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The Perceived Impact on Bullying of the Second Step Program at a Kindergarten-8th Grade School: A Program Evaluation

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THE PERCEIVED IMPACT ON BULLYING OF THE SECOND STEP PROGRAM
AT A KINDERGARTEN–8TH GRADE SCHOOL: A PROGRAM EVALUATION

Adam J. Thorns

Educational Leadership Doctoral Program

Submitted in partial fulfillment
of the requirements of
Doctor of Education
in the Foster G. McGaw Graduate School

National College of Education

National Louis University

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This document was created as *one* part of the three-part dissertation requirement of the National Louis University (NLU) Educational Leadership (EDL) Doctoral Program. The National Louis Educational Leadership EdD is a professional practice degree program (Shulman et al., 2006).

For the dissertation requirement, doctoral candidates are required to plan, research, and implement three major projects, one each year, within their school or district with a focus on professional practice. The three projects are:

- Program Evaluation
- Change Leadership Plan
- Policy Advocacy Document

For the **Program Evaluation** candidates are required to identify and evaluate a program or practice within their school or district. The “program” can be a current initiative; a grant project; a common practice; or a movement. Focused on utilization, the evaluation can be formative, summative, or developmental (Patton, 2008). The candidate must demonstrate how the evaluation directly relates to student learning.

In the **Change Leadership Plan** candidates develop a plan that considers organizational possibilities for renewal. The plan for organizational change may be at the building or district level. It must be related to an area in need of improvement, and have a clear target in mind. The candidate must be able to identify noticeable and feasible differences that should exist as a result of the change plan (Wagner et al., 2006).

In the **Policy Advocacy Document** candidates develop and advocate for a policy at the local, state or national level using reflective practice and research as a means for supporting and promoting reforms in education. Policy advocacy dissertations use critical theory to address moral and ethical issues of policy formation and administrative decision making (i.e., what ought to be). The purpose is to develop reflective, humane and social critics, moral leaders, and competent professionals, guided by a critical practical rational model (Browder, 1995).

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Preface: Leadership Lessons

Throughout the Program Evaluation I learned the value of assessing all aspects of the school system. It is imperative that leaders monitor what is going on throughout their school. I believe that if our district leaders had done an evaluation of the Second Step program at an earlier date we would have noticed that due to a lack of fidelity in presenting the program the students were not engaged and the lessons were not having the intended impact. Realizing that something needed to change at that point may have prevented the apathy that seems to permeate a program that teaches our students respect and empathy for others.

It also became apparent that members of the school community had very different views concerning the perceived effectiveness of the program. As a leader, I must be able to listen to each of the differing views held and reconcile them into one message for the school wide community.

Abstract

This program evaluation examines the Second Step program at Baker School, a Kindergarten through 8th grade building located in Hillsborough, Illinois. The purpose of this evaluation is to determine the perceptions of impact the Second Step program has had on bullying at the school. The study employs a mixed-methods approach involving surveys and interviews with students, educators, and parents. This researcher determined that although bullying does not appear to be prevalent at Baker School, there is inconclusive evidence regarding the impact of the Second Step program. Major themes that emerged from this evaluation were a wide range of student experiences with bullying, students on both sides of bullying, and a lack of fidelity in the teaching of the Second Step Program. It is this researcher's opinion that the school should continue to use Second Step but that educators, parents, and community members should collaborate to ensure even implementation of the program throughout the district.

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SECTION I: INTRODUCTION

Statement of the Problem

Bullying in schools has been an issue not only in the United States but worldwide since the first schoolhouses opened. In the last decade, more attention has been paid to the effect bullying has had on schoolchildren's education and their emotional state. As the rise in school violence continues to grow at an increasing rate, school officials everywhere are looking at ways to prevent violence in their schools and districts. Although some studies show that interventions can be effective in preventing bullying, more reliable research should be completed to determine the effectiveness of specific anti-bullying programs.

For extremely large numbers of students, bullying is a part of their lives. The 2005/2006 Health Behavior in School-Aged Children study, which examined a total of 40 European and North American countries, found that student involvement in bullying ranged from 4.8% in Sweden to 45.2% in Lithuania (Craig et al., 2009). In the past, students could theoretically get away from bullying once they were at home. This has all changed, however, with the advancements in mobile technology; school-aged children's access to this technology allows them more of a chance to use it to bully others (Belsey, 2006; Hinduja & Patchin, 2007; Smith et al., 2008). Students are no longer safe from these attacks, even while they are sitting at the dinner table. As educators continue to struggle with how to handle bullying in schools, they are also confronted with the dilemma of what to do when bullying occurs outside school walls.

Purpose of the Study

This program evaluation examines the perceptions of effectiveness the Second Step Program has had in reducing the amount of bullying among the students of Baker School, a K–8 building, in Hillsborough School District 100. The study will examine the fidelity of the implementation of the program as well as the teachers’, students’, and parents’ perceptions of the Second Step program’s ability to curtail bullying.

Rationale

Bullying has become a focus of school communities over the last decade. School administrators continuously assure students, parents, and community members that necessary policies are in place for reducing the number of bullying incidents. As the assistant principal at Baker School, I am not fully informed of how the students, parents, or community members feel about the Second Step program or whether they believe it has reduced bullying incidents.

Goals

The major goal of this program evaluation is to determine whether teachers, students, and community members believe the Second Step program is having a beneficial impact in reducing bullying at Baker School or whether a new approach should be studied. The Second Step program defines bullying as “unfair and one-sided. It happens when someone keeps hurting, frightening, or leaving someone out on purpose (Committee for Children, 2005).” The Second Step program teaches students what bullying is, how to respond to bullies, and how to report it.

Through this evaluation the school should determine if teachers, students, and parents believe Second Step is reducing the amount of bullying in the school, if the

program is seen as beneficial to school staff and students, and if it opens up lines of communication between the school and the outside community.

Research Questions

Primary Research Question:

- 1) What do the students and teachers experience in the Second Step program? To what extent are their experiences yielding the desired results?

Secondary Questions:

- 1) How satisfied are parents with the Second Step program in terms of bullying prevention?
- 2) Did the staff implement the program as it was designed, or was it adjusted? Why or why not?

Definitions of Bullying

The definition of bullying appears to be ever-changing and one that is constantly debated by researchers, schools, parents, and lawmakers. Numerous researchers argue that bullying is a subset of aggressive behavior (Espelage, Bosworth, & Simon, 2000; Pellegrini, 2002; Pellegrini & Long, 2002; Smith et al., 1999). To separate bullying from aggression, others argue that the bullying behavior stems from an imbalance of power between the bully and the victim (Olweus, Limber, & Mihalic, 1999). For the first time, the State of Illinois has defined what it considers bullying in schools: Illinois Senate Bill 3266 states, “Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- 1) placing the student or student in reasonable fear of harm to the student's or students' person or property;
- 2) causing a substantially detrimental effect on the student's or students' physical or mental health;
- 3) substantially interfering with the student's or students' academic performance;
or
- 4) substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school”
(para. 7)

The bill subsequently states that bullying can take on many forms including, but not limited to, “harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying” (Illinois General Assembly, 2010).

Types of Bullying

Many educators, parents, and students have difficulty explaining exactly what bullying is. Even with detailed definitions like the one provided by Illinois lawmakers, many people cannot agree if bullying should fall under just one category or be divided into multiple categories. For the purpose of this study, bullying will be separated into the following four categories: verbal, physical, relational, and cyber.

Verbal Bullying

In the journal *Children and Schools*, Paul Smokowski and Kelly Kopasz (2005) state, “Verbal bullying occurs when someone uses language to gain power over his or her peers. A verbal bully makes use of relentless insults and teasing to bully his or her peers” (p. 101). Verbal bullying may also include hostile gestures like making faces, staring, giving the evil eye, eye rolling, or spitting (Esplelage & Swearer, 2003; Olweus, 1993, 1994).

Physical Bullying

According to Smokowski and Kopasz (2005), physical bullying can occur when a person uses overt bodily acts to gain power over peers. It occurs most frequently in boys who tend to show high levels of aggression. This can include kicking, punching, hitting, or other physical attacks. Among the various forms of bullying, physical bullying is usually the type adults are able to detect because they often see it happening. Another act of physical bullying is when a student interferes with another student's belongings. This can involve either taking or breaking a student's possessions or demanding/stealing money (Carlisle & Rofes, 2007; Olweus, 1993, 1994).

Relational Bullying

University of Illinois researchers Nicki Crick and Jennifer Grotpeter (1995) found that "Relational bullying occurs when there is a hidden type of aggression (or hostile behavior) where peers harm others through purposeful manipulation and the damaging of their peer relationships" (p. 711). Parents of school-aged children have the hardest time comprehending relational bullying, and school administrators say that relational bullying is the hardest of the forms to address. Relational bullying includes, but is not limited to, stonewalling (giving the silent treatment), exclusions from the group, spreading rumors and gossip, taunting, and making friendships conditional (Crick & Grotpeter, 1995).

Cyberbullying

Cyberbullying involves numerous types of aggressive online acts. It is often referred to as: ebullying, electronic bullying, cyberviolence, digital bullying, electronic harassment, or online harassment (Swearer, Espelage, & Napolitano 2009). Michelle Ybarra and Kimberly Mitchell, authors of "Online Aggressor/targets, aggressors, and

targets: A comparison of associated youth characteristics” (2004), state that cyberbullying is an “intentional and overt act of aggression toward another person online” (p. 1308). This type of bullying is concerning due to the anonymity of the bully. Furthermore, schools have a difficult time regulating this newer type of bullying, as it often happens outside school walls.

Bullying Roles

In *Childhood Bullying: Current Empirical Findings and Future Directions for Research* (2004), its authors contend that in the world of bullying, there are three distinctive groups that comprise the bully-victim roles: the bully, the victim, and the bully/victim (also known as the ‘provocative victim’). All three of these groups can have long lasting consequences in their relationships, especially with family and friends (Griffin & Gross, 2004). Recently, authors have begun to include observers of bullying as an important role in the bully-victim relationship, as it is argued that observers are the students who can either help put a stop to the bullying, join in and contribute to it, or sit back and watch it happen (Olweus, 2001). Not every child who partakes in these roles is likely to have the same characteristics or the same response as the others who are participating, but researchers have argued that there are similar characteristics.

Bullies

Numerous studies have shown that students who bully others are more likely to get into frequent fights, steal and vandalize property, drink alcohol and smoke, report poor grades, perceive a negative climate at school, and carry a weapon (Olweus, 2001; Nansel et al., 2001). Moreover, bullies are more likely to come from families who are not involved, do not monitor their children, or who have inconsistent and harsh discipline

(Carney & Merrell, 2001; Pepler, Craig, Jiang, & Connolly, 2008). However, although past researchers declared that bullies possessed low self-esteem, the majority now asserts that this cannot necessarily be determined. Indeed, “Bullies have shown evidence of high self-concepts, high opinions of their physical appearance and the most global self-worth as compared to victims and provocative victims” (Houbre, Tarquinio, Thuillier, & Hergott, 2006, p. 184). Some bullies are highly skilled socially and are able to integrate themselves into positive relationships with their teachers and other adults; this is especially true among girls (Olweus, 2001). All of these examples make it difficult for adults to perceive specific students, who may not necessarily be problems in the classroom, as bullies. In turn, this lack of understanding on the part of adults may cause a victim to hesitate pointing out the existence of a problem.

A positive correlation has been demonstrated between younger children who show signs of aggression at an early age with future aggression, conduct disorder, and a wide range of serious and non-serious criminal offenses (Miller-Johnson, Coie, Maumary-Gremaud, & Bierman, 2002; Miler-Johnson, Coie, Maumary-Gremaud, Lochman, & Terry, 1999). Similarly, aggression that has manifested in younger children is also likely to manifest in their future relationships, including those they have with their own children, who are also more likely to become bullies themselves (Roberts & Morotti, 2000; Carney & Merrell, 2001; Smokowski & Kopasz, 2005). During primary school, the majority of students reject bullies; however, as students progress to middle and secondary schools, bullies often become accepted and even revered (Pellegrini, 1998; Schafer; Korn; Brodbeck; Wolke; & Schulz, 2005).

Victims/Targets

Numerous studies have been conducted in order to determine the characteristics victims of bullies possess; numerous factors bearing effect include gender, physical differences, race, and class. A 2010 study found that none of these characteristics, however, seem to have as high a correlation with bullying as a victim being overweight. In fact, overweight children were 13% more likely to be bullied than students who were not. That number rose to 60% for children who were obese. The same study found that one's gender, race, socioeconomic status, social skill development, and academic achievement had no appreciable effect as to whether or not one is bullied (Lumeng, et al., 2010).

Studies have reported that more students claim to have been bullied at a younger age than at an older one. In the article "What Causes the Age Decline in Reports of Being Bullied at School? Towards a Developmental Analysis of Risks of Being Bullied" (1999), the prevailing idea for this occurrence is that at a younger age, victims are around older children, and therefore are more frequently subjected to the chance of being bullied (Smith, Madsen, & Moody, 1999). Although students are not able to offer specific reasons as to why others are bullied, younger children are indeed able to suggest a common characteristic found among those who are bullied: In 2004, a study was conducted in Sweden about perceived body image by interviewing 960 4th grade children from 63 classes. One of the key questions asked for students' thoughts about who got bullied and why. The majority of the children stated that the most common characteristic among those bullied was that they possessed a different appearance than those who were not bullied (Erling & Hwang, 2004).

Victims are often sensitive and insecure, and possess low self-esteem. They may also suffer from depression, health problems, and suicidal thoughts (Olweus, 2001). A 2003 study of youths in Ireland determined that those who were bullied were “significantly more likely to attempt suicide” but not to have engaged in “deliberate self-harm without suicidal intent” (Mills, Guerin, Lynch, Daly, & Fitzpatrick, 2004, p. 112).

One of the most victimized groups in schools today includes students who do not conform to gender expectations. These students hear, on average, anti-gay slurs such as “homo,” “faggot,” and “sissy” about 26 times a day, or once every 14 minutes (Bart, 1998). Another study revealed that 31% of gay youth had been threatened or injured at school in the last year (Chase, 2001).

Provocative Victims

Most of the research before the 1990s focused separately on bullies and their victims. Dan Olweus changed this in 1994, however, when he published an article in which he specifically looked at the idea of the ‘provocative victim’, or one who displays tendencies of both the bully and the victim. Other studies have indicated that bully/victims have preexisting emotional and behavioral problems, and, like bullies, also have difficult relationships with their peers and parents (Schwartz, Proctor, & Chien, 2001). Unlike bullies, who are usually motivated and deliberate in their actions, provocative victims are often found to be more impulsive and reactive (Unnever, 2005). The bully/victim tends to “draw negative attention from teachers” (Olweus, 2001) and is more at risk of remaining involved in bullying later on in life (Kumpulainen, Räsänen, & Henttonen, 1999). Most telling may be that in comparison to bullies, victims, and noninvolved peers, bully/victims had the lowest measure of social competence, self-

control, and global self-worth, and the least satisfaction with their physical appearance (Houbre et al., 2006). This research suggests that of all those involved in bullying, the bully/victim may need the school's intervention the most. Some research points to the fact that in many of the recent school shootings, those committing the crimes were students who were bullied at school and who showed aggressive behaviors themselves (Society for Safe and Caring Schools and Communities, 2005).

Bystanders

Bystanders can be impacted by bullying, but they can also make an impact on the situations themselves. They can contribute to either the problem or the solution, but in today's climate many children simply try to stay quiet. A study focusing on playground bullying found that peers spend 54% of their time reinforcing bullies when they passively watch, 21% of their time actively modeling bullies, and 25% of their time intervening on behalf of the victims (O'Connell, Pepler, & Craig 1999).

These students often feel that their school is an unsafe environment. According to a study completed in Ontario, Canada, peers are present in up to 85% of school bullying episodes (Craig, Pepler, & Atlas 2000). After witnessing bullying they may feel fearful, powerless to act, guilty for not acting, or tempted to participate (Olweus, 2001). On the whole, when most observers are asked about their feelings toward bullying, girls were disgusted and wanted no part of it; boys were usually indifferent. This contrasts greatly with the assertion that many boys and girls do participate in bullying in some way.

Second Step Program

Many districts have turned to specific programs to help them curb bullying. One of the programs that has been implemented nationwide is Second Step. This program,

designed for students spanning PreK–8th grade, offers a curriculum that attempts to reduce aggression and promote pro-social behaviors. A main objective of Second Step is to teach students to understand the idea of empathy, as students who have empathy for their classmates are more likely to respond to them in a caring way. When children are able to label and describe their emotions, they are often times more accepting of their peers (Fabes et al., 1994).

History of Second Step

The foundations for the Second Step program can be traced to the early 1970s, when Jennifer James and other University of Washington social scientists set out to conduct a research project on youth entrance into prostitution. Throughout the 1970s, Jennifer James worked at the nonprofit organization Committee for Children. During the 1980s, the Committee for Children began to gain influence in schools. In 1981, the Talking About Touching program, a skills-based personal safety curriculum for Kindergarten–6th grade, was created. In 1985, the organization created the Emmy-winning *Yes You Can Say No* video, along with prevention notes and a journal for the first time. In the next year, the first edition of Second Step for grades 13 was produced. The committee’s goal was summarized at the time as “no more victims, no more victimizers” (Committee for Children, 2010). The Committee for Children eventually posed the question, “What makes people hurt other people?” Joan Coal Duffell, the executive director and original member of the Committee for Children, stated, “We found remarkable consistency in the literature that suggested violent offenders (both adults and young people) lacked a core set of social and emotional skills. Those skills were empathy, impulse control, problem solving, and emotion management.” The committee

then developed a curriculum that would teach these skills to children. Duffel recalls, “We called it ‘SECOND STEP’ because to us, it represented a second step into true primary prevention of societal problems” (Committee for Children, 2010, para.3).

Throughout the next decade-and-a-half, the Committee for Children published a Second Step curriculum for grades PreK–8 and released new editions for each set of grade levels. During this time, the committee was also able to expand its influence by releasing *Segundo Paso*, a Spanish-language supplement to the Second Step program. In 1998, the White House’s 1998 Annual Report on School Safety described the Second Step program as a “model program” for school violence prevention. Two years later, a specific bullying prevention program, entitled *Steps to Respect*, was released. In 2008, the Committee for Children released its latest Second Step program, *Student Success Through Prevention*. This program aims to provide middle school students with the skills necessary for preventing bullying, substance abuse, and violence, while simultaneously promoting school success. In 2014, over 25 countries on four continents have used some component(s) of the Second Step curriculum to help students understand how they should expect to be treated, while also providing the skills for how to treat others the same (Committee for Children, 2010).

Baker School and Bullying

Baker School is a Kindergarten–8th grade neighborhood school in the south suburbs of Chicago, Illinois. The enrollment of the school is approximately 675 students. The demographic makeup of Baker is 40% White, 28.9% African-American, 23.5% Hispanic, 5.6% Multiracial, and 2.1% Asian. During the school years of 2010–2012, the dean’s office received over 7,000 student referrals ranging from a fight to a lunch

detention for calling another student a name. As with many schools, adults do not see a lot of bullying. When the school is informed of a bullying incident, it often involves parents bringing examples of cyberbullying from outside the school day.

When Illinois amended the state's anti-bullying laws in 2011, Baker School had to ensure it was in compliance with new regulations. Like all schools in Illinois, Baker has a policy that strictly forbids bullying in its schools. The majority of teachers have expressed an interest in preventing bullying from happening, but do not know what steps to take. In order to combat not only the bullying issue but also the lack of social skills among students, Hillsborough School District 100 formed a team in the spring of 1999 to research various programs intended to provide social-emotional supports for students. After a month-long search, the district adopted the Second Step program for the 2000–2001 school year. Social workers and school administrators at each building trained in the program agreed to teach the curriculum in individual classrooms. Classroom teachers were expected to follow up with mini-lessons throughout the week, in addition to continually providing students with examples of specific social skills addressed in the curriculum. The Second Step program received much attention when it was initially introduced; however, over time, classroom teachers and administrators often found the program to be a bothersome intrusion into their already filled schedules. The teachers also received very little training in how to incorporate these lessons into their daily routines. As a 7th/8th grade social studies teacher at Baker School from 2004–2006, this researcher was not aware of the Second Step program, since these lessons were taught in a different classroom. When this researcher became the assistant principal of the school, there was no specific training regarding the program he was expected to administer.

SECTION II: REVIEW OF THE LITERATURE

Introduction

Five areas in the literature of bullying will be examined in this section: 1) History of Bullying Research and Legislation; 2) Cyberbullying; 3) Effects of Bullying on Student Achievement; 4) Interventions and Programs; and 5) the Second Step program. The body of literature available addresses both the short-term negative effects of bullying as well as the long-term consequences.

History of Bullying Research and Legislation

Although bullying has been a long-standing societal issue, systematic research on the phenomenon did not receive attention until the 1970s, and mainly in Scandinavia (Olweus, 1994). That research was continued in earnest in 1982, when, in separate incidents, three Norwegian boys killed themselves after being bullied over an extended period of time in school (Olweus, 1993). Norwegian Dr. Dan Olweus is considered a prominent pioneer in bullying research. His first works were published in Sweden in 1973; in the United States in 1998, he published *Aggression in the Schools: Bullies and Whipping Boys* (Olweus Bullying Prevention Program, 2011). In 1981, he proposed the first anti-bullying legislation in Norway; by the mid-1990s, both Norway and Sweden had passed laws making bullying illegal.

From the mid-1990s to the 21st century, many other countries around the world have recognized the toll bullying can take on students. Numerous organizations in multiple countries, including Australia, Canada, the United States, and many in Northern Europe, seek to prevent bullying and teach others what they can do to stop it (International Bully Prevention Association, 2003). Bullying is not a problem that is

relegated to a few school districts or even a few countries: rather, bullying has been recognized as a worldwide problem and research is therefore continuously conducted in order to determine ways to decrease the number of incidents.

The issue of bullying exploded into the American public consciousness in April 1999, when two high school students opened fire in their Columbine, Colorado high school, killing twelve students and one teacher and wounding countless others. Researchers and school officials recall numerous reasons why the two students may have committed this act, including the absence of gun laws and too much violence portrayed on television. Others focused on the bullying the two students had endured throughout their years of attendance at Columbine High School. Not only did the media begin publicizing school bullying, school and state legislatures also began examining their school safety policies, including what policies were in place to thwart student bullying (Hammond, 2009).

Although many schools updated their safety codes and discussed bullying within their communities, tragic events tied to bullying continued to occur in schools across the United States. In 2008, Seung-Hui Cho, a senior at Virginia Polytechnic Institute and State University, murdered 32 people before killing himself. Former high school classmates said that Cho was an outsider who had been bullied throughout his school career (Johnson et al., 2007). On January 14, 2010, in a town west of Boston, Massachusetts, Phoebe Prince, a 15-year-old high school student, committed suicide by hanging herself in her family's home. Phoebe had been harassed and bullied at school for months. Six students were charged with bullying her and were sentenced to probation and community service. Soon after Prince's death, the Massachusetts legislature passed one

of the strictest anti-bullying pieces of legislation in the United States, specifically requiring the creation of an anti-bullying curriculum to be taught in both public and private schools, including training for all staff. The law also made it mandatory for all school employees, including but not limited to teachers, cafeteria staff, and janitorial staff, to report and investigate incidents involving bullying. State legislatures mandated school officials to notify parents of students involved in the bullying incident, culminating in Massachusetts Senate Bill 2404 (187th General Court of the Commonwealth of Massachusetts, 2010).

Months later, Tyler Clementi, an 18-year-old student at Rutgers University, committed suicide by jumping to his death off the George Washington Bridge into the Hudson River. Clementi killed himself after his roommate and a female student set up a webcam to videotape Clementi having a sexual encounter with another male and then broadcast it over the Internet. This highly publicized incident helped push strong anti-bullying legislation through the New Jersey legislature (Hu, 2011).

The increase in occurrences and negative consequences of bullying has shifted the thinking of local school districts, state legislatures, and the federal government, where laws are passed in an attempt to incorporate safety regulations for all. In 2011, nearly three-quarters of all states wrote specific bullying-related policies into their public school law (Edmondson & Zeman, 2011). The Safe and Drug Free Schools and Community Act mandated that school districts write safety plans and tie school funding to its implementation (Wallichinsky, 2009). The Unsafe School Choice Option allowed students to change schools if their current attendance center was persistently dangerous or if the student was a victim of violence (Gastic, 2010). Recent legislation in the United

States House of Representatives has sought to amend language used for addressing bullying. The legislature is considering an amendment to include best practices that combine education, intervention, and individual responsibility in order to assist schools in building positive climates (Lavers, 2014).

Cyberbullying

Today's research focuses largely on the topic of cyberbullying. In Australia, a 2004 study found that of the 13,000 Australian girls who participated, 42% of them reported having been bullied online or through mobile phones. The use of these devices by school-aged children has skyrocketed since that time, especially in the United States (Internet World Stats, 2008).

When examining the harmful effects of cyberbullying on students, one would conclude that schools should reprimand those doing the bullying. Instead, due to a policy vacuum in both Illinois and the federal government, school leaders are unsure how to proceed. This confusion is evident in the results from a 2006 study conducted by Qing Li, professor of Educational Technology at Towson University. Li's study found that over one-third of middle school students felt that adults in schools took no action against cyberbullying, even after they had been informed of such occurrences (2006). With the lack of clarity regarding what schools can do once bullying begins, educators are relegated to trying strategies that will help prevent it from ever happening in the first place: Many suggest that school counselors need to assume an intensified role in this field and offer cybersafety training that makes cyberbullying more visible in both the school and in the community (Bhat, 2008). To assist schools in tackling cyberbullying, the Commonwealth of Virginia's Department of Education published "Cyberbullying and

School Policy” (2008), an information brief that outlines specific procedures for schools. Most districts utilize Internet user policies that clearly identify which websites students are allowed to visit, typically for academic purposes only, as well as discuss the consequences of harassing other students; however, these policies often do not extend to the use of mobile technology or computers outside of school.

School administrators must determine whether cyberbullying-related issues can be solved through existing programs or if completely new programs are needed to decrease this type of behavior. Oftentimes, cyberbullying is more damaging to the victim than a face-to-face interaction at school (Committee for Children, 2009). Increased damage happens because cyberbullying affords the bully anonymity. Thus, these incidents can be very traumatizing and confusing for the victim, who may not know the identities of the bully or bullies. Cyberbullying also creates an ‘infinite audience’, wherein the victim believes that everyone is aware of the humiliation. Many cyberbullying incidents take the form of sexual harassment, especially at the middle school level. The nature of the bullying embarrasses the victim, who is often unsure whether to come forward as a victim (Beane, 1999).

Researchers agree that most students who are cyberbullied are also bullied in other ways (Cross et al., 2009; Smith et al., 2008). Beran and Li (2007) from the University of Calgary determined that students who were cyberbullied had a 56% chance of also being bullied at school. University of California researchers Raskauskas and Stolz (2007) published results that showed a student’s role in traditional bullying could accurately predict the same roles in cyberbullying, and that being a victim of cyberbullying was related to being a bully at school. Researchers Hiduja and Patchin

(2008) found that cyberbullying victims were as likely to have attempted suicide as those who experienced face-to-face bullying. Due to these connections, it is critical that more research be conducted to determine if the same interventions that have worked with face-to-face bullying can work when schools are confronted with cyberbullying.

Effect of Bullying on Student Achievement

Students who experience frequent bullying, whether verbal, physical, or relational, are at risk for various forms of psychological distress and possibly depression (Kaltiala-Heino, Rimplela, Rantanen, & Rimpela, 2000); other related problems include anxiety, psychosomatic symptoms, loneliness, and suicidal thoughts (Craig, 1998). Further research has found significantly strong links between students who are bullied and victimized by other kids in their school and demonstrated poor academic performance. This is true across both genders and various ethnic groups (Nishina, Juvonen, & Witkow, 2005). Specifically, students who are bullied have lower grade point averages and standardized test scores than students who are not involved in bullying (Schwartz, Gorman, Nakamoto, & Toblin, 2005) A joint study conducted at the University of Nebraska and Arizona State made a connection between exclusion bullying and victims not participating in class, as well between abusive bullying and its victims avoiding school all together (Buhs, Ladd, & Herald, 2006). Konishi, Hymel, Zumbo, and Li (2010) conducted a study that found when students had a perceived connection with teachers and felt there was less bullying among students in their school, they were more likely to have higher math and reading scores. It has also been shown that children who bully others may also experience poor academic achievement (Pereira, Mendonça, Neto, Valente, & Smith, 2004). These studies reinforce the idea that children's social

experiences at school may impact their academic performance (Weissberg & Durlak, 2005) while reinforcing the urgency with which finding a successful bullying intervention is needed.

Anti-Bullying Programs

The vast majority of educators recognize the need for anti-bullying programs in schools but struggle to find ones that have resulted in actual decreases in bullying incidents. In 1993, Dr. Dan Olweus created the first widely accepted bullying prevention program that established classroom rules against bullying, specified consequences for violating rules, and required regular classroom meetings for students to discuss bullying problems and peer relations. Olweus also supports structures and events such as an anti-bullying committee and an anti-bullying day, which he believes helps foster a positive school environment (2011). Although many schools have adopted Olweus's approach to help guide the commitment of substantial financial resources, research shows that many of the schools are not implementing this particular program as it was intended (Limber, Nation, Tracy, Melton, & Flerx, 2004). In fact, it has been shown that fewer than 20% of American elementary schools at that time possessed an anti-bullying committee, and only 4% had an anti-bullying conference day (Dake, Price, Telljohann, & Funk, 2004).

Researchers agree that regardless of the chosen program, a whole-school approach must be taken to achieve a measure of success (Smith, Schneider, Smith, & Ananiadou, 2004; Vremman & Carroll, 2007). Although most researchers and school staff will agree that the whole-school approach is the best method, research suggests that schools are no closer to finding a truly effective program for the majority of students. For example, Ttofi and Farrington's (2001) report, *School-Based Programs to Reduce*

Bullying and Victimization, stated that using a whole-school approach had limited success: they found that incidents where students were bullying was reduced by 20–23% while those being bullied was reduced by 17–20%. Vreeman & Carroll (2007) found that only four of the ten curriculum studies they conducted showed decreased bullying, with three of those four showing no improvement among some populations. These studies highlight the need for continued research into best practices for anti-bullying programs in order to provide a clearer measure of success when establishing goals for improvement.

Implementing the Second Step Program

Over 30 evidence-based bullying prevention programs are available; however, this study focuses on the perceived effectiveness of a local implementation of the Second Step program. Although this program does not characterize itself as an anti-bullying program, it does focus on teaching empathy and social skills to students, which are two major components of many available anti-bullying programs. Every year, many districts create new initiatives for their schools that follow some type of prescribed protocol to address specific issues for improvement. Pianta (2003) notes that teachers often adapt something new to fit their current practice. This section will examine whether the Second Step curriculum can be successful in reducing bullying behavior within the district, with population-specific modifications.

Regarding the implementation of a school-wide program, researchers believe that the principal is the most important figure in determining the program's success, as he or she has the ability to shape the conditions necessary for sustained program implementation (Diebold, Miller, Gensheimer, Mondschein, & Ohmart, 2000; Illback & Zins, 1995). According to *Leadership: Theory and Practice* (1999), Daft states that a

smooth implementation process must include a principal who provides direction, aligns teacher and school efforts, and enables the school to conduct the necessary activities.

This last point is the one where most school implementations fail: too often the excuse for not conducting the necessary activities stems from a lack of resources. Whether or not resources such as time, money, or motivation are lacking, programs may begin strong and lose energy over time as budgets are reduced. For the program to work over the long term, continuous assessment of the success and structure of the program must occur.

The Second Step program specifies the necessity of implementation with fidelity (Second Step Research and Results, 2010). The mistake that administrators may make at this point of the program implementation is taking a top-down approach, i.e., telling the teachers everything they must do, with little or no discussion. The top-down approach often fails because leaders have difficulty understanding the exact conditions their employees are working in (Competitive Enterprise Institute, 2004); in turn, workers feel underappreciated and want their voices to be heard (Robertson, 2003). Other leaders simply give the teachers little direction and allow them on their own to make meaning of the information that the program vendor has provided. A lack of administrative direction can lead to a lack of confidence on the part of teachers, who are expected to provide their students with the intended benefits. Therefore, for the implementation to be successful, schools should aim for a hybrid approach of top-down and bottom-up (Larson & Samdal, 2008): Pearl Zhu, author of *Digital Master* (2014), believes that successfully implementing innovative ideas takes both a top-down approach to provide discipline and a bottom-up understanding of the work that needs to be done. This two-pronged approach leads to much deeper understanding of what is being studied and acknowledges that

insight can come from any stakeholder. This approach is ideal for implementing the Second Step program; according to “Implementing Second Step: Balancing Fidelity and Adaption,” researchers Larsen and Samdal (2007) found that many teachers adapt the Second Step program to help their students with their immediate problems.

Regardless of the particular implementation, teachers at all four participating schools found benefits to teaching social competencies and promoting social skills. At the same time, they stated that the Second Step program was repetitive and that they had difficulty maintaining student engagement throughout the lessons (Larsen & Samdal, 2007). These issues should be discussed between teachers and administrators so that a consensus can be reached regarding the program’s implementation.

SECTION III: METHODOLOGY

Research Design

This research used a mixed-method approach, consisting of qualitative and quantitative measures, to examine perceptions of the Second Step program's effectiveness in reducing bullying related incidents. The participants in the program were instructional staff, administrators, students, and parents; each group of stakeholders brought a unique dynamic to the evaluation. The researcher was granted permission from the district assistant superintendent to access district data necessary for this research study. Quantitative data were measured using anonymous surveys completed at the end of the first quarter given to all administrators, students, and teachers in grades 1, 4, 6, and 8. The qualitative measures consisted of interviews conducted throughout the Second Step program. For interviews, students, teachers, administrators, educators, and parents volunteered for participation and were randomly selected.

Participants

Student, teacher, and parent participants were randomly selected to offer various perceptions of the Second Step program's effectiveness in reducing bullying related incidents. The dean and two social workers at Baker School were chosen to participate in the study, as they designed the program and had taught it regularly to the students. The dean is a graduate of the district, a white male in his late twenties, serving in his second year in the position. Before becoming the dean of students, he was Baker Junior High's physical education teacher. His responsibilities as dean are to handle discipline referrals and to teach social skills. Teachers send students to him directly if there are behavioral issues in the classroom. The two social workers who participated in the study are

longtime Baker employees. The elementary social worker, a white female in her late forties, meets with K–5 students and also previously served as the junior high social worker at Baker for three years. The junior high social worker, a white female in her mid-thirties, works with students in grades 6–8. She has been at Baker for six years. Both social workers meet regularly with students throughout the day, either one-on-one or in a group setting. They discuss issues ranging from what is going on at home to ways they can interact more positively with their peers at school. The teachers were chosen for the insight into their work in the Second Step program.

The students interviewed in the research were chosen from grades 1, 4, 6, and 8. These grades were selected because each grade level has a different leader teaching the Second Step program, and it was this researcher’s belief that collecting data from multiple perspectives would provide a clearer understanding of students’ opinions. Student participants are white, Hispanic, and African-American. Community members with a child in grades 1, 4, 6, or 8, were selected randomly for participation. The parents were chosen to provide insight from home into their knowledge (or lack thereof) of the Second Step program.

Data Gathering Techniques

All students, instructional staff, and parents interviewed were asked to give their written consent before the process began. The chosen students received a form for their parents to sign and a cover letter explaining what the interviews would entail, along with how the information might be used. Parents and educators, who remained anonymous throughout the research project, were asked to sign an identical form and received the

same letter detailing the process. Surveys were multiple choice and therefore did not require written responses.

Quantitative Research

Surveys were distributed to each group of participants: students, staff, and parents. The surveys distributed to students and staff consisted of 20 questions inquiring about their perception of bullying at school, as well as how the Second Step program has either helped with this issue or has been a non-factor in students' behavior. The parental surveys were similar, but participants were selected randomly. Eighteen of the 20 questions used a 4-point Likert scale. The remaining questions asked the participants to provide written responses.

The breakdown of the total number of students enrolled at each grade level and corresponding percentages of students per grade level participating in the research is as follows: 1st graders: 52 (48%), 4th graders: 77 (51%), 6th graders: 63 (60%), 8th graders: 127 (45%). Consent forms were given to all students in grades 1, 4, 6, and 8.

Table 1

Student Survey Participation

Grade	Number of Students Enrolled at Grade Level	Number of students that participated in survey
1	52	25 (48%)
4	77	39 (51%)
6	63	38 (60%)
8	127	57 (45%)

Qualitative Research

Students were interviewed at the end of the first quarter, either as pairs or in small groups when possible. The interviews were no more than 15 minutes in duration. Adults met with this researcher on one occasion during the second quarter for interviews of approximately 30 to 45 minutes.

All interviews were conducted at Baker School in either a conference room or the library at a time of mutual convenience. Student interviews took place during the first half of their lunch period. The data gathered from this process was integral to discovering the perceptions about the effectiveness of the Second Step program in curtailing bullying at Baker School.

Interviewees responded to open-ended questions about how they define and feel about bullying in their school. More specific questions in terms of how the school handles bullying were also asked. Questions for students focused on what they know about bullying as well as a recollection of experiences involving the Second Step program. Interviews with the leaders of the Second Step program solicited their opinions as to whether the program lends itself to curtailing bullying in the school. Classroom teachers responded to questions about changes they have seen in the students that could potentially be attributed to the Second Step program. Teachers also gave their opinions of the climate in the school and their classrooms, and whether they felt that the Second Step program has contributed to a decrease in bullying. Parents provided their knowledge and understanding of the program and of bullying incidents in the school. All interviews were audio recorded and transcribed.

Interviews were completed with two students from each grade level, a teacher from each grade level, a parent from each grade level, the dean, and the school's two social workers. Students participated as pairs with their partner from the same grade level. This was completed in grade 1, 6, and 8 only. In 4th grade, the researcher felt that one of the students, who is autistic, would give more honest answers in a one-on-one setting than he would if he had been partnered with another classmate. The students were interviewed either during their lunch time or at a time when the teacher felt it would be appropriate to excuse them from class. All of the educators who were randomly selected participated in the interviews either during their plan or lunch period. There were four parents who were randomly selected; the parent from 4th grade met with this researcher after school, when she came home from work. The 6th grade parent failed to attend the first meeting; however, after rescheduling, she came in before school to be interviewed on her way to work. The 8th grade parent said she was very interested in coming in for an interview and even gave the researcher times that would not work for her. Multiple attempts were made at contacting the parent again but this was unsuccessful. The 1st grade parent spoke very limited English and attempts to have her come in and meet with the researcher and a translator were unsuccessful.

For the purpose of the data collection, narratives have been included from each of the teachers to highlight their feelings about bullying at Baker School, the overall state of the Social Skills program, and the amount of cyberbullying they witness both in and out of the school setting.

Data Analysis Techniques

The intent of this data analysis is to determine if the overall perception of the Second Step program is that it has reduced bullying at Baker School. This data analysis examines the overall perceptions of each group of participants (instructional staff, community members, students) and the varying perceptions among each group.

Qualitative Data

Qualitative data, as ascertained through common interview and survey questions, were analyzed in this study related to the perceptions of the impact the Second Step program has had on bullying at Baker School. Interviews with instructional staff, administrators, students, and parents were coded by similar response in order to identify themes. The identification of these themes allowed this researcher to highlight similarities and differences among the participants' perceptions of the Second Step program.

Quantitative Data

Quantitative data reflecting the participants' perceptions of the Second Step program and its impact on bullying came from surveys completed by participants. Survey responses were recorded numerically by this researcher into an Excel spreadsheet and a correlation table was created that examined nineteen components from the student surveys. In terms of correlation significance .005 is the weakest and .001 is the strongest. The correlation table was separated by 1st, 4th, 6th, and 8th grade. All four correlation tables are located in the Appendixes.

Correlation Table

1st Grade

No significant correlations were discovered between the variables.

4th Grade

The variables showed some correlations; however, they would not be considered significant. As would be expected, the correlations that were present linked students who were bullied at any time with being bullied in a specific place.

6th Grade

Comparable correlations found amongst the 4th grade students can be seen in the 6th grade data but they show a stronger correlation. Those students who have been bullied in the classroom are likely to have been bullied on the playground (.589) and are likely to have bullied others on the playground (.542). The data also shows that students who have been bullied in the neighborhood are also likely to bully others in the classroom (.790) and the neighborhood (.744)

8th Grade

Similar correlations to those found in 4th and 6th grade are present in the 8th grade student answers. There are also unique correlations to the 8th grade students. Have you been bullied while on the internet shows a positive correlation (.304) for gender, indicating that girls are participating in online bullying. At the 8th grade level students who have been bullied in the classroom and on the playground have talked to their teacher about bullying (.404, .365). Students who have talked with their teachers also show a significant correlation with talking to their parents (.352).

Factor Analysis

To further examine these correlations a factor analysis was completed to look for patterns and to reduce the number of possible variables. A factor analysis uses mathematical procedures for the simplification of interrelated measures in order to

discover patterns in a set of variables (Child, 2006). It allows the researcher to assemble common variables into descriptive categories and reduce the data into manageable fields.

A factor analysis uses mathematical procedures for the simplification of interrelated measures in order to discover patterns in a set of variables (Child, 2006). It allows the researcher to assemble common variables into descriptive categories and reduce the data into manageable fields.

The use of factor analysis began growing among researchers during the second half of the 20th century. Researchers initially used factor analysis as a way to examine cultural patterns, and throughout the 1960s and 1970s factor analysis was used to perpetuate new concepts in learning theory, behavior genetics, group dynamics, language structures, and psycho-physiological state analysis (Cattell, 1978). More recently factor analysis has been used within the health science sector (Williams, Onsman, & Brown, 2010). Critical factor analysis was used to rank improvements using the green supply chain management (GSCM) in the Indian dairy industry (Sachdeva, Sharma, & Garg, 2004) and retinopathy risk factors in type II diabetic patients (Tazhibi, Sarrafzade, & Amini, 2014). In education, professors Raob, Al-Oshaibat, and Lan, from the University of Science in Malaysia, used factor analysis to examine the use of computers in schools to encourage technology use (2012). Other researchers have used factor analysis as a way to manage data while looking at the learning environment in schools and the impact it has on learning.

SECTION IV: FINDINGS AND INTERPREATION

Findings

Quantitative Data

Quantitative data from the surveys were entered into an Excel spreadsheet and categorized by students, educators, and parents, then disaggregated by grade level and gender. Both student and educator data were reviewed as an overall average as well as separated by grade level. Student data was also analyzed by gender. All of the surveys consisted of 18 questions, for which respondents posted ratings on a 4-point Likert scale.

Table 2

Comparisons of Responses to the Survey Questions Completed By Students

<u>Question</u>	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Disagree</u>	<u>No Answer</u>
1 Have you ever been bullied?	39.4	20.6	31.9	8.1	0
2 You have been bullied in your classroom	59.4	17.5	13.8	6.9	0
3 You have been bullied on the playground	61.8	17.5	8.1	5	1.2
4 You have been bullied in the neighborhood	59.4	18.1	10	12.5	0
5 You have been bullied on the internet	76.3	10.6	7.5	4.4	0.6
6 Have you ever bullied someone before?	48.1	18.8	16.3	5.6	1.2
7 You have bullied someone in your classroom	81.3	10	7.5	0.6	0.6
8 You have bullied someone on the playground	83.1	13.8	1.2	0.6	1.2
9 You have bullied someone in the neighborhood	75	12.5	6.9	1.2	2.4
10 You have bullied someone on the internet	82.5	12.5	1.9	0.6	1.8
11 To stop bullying you should Ignore It	19.4	13.1	13.8	40	13.8
12 To stop bullying you should Fight Back	52.5	8.8	11.9	10	16.9
13 To stop bullying you should Talk with an Adult	9.4	3.8	17.5	60.6	8.8
14 To stop bullying you should Talk with the Bully	37.5	18.8	13.1	13.8	14.4
15 You have helped stop a bully before	25	13.1	30.6	28.1	3.1
16 Have you ever talked to a teacher about bullying?	41.9	20	21.3	15	1.9
17 Have you ever talked to your parent/guardian about bullying?	30.6	19.4	23.1	18.8	8.1
18 Do you know what the word empathy means?	44.4	21.3	14.4	16.3	3.8

Table 3

Comparisons of Responses to the Survey Questions Completed by Students by Grade Level

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Answer
	01 04 06 08	01 04 06 08	01 04 06 08	01 04 06 08	01 04 06 08
1 Have you ever been bullied?	23 18 11 11	02 06 07 18	01 10 16 24	01 04 03 04	00 00 00 00
2 You have been bullied in your classroom	24 22 20 29	02 09 06 11	00 04 09 13	01 04 02 04	00 00 00 00
3 You have been bullied on the playground	21 30 24 34	01 03 07 17	03 02 04 04	01 03 02 02	01 00 00 00
4 You have been bullied in the neighborhood	17 21 17 40	01 08 08 12	01 05 05 05	08 05 07 00	00 00 00 00
5 You have been bullied on the internet	25 35 26 39	00 02 06 09	01 00 02 10	01 01 03 04	00 01 00 00
6 Have you ever bullied someone before?	27 25 19 22	00 04 08 18	00 03 09 14	00 05 01 03	00 00 00 00
7 You have bullied someone in your classroom	27 33 28 42	07 00 02 07	00 02 02 08	00 01 00 00	00 01 00 00
8 You have bullied someone on the playground	27 33 28 45	00 03 07 12	00 00 02 00	00 01 00 00	00 02 00 00
9 You have bullied someone in the neighborhood	22 34 22 42	01 02 09 08	01 01 04 05	03 01 01 00	00 01 00 02
10 You have bullied someone on the Internet	27 36 32 37	00 01 05 14	00 00 00 03	00 00 00 01	02 02 00 02
11 To stop bullying you should Ignore It	07 06 06 14	02 07 06 04	01 01 06 14	15 15 14 20	02 10 05 05
12 To stop bullying you should fight back	17 25 17 26	01 01 04 08	00 00 07 12	03 02 04 05	06 11 05 00
13 To stop bullying you should talk with an adult	06 02 03 03	00 03 07 03	00 06 00 15	18 25 24 31	03 03 03 05
14 To stop bullying you should talk with the bully	10 13 13 24	00 09 08 15	01 02 06 11	16 04 04 01	00 11 06 06
15 You have helped stop a bully before	11 13 08 07	02 05 07 07	02 07 12 28	10 11 10 14	03 03 00 01
16 Have you ever talked to a teacher about bullying?	15 15 09 27	01 06 13 12	04 08 10 12	07 08 05 05	00 02 00 01
17 Have you ever talked to your parent/guardian about bullying?	15 09 11 15	00 07 12 11	03 11 06 17	09 12 08 13	00 00 00 01
18 Do you know what the word empathy means?	27 17 13 15	00 07 11 11	00 03 07 17	00 08 06 07	00 00 00 02

In breaking down the responses for Questions 1, 5, 16, 17, and 18, it appears that bullying directly impacts less than half of the 1st, 4th, 6th, and 8th grade students at Baker

School. Question #1 asked the students, “Have you ever been bullied?” Forty percent of the students responded with either Strongly Agree or Agree. In Question #5, “Have you ever been bullied on the internet,” 11.9% responded that they Agreed or Strongly Agreed. In examining Questions #1 and #5, older students were more likely to agree that they were bullied. Question #16 asked, “Have you ever talked to your teacher about bullying?”; over 40% of students said that they had. Additionally, more than 40% of students answered that they had talked with their parents about bullying in response to Question #17. Students answered Questions #16 and #17 consistently across grade levels. In Question #18, 20.1% of students agreed or strongly agreed that they knew what the word empathy meant; the percentage of students who knew the definition increased as the grade level of the students increased.

The following graph compares the responses of both students and instructional staff for Questions 11–14. Divergent answers concerning whether a student should ignore the bully or talk with them can be seen between these groups.

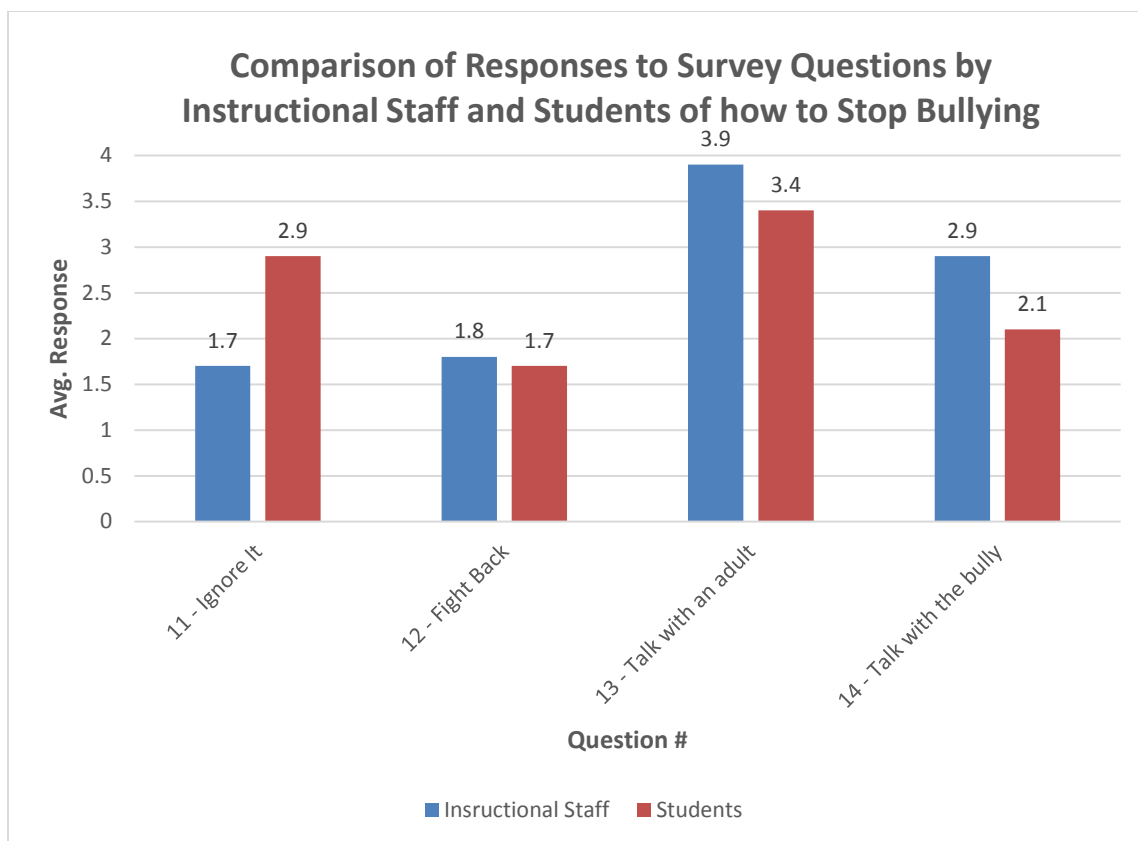


Figure 1. Comparison of survey responses on how to stop bullying.

In Questions #12 (“To stop bullying the student should fight back”) and #13 (“To stop bullying the student should talk with an adult”), the average student and instructional staff responses were similar. Both groups strongly agreed that students should not fight back, and also both agreed that students should talk with an adult. In Question #11 (“To stop bullying the student should ignore it”) the average student response was 2.9, just below the 3.0 Agree statement. Answering the same question, the average instructional staff member response was 1.7, falling within the Disagree statement. For Question #14 (“To stop bullying the student should talk with the bully”), the average student answer was 2.1, in the Disagree range, while the average instructional staff response was 2.9, within the Agree range. As a school, the instructional staff should examine why students

think other students should ignore the bully while staff thinks students should talk with the bully.

Comparing the student responses to the survey questions by gender shows minimal differences between males and females in 1st and 4th grade. In 6th and 8th grade the student answers regarding how to respond to a bully become more pronounced along gender lines.

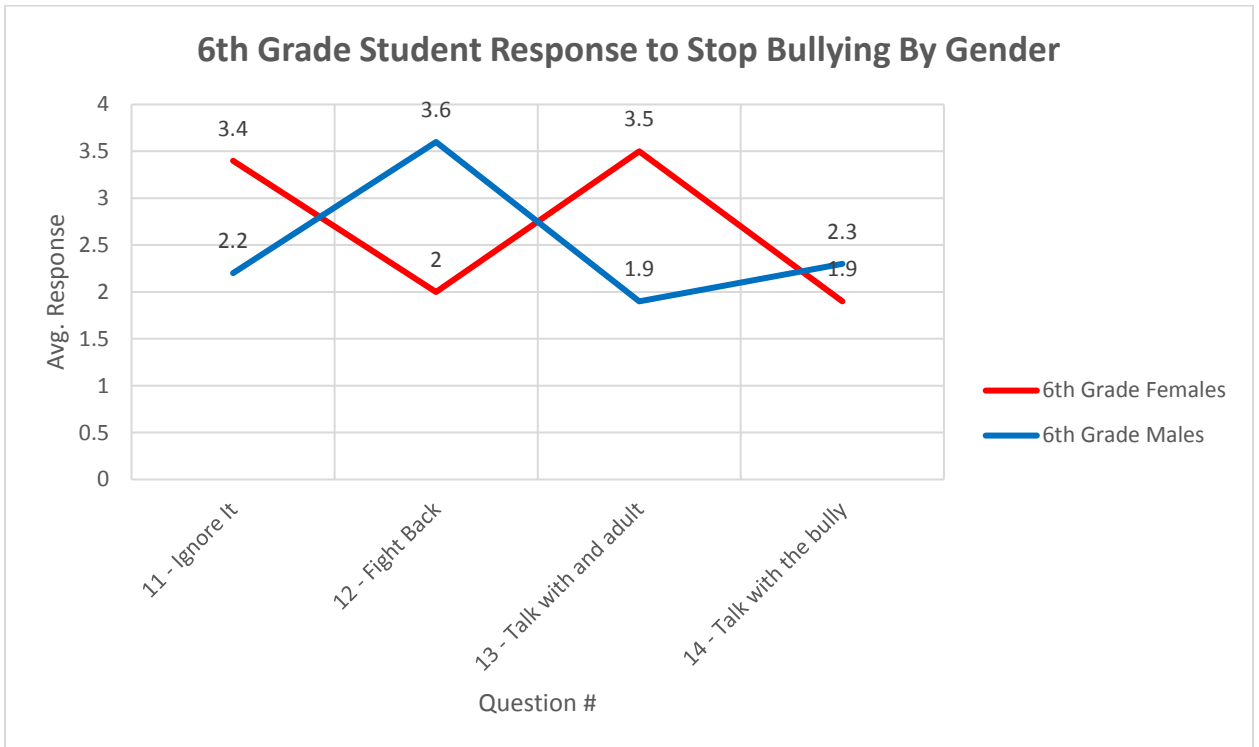


Figure 2. Comparison of 6th grade student survey responses by gender.

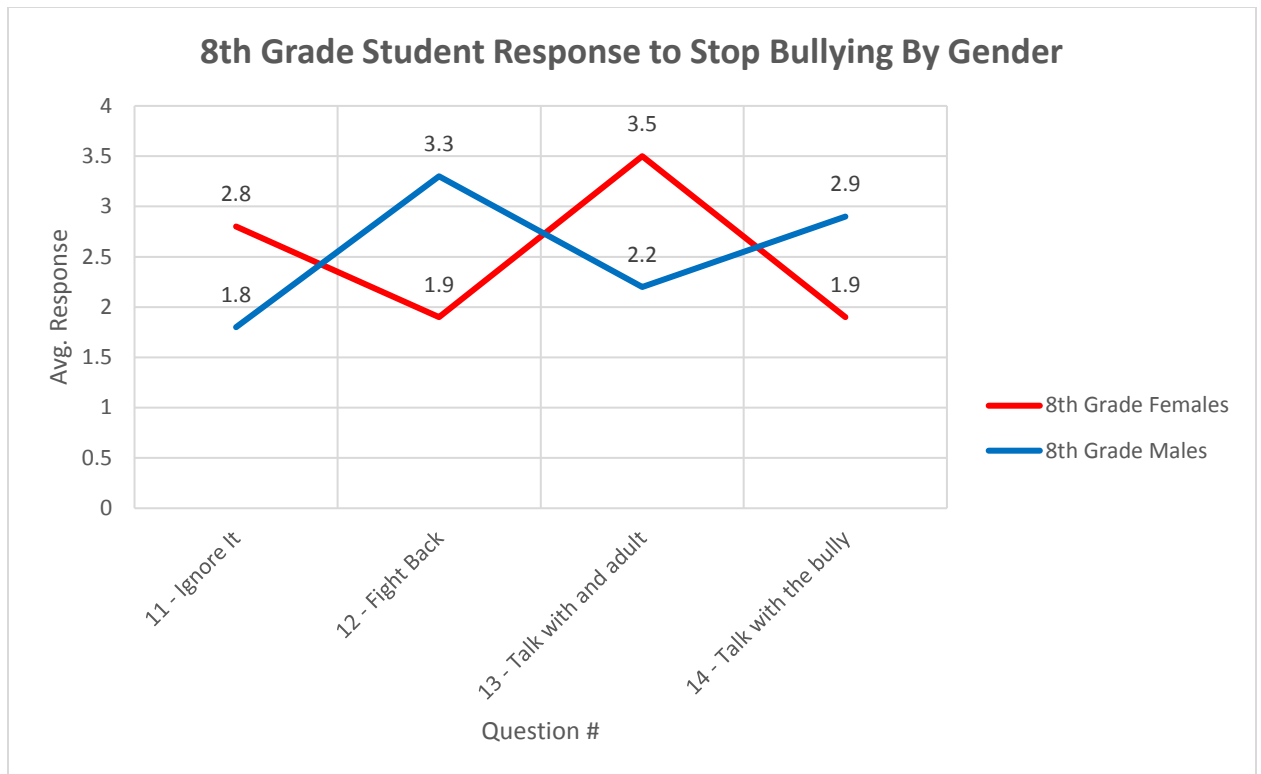


Figure 3. Comparison of 8th grade student survey responses by gender.

For Question #11, “To stop bullying students should ignore it,” 6th and 8th grade females agreed with this statement while males students disagreed. Question #12 stated, “To stop bullying students should fight back.” Female students disagreed while male students agreed. Question #13, “To stop bullying students should talk with an adult,” females agreed while males disagreed. Question #14, “To stop bullying students should talk with the bully,” 6th grade male and female students and 8th grade female students disagreed while 8th grade males agreed. Breaking the questions down by gender appears to show that the perceptions of how to deal with bullying may be impacted more by gender differences as the students get older than the impact of the Second Step program.

To examine the data more closely and to understand possible relationships, a factor analysis was completed using the data from Questions #1–#14. A factor analysis

allows the researcher to explore the data for patterns and to reduce the variables to a more manageable number (Streiner, 1994). In examining the data provided by the factor analysis, three major themes emerged, showing the greatest amount of variance. Table 7 shows the variance among the components.

Table 4

Factor Analysis Component Matrix

	Component 1 Reciprocal Behavior	Component 2 Girls and Social Media	Component 3 How to Deal with Bullies
Grade Level	0.404	-0.049	0.334
Gender	0.186	0.637	0.169
1 - Have you ever been bullied?	0.678	-0.169	0.373
2 - You have been bullied in your classroom	0.694	-0.227	0.175
3 - You have been bullied on the playground	0.614	0.081	-0.090
4 - You have been bullied in the neighborhood	0.464	0.164	-0.393
5 - You have been bullied on the Internet	0.537	0.498	0.109
6 - Have you ever bullied someone before?	0.575	-0.271	0.000
7 - You have bullied someone in your classroom	0.595	-0.398	-0.280
8 - You have bullied someone on the playground	0.608	0.130	-0.348
9 - You have bullied someone in the neighborhood	0.540	-0.088	-0.524
10 - You have bullied someone on the internet	0.433	0.442	-0.138
11 - To stop bullying you should ignore it	0.104	-0.064	0.475
12 - To stop bullying you should fight back	0.339	-0.070	-0.092
13 - To stop bullying you should talk with an adult	0.160	-0.059	0.460
14 - To stop bullying you should talk with the bully	-0.032	0.115	0.238
15 - You have helped stop a bully before	0.636	0.088	0.207
16 - Have you ever talked to a teacher about bullying?	0.415	-0.059	0.022
17 - Have you ever talked to your parent/guardian about bullying?	0.372	-0.015	0.150
18 - Do you know what the word empathy means?	0.288	-0.028	0.466

The first component shows that students who had been bullied overall (Question #1), in the classroom (#2), on the playground (#3), and in the neighborhood (#4) were likely to exhibit bullying behavior toward someone else in the same situation (Questions #6, #7, #8, and #9). Those students who endure bullying appear more likely to project those behaviors onto other students. This can create a bullying cycle among students in which they are continuously switching between their roles as bully and as victim. Students who participated in one area of bullying, such as in the classroom, were also likely to participate in the behavior in other areas such as the playground or the neighborhood.

The second component presents a correlation between gender and type of bullying. In looking at the other variables, such as bullying or having been bullied, there seems to be little correlation to student gender, and a negative correlation between Internet bullying and grade level. These variables suggest that female students throughout the school who participate in bullying are doing so through social media. Those who are being bullied are reciprocating the behavior, and bullying as well.

In examining the participants' answers as to how to stop bullying, most of the variables demonstrated little to no correlation. In the Second Step program at Baker, students are told not to react to a bully or to tell an adult if they are being bullied. They are taught not to fight back and that engaging a bully can escalate the situation. Those students who agreed with the statement, "To stop bullying you should ignore it" were likely to also agree that "To stop bullying you should talk with an adult." Thus, the Baker staff is clearly teaching the message, and some students are hearing that message clearly.

Student Survey Questions

The last two questions on the student surveys were open-ended and confirm the previous findings in the survey. Below is a summary of the answers that students gave. The quotes taken from the surveys are exact and include any errors in spelling, punctuation, and overall grammar that were written. One of the questions read, “Can you explain ‘empathy’ in your own words?” The school’s definition is “understanding what others are going through.” Many of the educators explain to the students that it is akin to putting yourself in someone else’s shoes and being able to understand what they are going through.

In 1st grade, only six students answered this question. Here are two of the responses: “It is not nise you can hurt someone” and “You should not bully any one at your classroom even at home even your brothers and sister.”

In 4th grade, 17 students attempted to answer the question. A lot of the answers dealt with other social skills:

“Do something when a parent isn’t around”

“Empathy is like treating people with respect and to not fight no bullying.”

The one answer that matches with the school’s definition of empathy said, “Empathy is just feeling what others are feeling.”

In 6th grade, 23 students answered the question about empathy. Again, many of the answers dealt with treating people with respect, but some of the answers aligned with the school’s definition:

“Empathy is to have been in the same situation they are or have been in.”

“I think it means to know how it feels by someone being bullied.”

“When you feel the same way because you were in that situation.”

“It means to feel what someone else is feeling.”

“To know how someone else feels because you may have dealt with the same thing.”

In 8th grade, the majority of the students surveyed gave answers to the empathy question; however, out of the 48 responses only 6 of them answered the question in a way that is consistent with the school’s definition. These comments included:

“Empathy kind of means to be able to comprehend with someone who has gone through the same situation as you.”

“I think it means to put yourself in someone else’s shoes and see how they are feeling.”

“Empathy is when you can understand someone else’s feeling, as if you are walking in their shoes.”

On the other hand, 26 of the responses said something about feeling sorry for the other person. These comments included:

“When you feel sorry for someone.”

“Empathy means to feel sorry for someone.”

“To feel bad for someone.”

“I think it means to like care about someone or feel sorry.”

The second open-ended question asked, “Are there any other things you would like to say about bullying?” None of the 1st graders who took the survey gave any response, but the rest of the grade levels did. Two of the 4th grade comments dealt with naming a specific student who was doing the bullying. Other responses were included:

“Why do people bully? Why do they like doing it.”

“Why are people doing it!?”

“Why would they want to bully us. If it were them they wouldn’t want to get bullied.”

In 6th grade, the answers seemed to be split between talking about why people should not bully and what you should do if you are being bullied. Some of the responses included:

“You shouldn’t do it because it might come back on you.”

“People shouldn’t bully because it makes people feel bad about themselves.”

“No, but bullying will get you in trouble and will get a consequence.”

“It’s just wrong. Bullying kids is going to get you nowhere. If you bully because you think you’re cool later on you’re not going to have any friends and you will think twice about what you did.”

“If it is constantly happening you told your parent or guardian but they did nothing keep telling them until they do something.”

“Bullying is not nice people that bully should stop and if someone gets bullied then tell a teacher. DON’T FIGHT BACK!”

“It’s wrong but if you had enough I would fight back.”

In the 8th grade survey, almost every student had a response to the second open-ended question. Again, many of the responses dealt with bullying being wrong but the students also tried to explain why:

“I think bullying is wrong and there is no point to it. If you wouldn’t want to be treated bad then don’t treat others like that. It can lead to horrible things.”

“Yes I would. Bullying is bad and it hurts people emotionally and physically. People shouldn’t bully and should stand up to when you are getting bullied.”

The 8th grade answers also demonstrated a willingness to share their personal experiences with bullying:

“I don’t know for sure if what I call ‘bullying’ is what you would call bullying. People make fun of me, call me names, but I learned to deal with it in 3rd grade. That was a horrible year.”

“It should be stopped even though I have done it before. Name calling will always happen but physically fighting should stop.”

“Personally I hate it since 1st grade. I’ve been bullied it doesn’t feel okay. They just try to get you to fight back. So you get in trouble. Again I hate it.”

Interview Data

Social worker: K–5th grade students. The current Kindergarten–5th grade social worker has been in her position for two years. Having worked for the school district as a dean and social worker, she has been involved in the bullying situation at Baker both from a discipline standpoint as well as a coaching one. The social worker believes that although there is bullying at Baker, it is not excessive and when it is discovered by staff members, they address it immediately. Most of the physical incidents between students occur at recess and are not specifically targeted toward an individual. The social worker believes that the younger students who are feeling bullied are more likely to buy into the strategies to combat the bullies than the older students.

The K–5th grade social worker is responsible for teaching social skills in Kindergarten, 1st grade, and 2nd grade. Like many of the other social skills teachers, the

social worker uses part of the Second Step program but also incorporates books she obtains from the library to teach social situations. She does not feel that at this age the students necessarily understand what bullying means, but she does focus more on a “description of the behavior than a name for it.” She says that the working relationship between her and the teachers depends greatly on the teachers in the classroom. She states:

Some of the teachers I believe really reinforce what I say and interact with the dialogue that I use. I will ask the teacher a question while we are discussing the book. Other teachers are not as engaged as the others.

The social worker does not feel that cyberbullying is an issue at the lower grade levels, but she does believe it is the school’s responsibility to address it. She contends:

I think we have to address it because it impacts their ability to focus in the classroom, and if they are obsessed with something that is happening on the Internet outside of school, they aren’t coming here ready to learn. So, I think that it needs to be addressed with communication with the parents that all parties are aware that threats and harassment online are a criminal offense and that charges can be pressed.

The social worker does question what the school is going to do for those students who are considered bullies. She goes on to describe a specific 4th grade student with whom she has been working for the last year and a half:

Last year I made a lot of progress. He was able to verbalize that he was happy that kids wanted to be friends with him because he had stopped his bullying. This year he has kind of regressed and he has gone back to being a bit of a bully. He started off in one classroom that might not have been as structured as last year. His classroom now is much more structured and he is becoming aware of his behavior and the impact it is having on the kids around him and his grades and his consequences he has received. He is not happy with that. He is able to identify that he felt better than he did last year.

Social worker: 6th–8th grade students. The 6th – 8th grade social worker has been at Baker School for the last six years. At the beginning of the interview she discussed her awareness of bullying at the school but acknowledged that many students are afraid to

say anything to adults. She went on to express that the most important thing educators can do to combat this silence is to create a good relationship with the kids. When asked about the type of bullying that occurs, the social worker described cyberbullying and issues that stem from outside of school. She stated that in most of her discussions with the girls, they talk about the bullying being verbal. With the boys she sees, the bullying is initially verbal but can also become physical.

She responded to the question “How do you go about helping someone who is being bullied?” with the following:

Typically if someone comes to me, I tell them there are ways for me to address the issue without the student knowing; you know, ways so that the other students don't know they came and told me. Typically I will go to administration and let them know but I will tell the student that they have to communicate with us because the main concern is that someone is going to say that they snitched. When it's students that I specifically see I will address bullying more. If it's a student I don't see as much, I will go to administration or the dean. Typically I will say to them I can tell them a teacher overheard it. Go at it from that way or that another student told me—to assure them that they won't be targeted for tattling. I assure them that as a social worker, I see a lot of kids and hear lots of things.

This researcher then asked her to describe what she does in social skills:

When I first started we did more on the Second Step which I think focused more on the bullying. It was more verbal I think the kids got something out of it but it wasn't as much so I geared it more towards real life things and I think they are starting to get it more. I realized that the 6th graders are really starting to get it. I think that a lot of it is coming from home. . . . Good character. I think that they take it seriously but I think I have learned to gear it towards the group that I am working with. I have to gear it towards real life things like what is going on in the media right now and make it more current. With the 2nd step it was more scenarios, which is good, I think it depends on the group you are working with. Some like to act some don't. So the one thing I have learned is that you have to figure out where your groups are.

She went on to talk about what happens with the teacher when she goes in to teach the lesson:

I have been very fortunate. When I do the 6th grade lessons they are always engaged, always share personal stories about themselves, which I think it makes it special for the kids. As we are talking about respect they will type it in on the Smartboard. They enforce it throughout the week. If we are talking about perspective, they will reinforce it throughout the week. Junior high, they are engaged and if I ask if we can make it a writing assignment they do incorporate it. I think they struggle with it even if I have talked with them about how much involvement to get. They don't want to step on my toes. It's understandable; 6th grade is in their classroom all day and in junior high they aren't. It also depends on where I do it. In music and art the teachers aren't as engaged, but if it is in a different class, I get more engagement.

When asked about cyberbullying, the social worker said that she thinks it begins to happen in 6th grade, when more students have access to social media sites such as Facebook. By 8th grade, the social worker thinks that the students are more content with their group of friends and that they do not participate in as much bullying. She also believes that the schools should get involved when there is cyberbullying outside of school because it can impact how students function when they are in the classroom.

Dean of students. The dean at Baker School is in his second year in that position, and although he knows bullying is occurring, he also believes it is probably happening more than he knows about. Unlike the social workers, the dean's main responsibility is handling discipline referrals originating in the classroom. This researcher asked the dean his opinion on what type of bullying was occurring at Baker. He responded,

I would say it is more verbal than physical. I'm sure there is some more little stuff like pushing and things like that but we don't see a whole lot of fights here, like major stuff. At least over the last couple of years so I think more of it is verbal stuff.

He went on to say that most of the bullying that he has seen occurs on the playground, and that it is difficult to tell if it is just kids goofing off with each other or if

there is actually bullying happening. When asked about specific things he has done to help those being bullied, he answered with the following:

Yeah, see, it's hard. I guess what I consider bullying is more consistent picking on the same kid, and there have been a few instances of that where I talk with the kid and give them advice or talk with the social worker and have the kids talk with the social worker. Obviously if they are specific kids I try to separate them, or if it's at lunch, making sure they don't sit by each other. Or giving them different strategies to kind of avoid it or do their best to ignore it. Let us know so we can take the steps we need to handle it.

The dean then went on to explain the difficulties of trying to teach social skills throughout the day in conjunction with his other responsibilities. He feels that there definitely needs to be social skills lessons dedicated solely to bullying. Further explanation followed:

I think one of the biggest things is if the kids are being bullied they let the teacher know, or let myself know because obviously kids are sneaky and will do stuff when we aren't looking and will do stuff when we aren't aware of it. It's impossible for us to handle something and we need to make sure they aren't afraid to say something, and have a relationship with a teacher that they do feel comfortable talking. If it's not a teacher, hopefully they can talk with their parent.

The interview also steered toward asking the dean what his expectations were for the teachers when he was coming in to teach a social skills lesson as compared to the reality of what he has experienced. Here was his response:

Expectations are: I give them a heads up about what we are going to focus on so that they can somewhat introduce it. So that if it comes up in class, they can talk about it. When I introduce it, they can have an idea of what we are going to talk about and the discussion can be a little bit better. While I'm in there, obviously kind of participating along with the lesson involving themselves. After that, carrying it throughout. Same type of thing if it comes out in a lesson, where if they are reading a book or something [that] it is continuing, it's not just that I come in once or twice a month, [that] it's the only time they are hearing about it. It's continuous and carried on throughout the year. That is the expectation. I think per

teacher it is a little different in terms of, some teachers are a little bit more on board. There are some teachers who value it more than others.

Due to the nature of his position, the dean has a lot of contact with parents and is often the first to hear of any cyberbullying occurring outside the school day. He believes it is happening all the time, and that it is much easier to say hurtful things about others when sitting behind a computer. After being asked if this is something that the school should try to prevent, he had the following thoughts:

Yeah, in terms of educating kids and teaching them, it's just like it's become part of the way they communicate. I'm still on the fence as to how far the schools should go with disciplining them, but as far as educating them and trying to prevent it, absolutely. But I think there comes a time when it is a parent's responsibility, for the parents to make sure that they are monitoring what the kids are doing online. One of the cases that I had last year...it wasn't even a student who was at our school. It was a high school student who was bullying one of our kids at our junior high. So it's not even, when you have kids being bullied from other schools, you don't even have the capacity to do that. Discipline that.

1st grade teacher. When the 1st grade teacher was interviewed in her classroom, she said that because of the age of the students, she did not feel that bullying was as prevalent in her classroom as it might be throughout the rest of the K–8 school. When asked about bullying at recess, she stated:

It can be hard to tell for some of them, because they like to play tag, but most of them don't know their own strength. One kid says, 'He pushed me,' the other kid said, 'I tagged him,'; it makes it hard. But you do see kids getting mad at each other and going after them and wrestling.

The teacher said that most of the interactions occur out on the playground when she might not even have students from in her classroom. She has never heard her students talk about cyberbullying in any way.

The teacher added that for social skills, the social worker comes in every other week and they usually talk about feelings and what they should do in certain situations;

the teacher also talks to the students about being calm. During the interview, the teacher expressed that the social worker takes over the social skills lesson and that the teacher only jumps in occasionally.

4th grade teacher. The 4th grade teacher has been at Baker school for the last 14 years. In the past, the teacher has shared with this researcher that her daughter had been bullied all throughout school, and because of this she is very sensitive to the issue in her class. During the interview, the teacher shared that she believes 4th grade is around the time that the students really begin to realize what bullying is, and because of that, she spends a lot of time in her classroom talking about it with the students. She feels that when it does happen, it is more verbal and that many of the students still do not realize that what they are doing is considered bullying. When asked if there were any instances of bullying in which she had to step in and stop it, she replied, “I don’t have it this year where anyone is being centered in on, but I will tell you in over 14 years of teaching, I have had a few students who have been really picked on.”

The previous answer led this interviewer to ask a follow-up question about what exactly the teacher did in these situations. Her response follows:

I talked to the other students, of course, and I also talked to that student about where the other kids are coming from and that their opinions are not the overriding force in their life. I think I have been real successful in building up their self-esteem and just letting the student know that I am aware of it. I think that is one of the big things teachers can do, is be aware of it. I don’t know if you know, but I had a daughter who was severely bullied, my oldest daughter. So I have no tolerance for it, so I am very aware of it. So when I do see it, I talk to the parents of those being bullied and they need to feel special in the classroom. Building that relationship with them and have them do things that make the other students see them as someone who has feelings. In 4th grade, that seems to be real successful. When they get that empathy piece in there and understanding how others feel.

When asked about her role during a social skills lesson, she felt that it was her job to participate and then to reinforce the lesson at different times throughout the school year. After being asked if any of the lessons focused on bullying, she stated, "I think that it is usually the character assets [lesson], but within it has been empathy, which goes to the bullying question. One specifically just on bullying, I can't remember one like that." Discussing bullying on the computer, the 4th grade teacher felt that in school, her students know exactly what they are expected to be doing and that they do not have a chance to do any cyberbullying. The last question asked of the 4th grade teacher was whether or not she felt it was the school's responsibility to monitor cyberbullying outside of school. She said, "No, I think the school should be made aware of it so that if it continues at school they have a heads up, but it seems to be a parental responsibility."

6th grade teacher. During the interview with the 6th grade teacher, who has been at Baker for four years, she talked about the fact that teachers handle bullying both on the playground and in the classroom. She talked about addressing the behavior with all students involved and making them responsible for unacceptable behavior. She stated that most of the bullying is verbal, wherein students make comments about what a student is wearing, or if they do not like a student, call them stupid. She has also seen some pushing. In 6th grade, she feels that gender does not necessarily play a role in who is doing the bullying, but rather that it depends more on the makeup of the class and how the teacher addresses it. When she described how she would handle bullying, she pointed out the importance of building relationships. She feels that all parents of the students involved should be made aware regardless of the role their children played in the bullying. This 6th grade teacher mentioned overhearing her kids talk about cyberbullying

that was occurring on Facebook last year, but that students would not come to her to talk about it. When asked if the school was responsible for bullying occurring on Facebook, she replied:

I don't think it is our responsibility. I don't think we should be held responsible but if we knew something about it. Maybe a parent or another student told us, then I think we should absolutely get involved. If a student told me that someone was threatened and I didn't do anything about it, then I would live with it the rest of my life.

Although she does not meet with the social worker ahead of time to plan the social skills lessons, she does believe that the more she hears the lesson, the more she is able to participate and share her own experiences.

8th grade physical education teacher. The junior high physical education teacher is in his second year at Baker School. He says that he knows bullying happens at all schools, and for him, the locker room is a source of much of it. The teacher said that even though verbal bullying happens at the school, he has not seen any extreme cases of it yet. He went on to explain that the only time he saw anything physical between students was out of frustration from a game, but that he did not think it was bullying related.

The physical education teacher is the only educator interviewed who could not explain what empathy was. He does participate in the social skills lessons when the dean comes in to teach them, but has only had one experience doing so. Like the 6th grade teacher, he hears about some of the things being said on social networking sites, but students do not come up to tell him they are being bullied.

Parent interviews. The researcher had planned on selecting four random parents who had a child in 1st, 4th, 6th, and 8th grade to be interviewed at the school. The 1st grade parent spoke primarily Spanish, and attempts at finding a date when the parent, the

researcher, and the school's translator were available proved unsuccessful. Contact was made between the researcher and the 8th grade parent and possible dates were set to conduct the interview after working hours. When future calls were made, messages were not returned. Both the 4th and 6th grade parents came in for interviews at Baker School. The researcher has provided a brief narrative of what their conversations covered.

The 4th grade parent who came in after school used to work as an aide for a different program located in Baker's building. This parent has three sons at Baker in grades 4, 6, and 8. Before going back to work, she was very active in multiple school activities. She believes that bullying at Baker School is under control and that any that has occurred has been verbal. When asked if any of her children had ever experienced bullying, she said that there was one time when another student threatened to beat up her son if he did not throw the spelling bee. The discussion then turned to her knowledge of our social skills program. She stated that her kids come home and talk about respecting each other, but that she was not aware of any other specific social skills they have learned in class. As this researcher talked about cyberbullying and asked if her kids had ever experienced it, the parent recalled that it had not happened to them, and attributed this to her close monitoring of their interactions with technology. The parent has installed blockers on the computer to limit which websites they can visit. She admits that this is not foolproof, and acknowledges that she has had to confront the children when they have viewed material she does not approve of. She is concerned about cyberbullying in the future, and although she thinks that parents should be the ones to handle cases of cyberbullying, she does feel there are times that the school needs to get involved in dealing with it.

The 6th grade parent has a son who has been bullied in the past. She also has a daughter in 5th grade at Baker. She talked about how bullying used to occur at Baker a lot more in the past, but that so far this year, there have been no major problems. She said that the bullying her son experienced began as verbal and escalated to physical. Most of the verbal taunts directed at her son dealt with questioning his sexuality. She said that although her kids come home and may complain about bullying, they do not mention having learned ways to combat it. She did say that her son received a lot of individual coaching from the principal and social worker on how to handle bullies.

This parent said that she only allows her children 30 minutes a day on the computer, but that it is hard to monitor their Internet activity because their grandmother watches them after school. When asked if the schools should have anything to do with bullying that occurs outside of school, she responded, "I don't know if you have the ability to suspend or expel or whatever, but there needs to be some form of punishment." She ended the interview by again explaining how much more her son likes school this year because he is not facing the bullying he dealt with in 5th grade.

Student interviews. The students were asked the same general questions as the educators during their interview process. Below is a synopsis of the responses they gave to specific questions. This researcher examined the same preset categories in order to determine themes throughout. The students gave direct, short answers with little added detail; follow-up questions from this researcher were usually greeted with a yes-or-no response.

When asked, "Can you tell me what empathy means?" the answers varied by grade level. The 1st and 4th grade students typically answered with "No." The 6th and 8th

grade students felt like they should know the answer, but only one 6th grade student gave an answer of “Like how you want to be treated.”

The students were asked, “Do you know what cyberbullying is?” The majority of the students knew that it had something to do with bullying on the computer. Two of the students described things happening on social media. One student stated, “My brother (16 years old at the local high school) has a Facebook page and they were making fun of someone who goes to his school. They were talking about her.”

When responding to the question, “Should the school do anything to stop bullying that happens outside of school?” all of the students in 1st–6th grade said yes. Both 8th grade students said that if it impacts what is going on in the school, then the adults should at least talk to them. One student stated, “Even though it’s not happening on school property they should talk about it so maybe they will stop.”

In response to the question, “What is your opinion about bullying at Baker?” students said that bullying is wrong. One of the 8th grade students felt that bullying was very common. Other students suggested that you should get an adult involved if you are being bullied.

When asked to describe the types of bullying at school (verbal or physical), the answers varied. Some students said that both kinds existed at Baker School; others said that they only saw some fights but that the majority of bullying was verbal abuse. A female student replied, “They usually bully people because of their race. I just say to leave her alone... that she isn’t doing anything to you and they usually just walk away.”

The students were asked what the social skills program covered. The word “respect” was mentioned by students at two different grade levels. Other students said they couldn’t think of what they had learned in the social skills program.

Interpretation

Several themes can be inferred from the quantitative and qualitative data.

Wide Range of Experiences with Bullying

The data suggests that students’ and educators’ perceptions regarding the prevalence of bullying and the effectiveness of the program designed to curtail it vary considerably by student grade level. The 1st grade teacher stated that bullying does not happen much in her classroom, but she is sure it happens in other grade levels. Students in the younger grades stated that less bullying occurred than did students in the older grades. The different interpretations between the grade levels can also be seen in cyberbullying: Educators stated that cyberbullying may not be much of an issue in grades K–4, but that students in grades 5 and 6 are starting to use social networking as a way to bully their classmates. The younger students were unsure what cyberbullying was, but the older students made the connection between cyberbullying and social networking sites. Both the 6th and 8th grade teachers indicated that although they hear their students talking about cyberbullying, they rarely have a student approach them and admit he or she is being bullied online. Although the educators may not be hearing the students talk about cyberbullying, it is evident from the factor analysis that female students are participating in it. Regardless of how often cyberbullying is occurring, the educators at Baker School do believe that the school has a responsibility to get involved in bullying that happens

outside of school because the adults believe that it will eventually impact student success in the classroom.

The students have been taught that bullying is wrong and that even though they might not do it, they know to tell an adult or talk things out with the bully if it is happening. The students in the younger grades did not share that they were being bullied, but instead talked about “those” people who were bullies, acknowledging that there are people who bully in the school. By 8th grade, the responders were able to articulate specific incidents that caused them to dislike bullying. A noticeable difference between the genders in grades 6 and 8, related to how they deal with being bullied, emerged: Females at these grade levels are more likely to talk with an adult, while male students are more likely to ignore the bully or fight back. This difference could be attributed to students’ nascent conformity to expected gender roles, or to a lack of gender differentiation in the Second Step Program.

The parents interviewed acknowledged that there is bullying at the school, but the 6th grade student appears to have experienced more of it. Both parents said that their students do not come home and tell them about the social skills taught in class, nor did they seem aware of the existence of such a program at the school. Both parents appeared to struggle with the ongoing influence of technology in their children’s lives; however, the 4th grade parent placed more responsibility on outside influences to combat cyberbullying whereas the 6th grade parent said that schools should also be able to punish the students for participating in it. It is evident from this data collection that Baker School has fallen short in communicating to parents and the community about the Second Step program and bullying programs in general.

Students on Both Sides of Bullying

The factor analysis also made it evident that students involved in bullying usually find themselves on both sides of the issue. The variables indicated that if a student was bullied, he or she was very likely to be a bully as well. Although there are students at Baker School who are not directly involved in bullying, it appears that those who are assume the roles of both bully and victim throughout the school year. There was no evident correlation between this behavior and either grade level or gender, suggesting that it occurs throughout the school population.

When examining the student data, it is apparent that some bullying occurs at Baker School and that the majority of it is verbal. The students were not necessarily able to articulate whether the actions of others were indeed bullying or if they simply constituted random name-calling and play fighting. The students have a difficult time understanding what empathy is; in the younger grades, they do not appear to recall ever hearing the word, while in the older grades they know they have heard the word but cannot quite convey the meaning. They do not connect social skills lessons with bullying, but the students can remember other skills being taught that may help them have appropriate relationships with other students.

Lack of Fidelity in the Teaching of the Second Step Program

In terms of the social skills program, it is apparent that those who teach it are not using the Second Step program with fidelity. Rather, it appears the program has become a secondary resource used in conjunction with other materials. Although there are no specific anti-bullying lessons taught during social skills, the educators at Baker School believe that in teaching the importance of having positive relationships with others,

bullying incidents will be reduced. Any planning between the classroom teacher and the social workers or deans before the lesson appears to be non-existent; the teachers seem content with the arrangement while the ones teaching the lesson appear to be somewhat frustrated either by a lack of planning time available or a lack of effort on the part of the teachers.

It is evident to this researcher that the majority of the students at Baker do not understand the definition of empathy the school is trying to promote. It is clear that by 6th grade, the students have been introduced to what empathy is and that some of the students are beginning to comprehend the meaning. While noticing that so many of the 8th grade students answered the question about empathy incorrectly, this researcher has deduced two plausible explanations: One possibility is that it could have simply been taught incorrectly by the teachers during a social skills lesson; however, there were some students who answered the question with the definition that the researcher was looking for. The other possibility is that although the definition was taught correctly, the students picked up on an example of empathy that dealt with the emotion of feeling sorry for someone's situation. Understanding empathy is an important aspect of the Second Step program, and the vast majority of the students not knowing what empathy is shows a breakdown of the program and its effectiveness in curtailing bullying.

SECTION V: JUDGMENT & RECOMMENDATIONS

Judgment

It is imperative to gain a clear understanding of the perceptions of the Second Step program and of bullying at Baker School in order for this research to impact the school community. It is apparent from the data that students at various grade levels are receiving different levels of instruction in the social skills program. Students in grades K–2 receive instruction during alternating weeks, while students in older grades may have it less than once a month. The K–2 students may be introduced to some aspects of the Second Step program, but they do not receive the program as it was intended. These results could mean that the students are not receiving the instruction in social skills that they need.

Examining the secondary questions offers further insight and understanding into the primary question. One secondary question asked, “How satisfied are parents with the Second Step program in terms of bullying prevention?” The Baker parents who were interviewed expressed the belief that bullying issues existed, but that overall teachers and administration do a commendable job of handling it. Teachers felt that bullying was an issue but they also struggled with the definition of bullying, i.e., whether students were simply play fighting and calling each other names or if they were specifically targeting other individuals.

Another secondary question asked, “Did the staff implement the program as it was designed, or was it adjusted?” The Second Step program was created to build upon skills that had been taught in other grades. The creators of Second Step recommended that schools follow their prescribed sequence closely in order to have the most success

(Swearer, et al., 2009). This question provides the most definitive answer from the research: All of the educators involved relayed that they do not use the Second Step program as it was prescribed. The K–5 social worker uses a small part of the program to supplement the social stories she shares with students, and uses some of the social situation pictures to help students understand specific social skills. The rest of the educators have created their own lessons, which are completely separate from the Second Step program. It is evident that Baker School does not use the Second Step program with the fidelity intended, and in most cases, the educators in charge of the social skills program are not using it at all.

Although the Second Step program is designated as the curriculum the school uses to ensure a common thread throughout grade levels, the instructors feel it is not what the students need—and therefore pick and choose materials for individual classes. When this occurs, there is the possibility that students may miss the teaching of specific social skills. Students also do not appear to have gained a long-term understanding of key concepts that the social skills program tries to instill.

Recommendations

For an anti-bullying program to have a far-reaching impact, it should be adopted to fit the entire school and reach bullies, victims, and bystanders (Michaud, 2009). In order to accomplish this, educators must create a comprehensive program that allows fluidity within the lessons while asking the teachers to stick to mutually agreed-upon principles. These principles will guide the social skills program from Kindergarten through 8th grade.

Committees

In order to accomplish a shift in the school's culture, a committee of major stakeholders would need to be created to help address the issues. Although Baker School would not have a specific anti-bullying committee, it would use the social skills committee to address bullying topics. The committee should include those expected to teach the social skills program along other educators, such as administrators, who may be involved, as well as students and community members. This committee would first need to understand what has been done in the past and why the school is looking to change certain aspects of the curriculum. One area that must be examined further is why the reciprocal behaviors of bullying are so prevalent, as well as why bullying occurs more frequently at the upper grade levels. Too many students end up participating in the bullying process as both the bully and the victim. To fully comprehend the next logistical steps, this committee would need to survey school educators, students, and community members.

Cyberbullying

It is this researcher's recommendation that cyberbullying be covered in social skills, but it is imperative that the school concentrate on the core issues of bullying, such as its causes and methods of prevention, not the tools being used to facilitate it. Concerned parents approach teachers and administrators about cyberbullying and seem to be at a loss as to how to handle it when it happens. It is this researcher's opinion that even if students are told not to cyberbully, they may still lack the social skills necessary for interacting with others, and in turn continue to bully others using technology. If the school creates a curriculum that teaches the students the importance of empathy, coupled

with other social skills, then the belief is that bullying incidents will decrease as the students come to understand the impact their actions have on other people (Bhat, 2008). The school should also re-evaluate how it has approached teaching these social skills to female students: as the factor analysis suggests, there appears to be a correlation between female students at Baker School and cyberbullying. The school must therefore provide the necessary social skills to students to handle this type of bullying.

Parental Involvement

Another important aspect of retooling the social skills program is parental involvement. Educators should reinforce a social skills program throughout the school day, but such a program should also contain a parental component. One option for facilitating this would be to have a bullying conference day. This day would provide an opportunity for the school to share information with the community and allow the parents a chance to voice any concerns and observations.

Informing Adults

One of the concerns that can also be surmised from the data is the hesitation of students to approach adults about bullying issues. The data appear to show that the older a student gets, the less likely he or she is to tell an adult if he or she is being bullied. It is important that the school recognize this issue and work hard to mitigate it. Part of the committee's task should be to determine how to create an environment where students feel comfortable talking with an adult about what is going on in their lives. If students are hesitant to share information with adults, then it can consequently become difficult to prevent or minimize bullying incidents. The factor analysis showed that some, but not all, of the students clearly understand what to do if they are being bullied. Therefore, the

school should continue to look for reasons why some students do not understand—or choose to ignore—the message.

Validation

To determine a program evaluation's usefulness to its stakeholders, the validity of the study must be determined. One way to do this is by using the 'hermeneutic circle'.

The hermeneutic circle is a process that involves interpreting the meaning of each part of the text in smaller pieces and then looking at the larger piece (Gall, Borg, & Gall, 1996).

The four parts analyzed include accuracy, utility, propriety, and feasibility.

Accuracy

The data collected are believed to be an honest representation of the respondents' beliefs and opinions. The interviews conducted with the parents were a very small sampling of the overall population, and although they provide an in-depth understanding of two families, they may not offer an understanding of the total population. The two parents interviewed were both Caucasian, and therefore African-American and Hispanic families may have been more proportionally underrepresented than other groups. Hispanic families proved more problematic to interview due to the difficulty of scheduling an interpreter with some parents. The inability to interview Spanish speaking parents may have excluded key perceptions on the impact of the Second Step program on bullying.

The 1st grade students had difficulty answering the survey questions. The researcher believes that many of the students struggled reading the questions and those that could read did not fully comprehend all of the questions. This researcher and teachers had to go through each question with the students; the majority of them did not

understand the difference between Strongly Disagree and Disagree or between Strongly Agree and Agree. This may have led to an oversimplification of the data from the younger students. At the 4th grade level, the students completed the surveys without assistance but a handful of the students skipped numerous questions on the survey.

Baker School has over 650 students, yet only four of the grades were included in the data collection. It was this researcher's belief that these grade levels represented an overall understanding of the social skills program and the Second Step's role within that program. There is the possibility that the views of these four grades are not in line with those of the grade levels that were not studied.

Despite these concerns, the data that have been collected appear to give an accurate representation of the perceived impact on bullying of the Second Step program for both 6th and 8th grade students, as well as by all of the educators who participated. Those involved in evaluating the program should not hesitate to use the data collected, but they should clearly look to clarify and subsequently remedy some of the concerns mentioned therein.

Utility

The purpose of the program evaluation was to determine if the Second Step program was perceived as helping to reduce bullying incidents at Baker School. Although the evaluation did determine that the students believed that bullying was not a huge issue at school, it did not determine if this was due to the Second Step program or to other factors. It also showed that the school is not using the full program with fidelity, and that the majority of the social skills leaders are hesitant to use it as anything more than a secondary resource.

Propriety

The evaluation was completed in an acceptable, appropriate manner. It did not appear that any of the people involved felt intimidated or coerced into answering in a certain way. As was mentioned in Section III, steps were taken to minimize the impact that this researcher's employment at the school would have on the data by making all surveys and interviews anonymous and conducting interviews outside of this researcher's office.

Feasibility

The data showed that changes are needed to the social skills program in order to reduce the increase of bullying that occurred as students aged. This is a challenge for a school that spans grades K–8. Although Baker is not as large as a 4,000-student high school, the age difference and maturity levels of a nine-grade district do present challenges. In looking to create a new curriculum for the social skills program, finances do not appear to be an issue. Due to the fact that there is no proven quick-fix, anti-bullying program available, it would be futile for the district to shell out large amounts of resources for a new program. Instead, the difficulty comes in trying to find the time for people involved in this program to get together to plan a school-specific curriculum that works best for our students. Motivation does not appear to be an issue, as many of the adults expressed during data collection their support and understanding of the importance of bullying prevention and of teaching social skills. Therefore, this program evaluation can provide stakeholders with a clear goal of what needs to be accomplished, though the best approach to achieving that goal must be determined by the stakeholders.

Next Steps

To ensure the program evaluation's validity, the researcher must share the data with the educators, students, and community within a suitable timeframe. The data should be presented without judgment or opinion so that the aforementioned groups can form their own conclusions about next steps to take. It is this researcher's responsibility to lead that discussion but to not influence it in a biased manner.

It is the sincere hope of this researcher that the stakeholders of Baker School will use this evaluation to help the victims, bullies, and bystanders understand the importance of having empathy and respect for everyone. Although the Illinois legislature has recently passed an ambiguous law regarding bullying in schools, it should not take an act of the government to make educators cognizant of the effects bullying can have on our students. Schools have a moral obligation to go beyond the law in their quest to find the best, most effective ways to convey to all stakeholders the importance of these social skills.

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Appendix A

October 6, 2011

To: Educators

From: Adam Thorns, Assistant Principal

Dear Educator,

I hope that the new school year has brought exciting experiences both in and out of the classroom. In addition to having the privilege of being the assistant principal at an excellent school, I am a graduate student in the Educational Leadership Doctoral Program at National Louis-University. In partial fulfillment of my graduate studies, I am required to complete a dissertation in my major area of concentration.

I intend to investigate the successfulness of our Social Skills program in influencing bullying incidents in our school. The Social Skills program relies heavily on the Second Step curriculum, which has been in use in the district for more than 10 years. It is the hope of all educators that students look forward to coming to school and that it is an enjoyable environment where they can constantly be learning. It is our belief that the Second Step program can greatly influence a child's enjoyment of school.

I will be asking you to commit to up to three separate interview sessions. Each session would last between 15-30 minutes and will be tape recorded. All data will be used to determine if the Second Step program is having an impact on bullying incidents in school.

Please be assured that your anonymity and confidentiality of data will be upheld. Names will not be revealed within this study. You will only need to identify whether you are male or female and what grade level you teach. I will be the only person who has access to the gathered data and tape-recorded interviews. All recorded interviews will be destroyed after the data analysis has been completed. The anticipated completion time is December 2012. Our superintendent has given his approval to conduct this research.

If you are interested in this research, results will be made available by December 2012. Should you have any question please feel free to contact me at the school. Thank you for your time and consideration.

Sincerely,

Adam Thorns
Assistant Principal, Baker School
(708) 385-8275

Appendix B

October 6, 2011

To: Parents

From: Adam Thorns, Assistant Principal

Dear Parents/Guardians,

I hope that the new school year has brought exciting experiences both in and out of the classroom. In addition to having the privilege of being the assistant principal at an excellent school, I am a graduate student in the Educational Leadership Doctoral Program at National Louis-University. In partial fulfillment of my graduate studies, I am required to complete a dissertation in my major area of concentration.

I intend to investigate the successfulness of our Social Skills program in influencing bullying incidents in our school. The Social Skills program relies heavily on the Second Step curriculum, which has been in use in the district for more than 10 years. It is the hope of all educators that students look forward to coming to school and that it is an enjoyable environment where they can constantly be learning. It is our belief that the Second Step program can greatly influence a child's enjoyment of school.

I will be asking you to commit to up to three separate interview sessions. Each session would last between 15-30 minutes and will be tape recorded. All data will be used to determine if the Second Step program is having an impact on bullying incidents in school.

Please be assured that your anonymity and confidentiality of data will be upheld. Names will not be revealed within this study. You will only need to identify whether you are male or female and what grade level you teach. I will be the only person who has access to the gathered data and tape-recorded interviews. All recorded interviews will be destroyed after the data analysis has been completed. The anticipated completion time is December 2012. Our superintendent has given his approval to conduct this research.

If you are interested in this research, results will be made available by December 2012. Should you have any question please feel free to contact me at the school. Thank you for your time and consideration.

Sincerely,

Adam Thorns
Assistant Principal, Baker School
(708) 385-8275

Appendix C

September 8, 2011

To: Parents/Guardians
From: Adam Thorns, Assistant Principal

Dear Parents / Guardians,

I hope that the new school year has brought exciting experiences both in and out of the classroom. In addition to having the privilege of being the assistant principal at an excellent school, I am a graduate student in the Educational Leadership Doctoral Program at National Louis-University. In partial fulfillment of my graduate studies, I am required to complete a dissertation in my major area of concentration.

I intend to investigate the successfulness of our Social Skills program in influencing bullying incidents in our school. The Social Skills program relies heavily on the Second Step curriculum, which has been in use in the district for more than 10 years. It is the hope of all educators that students look forward to coming to school and that it is an enjoyable environment where they can constantly be learning. It is our belief that the Second Step program can greatly influence a child's enjoyment of school.

Therefore, I would like to administer a survey to all students in grades 1,4,6, and 8. With your permission I would like to include your child as part of this survey. They would complete this in their classroom. All students in these grades can participate; however, participation is voluntary. Students have the right to withdraw from the study at any time and without negative consequences. The completion of the above tasks should take no longer then 10 minutes. The administration of the surveys will occur within your student's classroom. The last phase of data collection will involve tape-recorded interviews with a limited number of students. All data will be used to determine if the Second Step program is having an impact on bullying incidents in school.

Please be assured that our student's anonymity and confidentiality of data will be upheld. Student names will not be revealed within this study. They will only need to identify whether they are male or female and what grade level they are in. I will be the only person who has access to the gathered data and tape-recorded interviews. All recorded interviews will be destroyed after the data analysis has been completed. The anticipated completion time is December 2012. Our superintendent has given his approval to conduct this research.

If you are interested in this research, results will be made available by December 2012. Should you have any question please feel free to contact me at the school. Thank you for your time and consideration.

Sincerely,

Adam Thorns
Assistant Principal, Baker School
(708) 385-8275

Appendix D

STUDENT SURVEY

Thank you for participating in this survey. Data collected from this survey will remain anonymous and utilized solely for the purpose of dissertation research. Please circle your answers. For questions 16 and 17 you may write in your answer.

Gender _____ Male _____ Female

Please circle the current grade you are in:

1 4 6 8

Have you always been a student at Baker school? Yes/ No

Please circle a number for the following questions using the scale below.

1- Strongly Disagree 2 - Disagree 3- Agree 4 – Strongly Agree

1) Have you ever been bullied? 1 2 3 4

2) You have been bullied in your classroom:

1 2 3 4

3) You have been bullied on the playground:

1 2 3 4

4) You have been bullied in the neighborhood:

1 2 3 4

5) You have been bullied while on the Internet:

1 2 3 4

6) Have you ever bullied someone before?

1 2 3 4

7) You have bullied someone in your classroom:

1 2 3 4

8) You have bullied someone on the playground:

1 2 3 4

9) You have bullied someone in the neighborhood:

1 2 3 4

10) You have bullied someone on the internet:

1 2 3 4

To stop bullying you should:

11) Ignore it 1 2 3 4

12) Fight back 1 2 3 4

13) Talk with an adult 1 2 3 4

14) Talk with the bully 1 2 3 4

15) You have helped stop a bully before.

1 2 3 4

16) Have you ever talked to a teacher about bullying?

1 2 3 4

17) Have you ever talked to your parent/guardian about bullying?

1 2 3 4

18) Do you know what the word empathy means?

1

2

3

4

19) Can you explain empathy in your own words?

20) Are there any other things you would like to say about bullying?

Appendix E

PARENT SURVEY

Thank you for participating in this survey. Data collected from this survey will remain anonymous and utilized solely for the purpose of dissertation research. Please circle your answers. For questions 16 and 17 you may write in your answer.

Gender ____ Male ____ Female /Gender of student(s) ____ Male ____ Female

Please circle the current grade your child/children are in:

1 4 6 8

Have your children always attended Baker school? Yes/ No

Please circle a number for the following questions using the scale below.

1- Strongly Disagree 2 - Disagree 3- Agree 4 – Strongly Agree

1) Has your child ever been bullied?

1 2 3 4

2) Has your child ever been bullied in their classroom:

1 2 3 4

3) Has your child ever been bullied on the playground:

1 2 3 4

4) Has your child ever been bullied in the neighborhood:

1 2 3 4

5) Has your child ever been bullied while on the internet:

1 2 3 4

6) Has your child ever bullied someone before?

1 2 3 4

7) Has your child ever bullied someone in their classroom:

1 2 3 4

8) Has your child ever bullied someone on the playground:

1 2 3 4

9) Has your child ever bullied someone in the neighborhood:

1 2 3 4

10) Has your child ever bullied someone on the Internet:

1 2 3 4

To stop bullying your child should:

11) Ignore it 1 2 3 4

12) Fight back 1 2 3 4

13) Talk with an adult 1 2 3 4

14) Talk with the bully 1 2 3 4

15) Your child has helped stop a bully before.

1 2 3 4

16) Has your child ever talked to a teacher about bullying?

1 2 3 4

17) Has your child ever talked to you or another parent/guardian about bullying?

1 2 3 4

18) Do you know what the word empathy means?

1 2 3 4

19) Can you explain empathy in your own words?

20) Are there any other things you would like to say about bullying?

Appendix F

EDUCATOR SURVEY

Thank you for participating in this survey. Data collected from this survey will remain anonymous and utilized solely for the purpose of dissertation research. Please circle your answers. For questions 16 and 17 you may write in your answer.

Gender _____ Male _____ Female

Please circle the current grade you are associated with:

1 4 6 8

How long have you taught at Baker School? _____

Please circle a number for the following questions using the scale below.

1- Strongly Disagree 2 - Disagree 3- Agree 4 – Strongly Agree

1) Children in your class have been bullied?

1 2 3 4

2) Has a student of yours ever been bullied in their classroom:

1 2 3 4

3) Has a student of yours ever been bullied on the playground:

1 2 3 4

4) Has a student of yours ever been bullied in the neighborhood:

1 2 3 4

5) Has a student of yours ever been bullied while on the Internet:

1 2 3 4

6) Has a student of yours ever bullied someone before?

1 2 3 4

7) Has a student of yours ever bullied someone in their classroom:

1 2 3 4

8) Has a student of yours ever bullied someone on the playground:

1 2 3 4

9) Has a student of yours ever bullied someone in the neighborhood:

1 2 3 4

10) Has a student of yours ever bullied someone on the internet:

1 2 3 4

To stop bullying your students should:

11) Ignore it 1 2 3 4

12) Fight back 1 2 3 4

13) Talk with an adult 1 2 3 4

14) Talk with the bully 1 2 3 4

15) A student of yours has helped stop a bully before.

1 2 3 4

16) Has a student of yours ever talked to you about bullying?

1 2 3 4

17) Has a student of yours ever talked to their parent/guardian about bullying?

1 2 3 4

18) Do you know what the word empathy means?

1 2 3 4

19) Can you explain empathy in your own words?

20) Are there any other things you would like to say about bullying?

Appendix G

1st Grade Correlation Table

		Correlations																			
Grade Level		Gender	Have you ever been bullied?	Have you been bullied in your classroom?	Have you been bullied on the playground?	Have you been bullied in the neighborhood?	Have you been bullied while on the internet?	Have you ever bullied someone before?	Have you ever bullied someone in your classroom?	Have you bullied someone on the playground?	Have you bullied someone in the neighborhood?	Have you bullied someone on the internet?	How to stop bullying-ignores it.	How to stop bullying-fight back.	How to stop bullying-talk with an adult.	How to stop bullying-talk with the bully.	Have you helped stop a bully before?	Have you ever talked to a teacher about bullying?	Have you ever talked to your parent/guardian about bullying?	Do you know what the word empathy means?	
	Gender	Pearson Correlation	1	.214	.333	.173	.196														
		Sig. (2-tailed)	.186	.283	.094	.388	.328														
	Have you ever been bullied?	Pearson Correlation	.27	1	.148	-.045	-.234	-.103													
		Sig. (2-tailed)	.262		.148	.482	.828	.241	.610												
	Have you been bullied in your classroom?	Pearson Correlation	.27	.27	1	.154	.045	-.084													
		Sig. (2-tailed)	.283	.462		.453	.825	.677													
	Have you been bullied on the playground?	Pearson Correlation	.27	.27	.27	1	.200	-.092													
		Sig. (2-tailed)	.283	.462	.154		.200	.092													
	Have you been bullied in the neighborhood?	Pearson Correlation	.27	.27	.27	.27	1														
		Sig. (2-tailed)	.283	.462	.154	.154															
	Have you been bullied while on the internet?	Pearson Correlation	.27	.27	.27	.27	.27	1													
		Sig. (2-tailed)	.283	.462	.154	.154	.154														
	Have you ever bullied someone before?	Pearson Correlation	.27	.27	.27	.27	.27	.27	1												
		Sig. (2-tailed)	.283	.462	.154	.154	.154	.154													
	Have you ever bullied someone in your classroom?	Pearson Correlation	.27	.27	.27	.27	.27	.27	.27	1											
		Sig. (2-tailed)	.283	.462	.154	.154	.154	.154	.154												
	Have you bullied someone on the playground?	Pearson Correlation	.27	.27	.27	.27	.27	.27	.27	.27	1										
		Sig. (2-tailed)	.283	.462	.154	.154	.154	.154	.154	.154											
	Have you bullied someone in the neighborhood?	Pearson Correlation	.27	.27	.27	.27	.27	.27	.27	.27	.27	1									
		Sig. (2-tailed)	.283	.462	.154	.154	.154	.154	.154	.154	.154										
	Have you bullied someone on the internet?	Pearson Correlation	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	1								
		Sig. (2-tailed)	.283	.462	.154	.154	.154	.154	.154	.154	.154	.154									
	How to stop bullying-ignores it.	Pearson Correlation	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	1							
		Sig. (2-tailed)	.283	.462	.154	.154	.154	.154	.154	.154	.154	.154	.154								
	How to stop bullying-fight back.	Pearson Correlation	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	1						
		Sig. (2-tailed)	.283	.462	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154							
	How to stop bullying-talk with an adult.	Pearson Correlation	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	1					
		Sig. (2-tailed)	.283	.462	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154						
	How to stop bullying-talk with the bully.	Pearson Correlation	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	1				
		Sig. (2-tailed)	.283	.462	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154					
	Have you helped stop a bully before?	Pearson Correlation	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	1			
		Sig. (2-tailed)	.283	.462	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154				
	Have you ever talked to a teacher about bullying?	Pearson Correlation	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	1		
		Sig. (2-tailed)	.283	.462	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154			
	Have you ever talked to your parent/guardian about bullying?	Pearson Correlation	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	1	
		Sig. (2-tailed)	.283	.462	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154		
	Do you know what the word empathy means?	Pearson Correlation	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27	1
		Sig. (2-tailed)	.283	.462	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	.154	

Appendix H

4th Grade Correlation Table

Correlations																				
Grade Level		Gender	Have you ever been bullied or ignored?	Have you been bullied in your classroom?	Have you been bullied in the neighborhood?	Have you been bullied while at the playground?	Have you ever talked someone into bullying someone else?	Have you ever talked someone into bullying someone in the neighborhood?	Have you talked someone in the neighborhood?	Have you talked someone in the neighborhood?	How to stop bullying- ignore it?	How to stop bullying- fight back?	How to stop bullying- talk with an adult?	How to stop bullying- talk with the bully?	Have you ever talked to a teacher about bullying?	Have you ever talked to your parent/guardian about bullying?	Do you know what the word empty means?			
Gender	Pearson Correlation	1	.230	.121	.169	-.019	.110	.043	.029	.199	.023	.209	.023	.134	.143	.123	.035			
	(Sig. 2-tailed)		.142	.482	.329	.913	.493	.781	.814	.229	.647	.056	.719	.414	.119	.369	.481			
N			39	39	39	39	39	39	39	39	39	39	39	39	39	39	39			
Have you ever been bullied?	Pearson Correlation		1	-.067	-.058	-.028	-.326	-.326	-.389	-.389	-.275	-.112	-.289	-.126	-.267	-.262	-.025			
	(Sig. 2-tailed)			.721	.801	.843	.001	.001	.001	.001	.116	.489	.008	.341	.002	.001	.922			
N				39	39	39	39	39	39	39	39	39	39	39	39	39	39			
Have you been bullied in your classroom?	Pearson Correlation			1	-.055	-.229	-.226	-.484	-.484	-.481	-.359	-.263	-.326	-.281	-.321	-.321	-.004			
	(Sig. 2-tailed)				.804	.068	.041	.001	.002	.006	.055	.120	.082	.038	.108	.083	.979			
N					39	39	39	39	39	39	39	39	39	39	39	39	39			
Have you been bullied on the playground?	Pearson Correlation				1	-.497	-.399	-.095	-.453	-.523	-.392	-.079	-.063	-.084	-.044	-.024	-.004			
	(Sig. 2-tailed)					.001	.017	.613	.012	.118	.001	.629	.837	.741	.818	.916	.985			
N						39	39	39	39	39	39	39	39	39	39	39	39			
Have you been bullied in the neighborhood?	Pearson Correlation					1	.202	.011	.299	.334	.332	-.133	-.126	-.141	.022	-.449	.262			
	(Sig. 2-tailed)						.210	.943	.077	.002	.039	.418	.442	.392	.908	.008	.003			
N							39	39	39	39	39	39	39	39	39	39	39			
Have you been bullied while on the internet?	Pearson Correlation						1	-.019	.149	.127	.160	.368	.014	.076	.041	.022	.028			
	(Sig. 2-tailed)							.968	.384	.442	.212	.033	.648	.686	.676	.922	.976			
N								39	39	39	39	39	39	39	39	39	39			
Have you ever talked someone into bullying someone in your classroom?	Pearson Correlation							1	.408	-.014	.272	.314	.166	-.166	-.023	.116	.221			
	(Sig. 2-tailed)								.001	.833	.052	.132	.212	.312	.908	.668	.182			
N									39	39	39	39	39	39	39	39	39			
Have you ever talked someone in your classroom?	Pearson Correlation								1	.318	-.179	.39	.39	.39	.39	.39	.39			
	(Sig. 2-tailed)									.001	.378	.179	.387	.341	.333	.341	.315			
N										39	39	39	39	39	39	39	39			
Have you talked someone on the playground?	Pearson Correlation									1	-.518	.481	-.139	.003	.003	.162	.165			
	(Sig. 2-tailed)										.001	.002	.378	.979	.987	.003	.003			
N											39	39	39	39	39	39	39			
Have you talked someone in the neighborhood?	Pearson Correlation										1	.336	-.119	-.018	.162	-.126	.609			
	(Sig. 2-tailed)											.001	.470	.912	.888	.011	.006			
N												39	39	39	39	39	39			
Have you talked someone on the internet?	Pearson Correlation											1	.063	.096	.462	.027	.019			
	(Sig. 2-tailed)												.001	.881	.319	.299	.085			
N													39	39	39	39	39			
How to stop bullying- ignore it?	Pearson Correlation												1	.348	.476	.468	-.129			
	(Sig. 2-tailed)													.001	.001	.041	.001			
N														39	39	39	39			
How to stop bullying- fight back?	Pearson Correlation													1	.062	.248	-.119			
	(Sig. 2-tailed)														.899	.001	.183			
N															39	39	39			
How to stop bullying- talk with an adult?	Pearson Correlation														1	.298	.303			
	(Sig. 2-tailed)															.001	.001			
N																39	39			
How to stop bullying- talk with the bully?	Pearson Correlation															1	-.064			
	(Sig. 2-tailed)																.641			
N																	.189			
Have you ever talked to a teacher about bullying?	Pearson Correlation																1			
	(Sig. 2-tailed)																	.001		
N																		39		
Have you ever talked to your parent/guardian about bullying?	Pearson Correlation																	1		
	(Sig. 2-tailed)																		.001	
N																			39	
Do you know what the word empty means?	Pearson Correlation																		1	
	(Sig. 2-tailed)																			.001
N																				39

Appendix I

6th Grade Correlation Table

		Correlations																						
Grade Level		Gender	Have you ever been bullied?	Have you been bullied in your classroom?	Have you been bullied in the playground?	Have you been bullied in the neighborhood?	Have you been bullied with someone else in the classroom?	Have you ever been bullied someone in your classroom?	Have you ever bullied someone in the playground?	Have you bullied someone in the neighborhood?	Have you bullied someone in the classroom?	How to stop bullying - fight back	How to stop bullying - fight back	How to stop bullying - walk away	How to stop bullying - tell an adult	How to stop bullying - tell a teacher	How to stop bullying - tell a parent/guardian	How to stop bullying - tell someone else	How to stop bullying - ignore it	Do you know what the word "bully" means?				
	Gender	Person Correlation	-.116	-.110	-.044	-.144	-.278	-.050	-.240	-.550	-.320	-.107	-.010	-.023	-.019	-.179	-.240	-.142	-.089	-.149	-.172			
		(Sig. 2-tailed)	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37			
	Have you ever been bullied?	Person Correlation		.000	.021	.004	.003	.038	.183	.047	.284	.030	.125	.736	.114	.001	.140	.198	.027	.345	.182			
		(Sig. 2-tailed)		.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37			
	Have you been bullied in your classroom?	Person Correlation	-.012	.007	.1	-.089	-.368	.168	-.131	.493	.542	.508	.237	.290	-.006	.339	.207	.240	.490	.488	.182			
		(Sig. 2-tailed)	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37			
	Have you been bullied in the neighborhood?	Person Correlation	.223	.385	.589	.1	.364	.273	.110	.582	.631	.311	.454	.645	.660	.031	.034	.241	.469	.188	.188			
		(Sig. 2-tailed)	.164	.026	.003	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37			
	Have you been bullied with someone else in the classroom?	Person Correlation	.183	.460	.260	.064	.1	.227	.140	.471	.243	.449	.118	.223	.258	.027	.339	.236	.294	.216	.029			
		(Sig. 2-tailed)	.278	.064	.021	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37			
	Have you ever bullied someone in your classroom?	Person Correlation	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37			
		(Sig. 2-tailed)	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37			
	Have you bullied someone in the playground?	Person Correlation	.045	.286	.168	.218	.223	.1	.166	.016	.286	.051	.266	.016	.463	.207	.233	.011	.051	.062	.059			
		(Sig. 2-tailed)	.800	.003	.322	.103	.176	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37			
	Have you ever bullied someone in your classroom?	Person Correlation	.018	.368	.132	.118	.140	.168	.1	.338	.338	.333	.303	.286	.160	.162	.088	.044	.128	.083	.088			
		(Sig. 2-tailed)	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37			
	Have you bullied someone in the neighborhood?	Person Correlation	.198	.231	.493	.082	.471	.078	.338	.1	.744	.736	.461	.251	.178	.124	.020	.125	.198	.420	.070			
		(Sig. 2-tailed)	.240	.160	.003	.000	.000	.914	.040	.000	.000	.000	.134	.232	.463	.469	.459	.051	.010	.840	.840			
	Have you ever bullied someone in the playground?	Person Correlation	.102	.324	.642	.091	.263	.280	.338	.744	.1	.839	.834	.188	.100	.007	.008	.213	.303	.291	.188			
		(Sig. 2-tailed)	.550	.041	.001	.000	.118	.084	.043	.000	.000	.000	.212	.058	.868	.691	.200	.043	.081	.268	.268			
	Have you bullied someone in the neighborhood?	Person Correlation	.171	.191	.608	.064	.459	.021	.303	.392	.608	.1	.205	.144	.502	.042	.058	.136	.442	.388	.140			
		(Sig. 2-tailed)	.320	.264	.003	.021	.000	.904	.014	.001	.001	.003	.063	.462	.054	.408	.739	.241	.001	.070	.474			
	Have you bullied someone on the internet?	Person Correlation	.36	.36	.36	.36	.36	.36	.36	.36	.36	.36	.36	.36	.36	.36	.36	.36	.36	.36	.36			
		(Sig. 2-tailed)	.792	.000	.158	.024	.488	.076	.107	.002	.000	.003	.37	.37	.37	.37	.37	.37	.37	.37	.37			
	How to stop bullying - ignore it	Person Correlation	.286	.293	.296	.004	.220	.070	.100	.253	.186	.144	.193	.1	-.207	.220	.338	-.008	.264	.277	.087			
		(Sig. 2-tailed)	.107	.125	.082	.003	.184	.929	.568	.134	.272	.402	.203	.1	.176	.163	.442	.888	.077	.088	.839			
	How to stop bullying - fight back	Person Correlation	-.023	.051	.008	.045	.258	.002	.180	.178	.100	.102	.040	-.227	.1	.378	.204	.136	.124	.130	-.387			
		(Sig. 2-tailed)	.894	.736	.972	.792	.123	.761	.267	.260	.508	.854	.815	.178	.37	.021	.226	.423	.444	.444	.045			
	How to stop bullying - walk away	Person Correlation	-.079	.264	.397	.069	.027	.261	.162	.124	.087	.042	.110	.230	-.388	.1	.604	.136	.136	.101	.892			
		(Sig. 2-tailed)	.643	.114	.041	.688	.918	.118	.388	.463	.869	.817	.133	.021	.001	.001	.469	.440	.423	.050	.021			
	How to stop bullying - tell an adult	Person Correlation	-.179	.644	.267	.031	.379	.207	.096	-.029	-.099	.058	.011	.368	.204	.404	.1	.163	.230	.263	.086			
		(Sig. 2-tailed)	.286	.001	.110	.861	.021	.218	.604	.887	.691	.739	.804	.042	.020	.000	.334	.111	.116	.812	.812			
	How to stop bullying - tell a teacher	Person Correlation	.248	.248	.248	.094	.208	.223	.228	.133	.213	.158	-.016	-.036	.136	.163	.1	.169	.126	.271	.271			
		(Sig. 2-tailed)	.142	.142	.153	.585	.221	.168	.044	.459	.205	.241	.016	.868	.423	.246	.234	.1	.023	.443	.007			
	How to stop bullying - tell a parent/guardian	Person Correlation	.168	.218	.493	.243	.288	.071	.253	.338	.338	.448	.041	.294	.324	.138	.220	.038	.1	.308	.006			
		(Sig. 2-tailed)	.319	.168	.003	.151	.078	.951	.128	.021	.047	.007	.808	.077	.443	.423	.171	.023	.019	.074	.374			
	How to stop bullying - tell someone else	Person Correlation	.148	.364	.448	.454	.218	.064	.021	.424	.241	.339	.025	.277	.130	.101	.263	.136	.1	.911	.911			
		(Sig. 2-tailed)	.379	.027	.000	.004	.190	.715	.953	.016	.081	.019	.839	.698	.444	.262	.116	.443	.019	.016	.081			
	Do you know what the word "bully" means?	Person Correlation	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37			
		(Sig. 2-tailed)	.343	.343	.343	.343	.343	.343	.343	.343	.343	.343	.343	.343	.343	.343	.343	.343	.343	.343	.343			
		(Sig. 2-tailed)	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37	.37			

Appendix J

8th Grade Correlation Table

		Correlations																			
Grade Level		Gender	Have you ever been bullied on the playground?	Have you been bullied on your classroom?	Have you been bullied on the playground?	Have you been bullied while on the playground?	Have you ever bullied someone on the playground?	Have you ever bullied someone in your classroom?	Have you bullied someone on the playground?	Have you bullied someone in the neighborhood?	Have you bullied someone on the playground?	How to stop bullying ignore it	How to stop bullying fight with an adult	How to stop bullying talk with the bully	How to stop bullying talk with a teacher about bullying?	How to stop bullying talk to your parent/guardian about bullying?	How to stop bullying talk to your parent/guardian about bullying?	Do you know what the word empathy means?			
Gender	Gender	1																			
	Gender	0.22	0.18	-0.03	-0.05	0.36	0.13	-0.01	-0.12	-0.08	0.13	-0.03	-0.07	0.08	0.02	0.05	0.05	0.01			
Have you ever been bullied?	Have you ever been bullied?	0.44	0.61	0.23	0.26	0.22	0.11	0.02	0.01	0.24	0.34	0.03	0.01	0.03	0.02	0.02	0.02	0.04			
	Have you ever been bullied?	0.27	0.51	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17			
Have you been bullied in your classroom?	Have you been bullied in your classroom?	0.46	0.65	0.26	0.28	0.25	0.14	0.05	0.04	0.29	0.39	0.04	0.02	0.03	0.03	0.03	0.03	0.04			
	Have you been bullied in your classroom?	0.18	0.25	0.08	0.08	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07			
Have you been bullied on the playground?	Have you been bullied on the playground?	0.42	0.60	0.24	0.26	0.23	0.12	0.03	0.02	0.28	0.38	0.04	0.02	0.03	0.03	0.03	0.03	0.04			
	Have you been bullied on the playground?	0.18	0.25	0.08	0.08	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07			
Have you ever bullied in the neighborhood?	Have you ever bullied in the neighborhood?	0.24	0.41	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14			
	Have you ever bullied in the neighborhood?	0.03	0.24	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14			
Have you been bullied while on the internet?	Have you been bullied while on the internet?	0.34	0.51	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17			
	Have you been bullied while on the internet?	0.02	0.05	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02			
Have you ever bullied someone in your classroom?	Have you ever bullied someone in your classroom?	0.11	0.14	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05			
	Have you ever bullied someone in your classroom?	0.11	0.14	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05			
Have you bullied someone on the playground?	Have you bullied someone on the playground?	0.47	0.64	0.27	0.29	0.26	0.15	0.06	0.05	0.31	0.41	0.05	0.03	0.04	0.04	0.04	0.04	0.05			
	Have you bullied someone on the playground?	0.18	0.25	0.08	0.08	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07			
Have you bullied someone in the neighborhood?	Have you bullied someone in the neighborhood?	0.16	0.24	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09			
	Have you bullied someone in the neighborhood?	0.16	0.24	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09			
Have you bullied someone on the internet?	Have you bullied someone on the internet?	0.34	0.51	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17			
	Have you bullied someone on the internet?	0.03	0.05	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02			
How to stop bullying ignore it	How to stop bullying ignore it	0.11	0.14	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05			
	How to stop bullying ignore it	0.11	0.14	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05			
How to stop bullying fight with an adult	How to stop bullying fight with an adult	0.31	0.48	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14			
	How to stop bullying fight with an adult	0.08	0.24	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14			
How to stop bullying talk with the bully	How to stop bullying talk with the bully	0.24	0.41	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14			
	How to stop bullying talk with the bully	0.08	0.24	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14			
How to stop bullying talk with a teacher about bullying?	How to stop bullying talk with a teacher about bullying?	0.24	0.41	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14			
	How to stop bullying talk with a teacher about bullying?	0.08	0.24	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14			
How to stop bullying talk to your parent/guardian about bullying?	How to stop bullying talk to your parent/guardian about bullying?	0.24	0.41	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14			
	How to stop bullying talk to your parent/guardian about bullying?	0.08	0.24	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14	0.14			
Do you know what the word empathy means?	Do you know what the word empathy means?	0.34	0.51	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17	0.17			
	Do you know what the word empathy means?	0.03	0.05	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02			