think people have too much pride? Do you think people are scared of failure? What do you think holds people back from doing their best?

*Bully-Free School Year
Letter to Parents/Guardians
Week 6: Go Above and Beyond*

Dear Parents/Guardians,

This week, as part of our "Bully-Free School Year," our school is focusing on Going Above and Beyond. Going Above and Beyond prevents bullying because everyone does his/her part, plus a little more. Going above and beyond requires that people act responsibly and do their best. Encourage your child to take a risk and go above and beyond in order to achieve a goal. Often, people are unsure of themselves and are scared to take a risk. Talk to your child about things that he/she would like to achieve.

Fun Family Tips:

- ❖ As a family, go above and beyond in helping someone out. Give someone a "great day." Maybe you have a neighbor with young children. You can give her a break - making a meal or volunteering your family for a night of babysitting.*
- ❖ Point out times that your child goes above and beyond. Praise him/her for these actions!*

Thanks and have a great week!