

ABSTRACT

PARENTS AND CAREGIVERS AGAINST BULLYING: A CURRICULUM FOR PARENTS AND CAREGIVERS OF CHILDREN TRANSITIONING TO MIDDLE SCHOOL

By

Margarita Rubio

May 2015

This curriculum aims to provide bullying awareness, prevention and intervention strategies for parents and caregivers of children transitioning to middle school. Specific objectives are to enable participants to: understand the definition of bullying; recognize how widespread bullying has become; identify risk factors for bullying and being bullied; know the signs and symptoms of bullying and being bullied; know bullying reporting policies for their children's school districts; report bullying when necessary; talk with their children about having a zero-tolerance view of bullying; prepare their children for the risks of being bullied and how to come to their parents when the incidents may occur; practice communication skills and self-esteem strategies that can help develop and maintain positive parent-child relationships; be advocates for their children to help decrease bullying. *Parents and Caregivers Against Bullying* is divided into three 2-hour workshops. This curriculum was developed using an array of relevant literature on bullying.

PARENTS AND CAREGIVERS AGAINST BULLYING: A CURRICULUM
FOR PARENTS AND CAREGIVERS OF CHILDREN
TRANSITIONING TO MIDDLE SCHOOL

A THESIS

Presented to the School of Social Work
California State University, Long Beach

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

Committee Members:

Eileen Mayers Pasztor, D.S.W (Chair)
Jo Brocato, Ph.D.
Thomas Alex Washington, Ph.D.

College Designee:

Nancy Meyer-Adams, Ph.D.

By Margarita Rubio

B.A., 2012, California State University, Long Beach

May 2015

ProQuest Number: 1587920

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



ProQuest 1587920

Published by ProQuest LLC (2015). Copyright of the Dissertation is held by the Author.

All rights reserved.

This work is protected against unauthorized copying under Title 17, United States Code
Microform Edition © ProQuest LLC.

ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 – 1346

ACKNOWLEDGMENTS

First and foremost I would like to thank God for allowing me to reach this distinguishing point in my life. The strong spiritual hope and faith that I have has made the entire graduate process a feasible one. I would also like to thank my supportive and caring family for believing in my educational and personal potentials and continually demonstrating their unconditional love in multiple ways. En especial quiero agradecer a mis padres Martha y Martin Rubio por todos los sacrificios que hicieron en sus vidas para sacarme adelante. Ellos nunca han dudado de mí y me han enseñado a perseverar, tener fe, ser orgullosa de mis raíces, y de tener compasión con los demás. Estoy eternamente agradecida por su amor y apoyo incondicional. Next, I would like to thank my sisters Patty, Cristina, Raquel, and Jazmin. They have kept me grounded, motivated me, kept me smiling, and have showed me that having sisters is an amazing blessing that I am truly privileged to have. A sweet thank you to my nephew Martin for making me laugh and showing his love in creative charming ways. Special thanks to Miguel, my significant other, for believing in me since day one and constantly reminding me of my strengths. His patience, love, comfort, humor, and absolute commitment have been exceptional.

I would like to thank my thesis advisor Dr. Eileen Pasztor, for the extraordinary guidance, intellectual input, and flexibility. She assisted me every step of the way and allowed me to express my thoughts and ideas freely. I am also grateful for my committee members, Dr. Thomas Alex Washington and Dr. Jo Brocato, for their remarkable

feedback and valuable time. Last but not least, I would like to thank the wonderful friends I have made in this MSW program. They have encouraged me to the fullest and demonstrated to me that the field of social work is in good hands. I am glad I had the honor of walking through this enriching journey with them.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
CHAPTER	
1. INTRODUCTION	1
Statement of the Problem	1
Definitions of the Terms	3
Purpose of the Project	4
Relevance to Social Work	4
Multicultural Relevance	5
2. LITERATURE REVIEW	6
Introduction	6
Demographics of Bullying	6
Characteristics and Effects of Children Who Are Victims or Bully ..	12
Bullying Interventions by Parents	21
Collaboration between Parents and School Staff	23
3. METHODS	25
Introduction	25
Rationale for the Curriculum.....	25
Target Population	26
Goal and Objectives	27
Design and Format	28
4. THE CURRICULUM.....	30
Introduction	30
Facilitator’s Guide.....	30
Facilitators	31
Workshop Preparation.....	31
Inviting Participants	32
Selecting a Site	33
Evaluation Plan	33

CHAPTER	Page
5. CONCLUSION.....	35
Introduction	35
Lessons Learned and Curriculum Limitations	35
Implications for Social Work Policy, Practice, and Advocacy	36
Recommendations for Future Research and Development	38
APPENDICES	40
A. FACILITATOR’S GUIDE	41
B. EVALUTAION FORMS	97
REFERENCES	105

CHAPTER 1

INTRODUCTION

Statement of the Problem

Bullying is a multifaceted phenomenon impacting children as well as their families, schools, peers and neighborhoods (Harcourt, Jasperse, & Green, 2014). Bullying is a worldwide occurrence in which approximately 45% of students of all ages around the world are reported to have been involved as victims, bullies, or both (Harel-Fisch et al., 2011). A study by Nansel, Graig, Overpeck, Saluja, and Ruan (2004) explored psychosocial effects of bullying among 113,200 adolescents in 25 countries. It was found that students who were involved in bullying either as victims or bullies showed significantly lower educational attainment when compared to students who were not involved. Additionally, students who were bullied reported poor peer interactions at school (Nansel et al., 2004).

In the United States, annually, an estimated 6,000,000 students between 12 and 18 years of age have been bullied (National Center for Educational Statistics, 2013). The adolescents who were affected by bullying ranged from 10-18 years of age (Kiriakidis, 2011). Although bullying is present in elementary, middle, and high schools, it is most prevalent in middle schools (Wang & Iannotti, 2012).

Bullying affects students, both emotionally and academically (Kiriakidis, 2011). In a study by Saluja et al. (2004), it was found that students who had been bullied or who

bully develop depressive symptoms. The study involved 9,863 adolescents ages 11-15 years from schools across the United States, concluding that students who bullied developed depression when there was violence and maltreatment at home (Saluja et al., 2004). Students who are involved in bullying can also struggle academically (Kiriakidis, 2011). Examples of academic struggles include low grade point averages, poor attendance or truancy, low classroom participation, and poor concentration (Kiriakidis, 2011).

Bullying also affects families. Unnever and Cornell (2004) explored reporting practices among 2,437 middle school students from Virginia. It was found that out of those students, 898 of them had been bullied and 40% of them had not informed their parents or caregivers about their experiences. Those students reported not having positive communication with their parents and felt that their parents or caregivers would not take the reporting seriously. Furthermore, students who experienced bullying and did not report it withdrew from their family members, causing confusion and concern to parents and caregivers. According to Brown, Aalsma, and Ott (2012), when parents discovered that their children were being bullied, they were unsure about who to contact and how to manage the situation. Parents and caregivers reported feeling frustrated, overwhelmed, and hopeless because of three factors: they did not know how to support their children who were bullied, they did not know how to react to their children who were bullies, and even when they did report the bullying to school staff, the issue was often not made a priority (Brown et al., 2012).

Bullying perceptions of teachers and school staff also have a role in whether or not bullying interventions occur. A study by Espelage, Polanin, and Low (2014)

explored teachers and school staff perceptions of bullying among 36 middle schools across Kansas and Illinois. A total of 1,447 teachers and school staff completed a survey which explored school environments. The findings indicated that when teachers and staff did not have positive relationships with their students, they were less likely to intervene if bullying occurred.

Definitions of the Terms

The terminology and definitions for this project include:

Bully: Persons who intentionally intimidate, harasses, or hurt peers through verbal actions, physical actions, or via online means (Wang & Iannotti, 2012).

Bully-victims: Persons who have been involved in bullying as both bullies and victims (Wang & Iannotti, 2012).

Bullying: “Intentional and repeated aggressive behavior, which involves an imbalance of power between the victim and bully” (Olweus, 1993, p. 3).

Cyber bullying: Newer type of bullying which consists of using e-mails, text messaging, and online social networks in order to inflict humiliation, fear, and harassment (Kiriakidis, 2011).

Parents and caregivers: Birth parents, foster parents, kinship caregivers, step parents, or any adults with whom children are living.

Physical bullying: Hitting, pushing, kicking and any other repetitive physical action (Kiriakidis, 2011).

Relational bullying: Harming the social relationships of others, such as spreading rumors and isolating others from peer groups (Wang & Iannotti, 2012).

Restorative justice: “Process that involves to the extent possible, those who have a stake in a specific offense and collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible” (Zehr, 2002, p. 37).

Transition to middle school students: Children who have completed the fifth grade and will be starting the sixth grade.

Verbal bullying: Name calling, threatening and utilizing hurtful language (Wang & Iannotti, 2012).

Victims: Persons who have repeatedly received the bullying behaviors by peers (Wang & Iannotti, 2012).

Purpose of the Project

The purpose of this project was to create a bullying awareness curriculum for parents and caregivers of students who are transitioning to middle school. Through workshops, specific objectives are to enable participants to: understand the definition of bullying, recognize how widespread bullying has become, identify risk factors for bullying and being bullied, recognize the signs and symptoms of bullying and being bullied, know bullying reporting policies for their children’s school districts, report bullying when necessary, talk with their children about having a zero-tolerance view of bullying, prepare their children for the risks of being bullied, practice communication skills and self-esteem strategies that can help develop and maintain positive parent-child relationships, be advocates for their children to help decrease bullying.

Relevance to Social Work

This project is commensurate with the values of the National Association of Social Workers (NASW) Code of Ethics (2008). The core values that will heavily be

emphasized are those of dignity and worth of people and importance of human relationships. Parents and caregivers will be treated with dignity and taught skills that will hopefully empower them to take a strengths-based approach against bullying. The importance of the relationships between children and parents or caregivers will be reinforced in order to change negative bullying behaviors.

Multicultural Relevance

Bullying was found to be present to some extent among students from all ethnicities, socioeconomic backgrounds, and sexual identities (Kiriakidis, 2011). Lesbian, gay, bisexual, transgender, questioning (LGBTQ) students as well as students who are differently abled are more likely to be victims of bullying (Wang, Iannotti, & Nansel, 2009). This curriculum will include techniques and topics that are multicultural and can be applied with parents and students from varying ethnic backgrounds, sexual orientations, and abilities. This project aims to be valuable to the social work profession because it helps bring bullying awareness to parents and caregivers and, hopefully, promote positive relationships. This curriculum should benefit school social workers because the majority of bullying incidents occur in school grounds and are often mediated by school social workers. When school social workers provide parents and caregivers with resources and strategies that can be reinforced at home, the approach against bullying can be more holistic (Kiriakidis, 2011).

CHAPTER 2

LITERATURE REVIEW

Introduction

This literature review is organized into the following sections: demographics of bullying, understanding bullying, bullying interventions by parents, and collaboration between parents and school staff. However, most literature on school bullying focuses on adolescents ranging from 11-18 years of age. As this project aims to address children transitioning to middle school who typically are 10 and 11 years of age, adaptations and implications were made and are noted.

Demographics of Bullying

Demographics regarding bullying for both the victims and the bullies include age, gender, nationality, ethnicity, family socioeconomic status, and sexual orientation. International demographic information have been collected from an array of sources. Nationwide and statewide demographics have been included as well.

International

Studies about bullying—including both victims and bullies—have been reported from around the world. In fact, these continents have been represented in numerous studies: Asia, Australia, Europe, and North America. Just from the past 10 years, studies regarding bullying have come from the following countries specifically.

In Korea, for example, a study by Kim, Koh, and Leventhal (2004) explored bullying behaviors among 1,756 middle school students. It found that 40% of all students were involved in bullying either as victims or bullies. The percentages of the four types of bullying that were identified in this study were the following: exclusion (23%), verbal (22%), coercion (20%), and physical (16%). Boys were more involved in all four types of bullying when compared to girls. It was also found that the rates of bullying or getting bullied were higher in students with high and low economic status. Additionally, students who had divorced or separated parents were more likely to be involved in bullying when compared to students who lived with both parents.

In a study by Marichi, Astor, and Benbenishty (2007), the prevalence of bullying in Israel was examined. A total of 10,254 students from 164 public middle and high schools participated. Reports of serious forms of bullying included threats before and after school (13%), gang threats (9%), and threats with a gun (4%). Less serious forms of physical bullying were reported by 22%-43% of students. It was found that strong teacher and staff support resulted in less reports of bullying across gender, culture, and school type. It was also found that more males were involved in bullying when compared to females. Arab students experienced higher levels of victimization when compared to Jewish students.

A study by Delfabbro et al. (2006) focused on bullying behaviors among 1,284 students from public and private schools in Australia with a mean age of 15 years old. It was found that 50% of those students had been victims of bullying at least once. Verbal bullying was the most reported by both males and females. However, boys were more likely to experience bullying than girls. Boys who attended single-sex government

schools reported the most involvement in bullying. The highest rates of bullying among girls was reported by girls attending coeducational private schools. Students who experienced bullying reported lower self-esteems, high levels of exclusion by peers, psychological issues, poor academic performance, and low motivation when compared to students who were not bullied. Those students also reported higher involvement in negative behaviors such as drug use and under-age drinking.

Scheithauer, Hayer, Peterman, and Jugert (2006) studied bullying behaviors among 2,086 students aging 10-15 years from schools in two German federal states. A total of 12% of students reported bullying others, 11% reported being bullied, and 2% reported both being bully-victims. Male students reported being bullies more than female students. Physical bullying was the highest among males. When it came to reports of victimization, there was no gender difference, both males and females experienced bullying. Middle school students reported higher levels of bullying when compared to high school students.

Houndoumadi and Pateraki (2001) studied bullying behaviors among 1,312 students aging 8-12 years from the greater area of Athens, Greece. Results indicated that 15% of students were victims, 6% were bullies and 5% were bully-victims. Peer pressure was a predictor of bullying as 34% of students reported being influenced by other peers to get involved in bullying behaviors. It was found that boys were more likely to be bullies or bully-victims when compared to girls. Furthermore, boys were more involved in physical bullying while girls were more involved in indirect bullying forms such as spreading rumors and excluding peers from social groups. It was found that age was a

significant factor in predicting bullying. As students got older, bullying involvement decreased.

A large study by Due et al. (2005) examined psychological and physical symptoms as a result of bullying among 123,227 adolescents ages 11-15 across 28 countries of Europe and North America. It was concluded that the rate of bullying was the lowest in Sweden among girls and the highest in Lithuania among boys. It was suggested that a reason for this finding is that Sweden is the first country to implement corporal punishment prohibition laws and currently has laws that heavily protect children in their school environments. In all countries it was noted that the symptoms experienced by students who were bullied increased as they were exposed to more bullying. It was found that bullying decreased as students got older in all countries except Scotland. Boys were more likely to experience bullying in all countries except Hungary and Russia.

National

A study by Nansel et al. (2001) of 15,686 students from public and private middle and high schools in the United States, found that 30% of students were involved in bullying with 13% of students as bullies, 11% as victims, and 6% as both bullies and victims. Males reported higher rates of involvement in bullying as victims and as bullies. Middle school students were more likely than high school students to be involved in bullying either as a victim, bully, or both. Hispanic adolescents reported the highest involvement in bullying as bullies while African American adolescents reported the least involvement in bullying as victims. Males experienced physical bullying such as slapping, hitting, and pushing more frequently than females. Females experienced more relational forms of bullying with spreading rumors and receiving inappropriate sexual

comments as the most frequent. Bullying that was based on students' religion or race was the least experienced by students.

Wang et al. (2009) studied bullying behaviors among 7,182 children 10-14 years of age in the United States. Across all grade levels, the highest reports of bullying were those of verbal and relational bullying. A total of 54% of students were involved in verbal bullying, 51% in relational bullying, 21% in physical bullying, and 14% in cyber bullying. Sixth grade students were more likely than seventh or eighth grade students to be involved in all bullying types. A suggestion for this is that the transition from elementary school to middle school is a time when students attempt to develop social statuses and this can cause conflicts with peers and self-esteem.

Wang et al. (2009) also found that students from lower socioeconomic neighborhoods reported more involvement in physical bullying than those from upper socioeconomic areas. Adolescents from upper socioeconomic neighborhoods were the least involved in physical bullying but were the most involved in cyber bullying. Frequency of bullying was higher among African American and Hispanic students than Caucasian youth. African American youth were more likely to be bullies than to be victims. Males were more involved in physical and verbal bullying in comparison to females. In particular, Hispanic youth were more likely to be involved in physical bullying. Females were more likely than males to be involved in relational bullying. Males were also more likely than females to be cyber bullies, while females were more likely than males to be victims of it. Students who had strong emotional support from their parents reported less involvement in all bullying types.

California

According to a national “watch-dog” organization that advocates for bullied children and reports on state anti-bullying laws, Bully Police USA, an estimated 20% of 5-18 year old students have been involved either as a bully or victim in the state of California. Approximately, 510,000 have been victims of bullying while an estimated 500,000 have been bullies (High, n.d.). Additionally, 107,034 children and youth are bully-victims (High, n.d.).

The California Healthy Kids Survey (CHKS), coordinated by the California Department of Education, included information gathered in 2009-2011 from 188,310 elementary school students from 3,576 schools in California. A total of 33% reported being hit or pushed at school and/or having rumors spread about them. Males (37%) were more likely than females (29%) to report being hit while females (36%) were more likely than males (31%) to report having rumors spread about them. A total of 17% reported hitting their peers and 16% reported spreading rumors. Males (20%) were more likely than females (14%) to report hitting their peers, while females (17%) were slightly more likely than males (16%) to report spreading rumors. Lastly, 6% of students reported getting cyberbullied (West Ed Health, 2011a).

The CHKS separately gathered 2009-2011 data from 719,254 middle and high school students aged 12-19 years old in California. Students in seventh grade reported more experiences of having rumors spread about them at least once (45%) than students from 11th grade (35%). Students in seventh grade also reported being hit, pushed or shoved by peers more frequently than 11th grade students. Students in seventh grade reported being harassed based on race (18%), sexual orientation (11%) and mental or

physical disability (6%). The findings for being cyberbullied are the following: 18% of seventh graders, 22% of ninth graders, 21% of 11th graders, and 25% of students attending alternative education or continuation schools (West Ed Health, 2011b).

Characteristics and Effects of Children Who Are Victims or Bully

In addition to demographics, understanding bullying requires knowledge of the characteristics of children who bully and are victims. These characteristics include, for example, personality traits, behaviors, and self-esteem. As noted above, gender often is an issue as well.

Characteristics of Children Who Are Victims

A Canadian study by Franks, Rawana, and Brownlee (2013) examined physical and personal qualities of 263 bullied middle school youth. Characteristics such as being overweight or underweight (as perceived by the students) placed students at higher risks of being targeted. Personal qualities that influenced the likelihood of being bullied were low self-esteem and few peer relationships or social supports. Students with positive self-esteem were less likely to be involved in bullying behaviors. Even if they had been bullied, they were not crucially affected by it because they had positive views of themselves.

Self-esteem is a characteristic that is frequently examined when exploring traits of children who get bullied. Patchin and Hinduja (2010) explored students' relationships between involvement of cyberbullying and levels of self-esteem. The study focused on 1,963 youth from 30 middle schools in the United States. It was reported that victims of cyber bullying frequently possessed traits of low self-esteem when compared to students who had not been bullied. It was unclear if victims developed low self-esteem due to the

cyber bullying, or if they initially had low-self-esteem and that made them easy targets for the bullies.

Students who experience bullying find it difficult to report it. Unnever and Cornell (2004) studied the characteristics that are associated with victims reporting their bullying experiences to parents, teachers, and peers. The sample consisted of 2,472 middle school students from six schools in Virginia. The results indicated that students who were physically bullied were more likely to report it to adults. Students who were chronically bullied were also more likely to tell others than students who were rarely bullied. Females were more likely than males to report bullying if they felt that the school staff would not tolerate it. Additionally, females were more likely than males to tell their peers about their own bullying experiences. If students believed that their teachers did not take bullying reports seriously in the past, they were less likely to inform any school staff about bullying incidents. Students who were bullied were also less likely to tell their parents about the bullying if they had parents who pointed out their weaknesses, showed little to no positive emotional support, and practiced aggressive parenting styles. The reasoning behind this finding is that children who experience such family dynamics develop the idea that asking for help signifies weakness and they are discouraged to report the bullying (Perry, Hodges, & Egan, 2001).

Children and youth with special needs have an increased chance of being victims of bullying (Kiriakidis, 2012). A study by Van Cleave and Davis (2006) studied bullying prevalence among 102,353 children and youth ages 6-17 years in the United States. The results demonstrated that 34% of the participants were bullies, 24% were victims and 10% were bully-victims. Children with special needs were approximately twice more

likely to get bullied or bully when compared to students without special needs. It was found that having special health care needs was related to getting bullied. Children with chronic emotional, developmental, and behavioral problems were more likely to bully.

Effects of Bullying on Victims

Juvenon, Yueyan and Espinoza (2011) studied the effects of being bullied in relation to academic performance. A total of 2,300 students from 11 public middle schools located in Los Angeles were surveyed throughout their 3 years in middle school. It was found that the amount of bullying received determined whether or not there was an impact on academic performance. Students who were bullied all 3 years of middle school had low grade point averages (GPA) and reported feeling disconnected to their schools. Students who were bullied less than 1 year showed little to no negative impacts on academic achievement. It was also concluded that a stigma around being bullied existed in the schools. Once students were viewed as victims, it was difficult to remove those labels which resulted in small social circles for those students. Peers did not want to be associated with students who were viewed as victims because they feared becoming a target themselves if they did. The results from this study suggests that when efforts are made to improve students' academic performance at schools, bullying interventions should be included in order to address the academic issues resulted from bullying.

According to Glew, Fan, Katon, Rivara, and Kernic (2005), not only is academic performance affected when children are bullied, but emotional factors are affected as well. A total of 3,530 students from third to fifth grades from an Urban West Coast school district in the United States, participated in a study that explored emotional effects of being bullied. Students who were bullied were more likely to have low grades when

compared to students who were not involved in bullying. Additionally, victims reported feeling unsafe at their schools which resulted in disconnections between them and their peers, teachers, and other school staff. Emotionally, students who were bullied reported feeling upset most days out of the school year when compared to students who were not bullied.

Ruegar and Jenkins (2014) examined the psychosocial and academic adjustment of middle school students who had been bullied. A total of 670 students from a suburban school in the United States participated in the study. Some of the psychosocial effects that the students experienced included anxiety, depression, and low self-esteem. Results were: 13% of students had levels of anxiety, 13% had levels of depression, and 18% reported having low self-esteem. Academic effects were also found as 25% of students reported missing school more than 12 days due to bullying and 27% of students received low grades. Even though both females and males who were bullied reported having effects of some sort, females experienced higher levels of depression and anxiety and lower self-esteem when compared to males. Academically, females had higher grades and better school attitudes when compared to males.

In a study by Dukes, Stein, and Zane (2009), aspects such as levels of self-esteem, school attitudes, and problem behaviors were examined in relation to bullying among students in Colorado. A total of 2,494 adolescents aging 12-18 years old participated in the study. There were 291 relational bullies, 303 victims, 213 bully-victims and 1,687 students who were considered neutrals because they were uninvolved. Neutral students reported having positive school attitudes, low to no problem behaviors, and high self-esteem. The students who were victimized and also participated in bullying behaviors

had the highest levels of problem behaviors, low self-esteem, and negative attitudes towards school. The majority of students who reported earning A's in school were more likely to be neutrals. On the contrary, students who reported having F's in school reported being engaged in bullying as bully-victims. Out of all the types of bullying, relational bullying was considered the most damaging to students who were classified as bully-victims. These students had low self-esteem, elevated problem behaviors, and poor school attitudes. Additionally, these students were more likely than neutrals to carry weapons.

Flaspohler, Elftrom, Vanderzee, Sink, and Birchmeier (2009) studied the impact that bullying has on the quality of life of students who are bullied. A total of 4,331 elementary and middle school students from nine urban and suburban schools in the United States participated. Life satisfaction was defined as "one's positive cognitive appraisal of the entirety of one's life" (Flaspohler et al., 2009, p. 367). Life satisfaction was measured using the Brief Multi-Dimensional Students' Life Satisfaction Scale (BMSLSS; Seligson, Huebner, & Valois, 2003). Results indicated that students who were not involved in bullying reported higher levels of life satisfaction and believed that they received support from their teachers and peers. Furthermore, students who were bullied were more likely to report lower life satisfaction levels when compared to students who bully. However, victims reported higher levels of teacher support than bullies. Students who were both bullied and displayed bullying behaviors had the lowest life satisfaction scores when compared with students who only bully or are bullied. Additionally, they believed that they received minimal support from their teachers and

peers. It was concluded that students who had both strong teacher and peer supports had better life satisfaction scores than students who only had one or the other.

Lesbian Gay Bisexual Transgender Questioning (LGBTQ) youth are at risk of experiencing more serious effects from bullying than heterosexual adolescents (Birkett, Espelage, & Koenig, 2009). A study by Duong and Bradshaw (2014) examined the relationship between developing aggressive and suicidal behaviors and bullying among students who self-identified as lesbian, gay, and bisexual (LGB). The sample consisted of 951 African American and Hispanic high school students from New York City. Data gathered were the following: 40% were involved in physical fights, 27% had attempted suicide, 11% experienced serious suicide attempts, 10% were cyberbullied, 8% were bullied at school, 10% were cyberbullied and bullied at school, and 38% reported not feeling supported by adults at their school. The results indicated that LGB youth who were both cyber and school bullied were more likely to engage in aggressive behaviors and higher suicidal attempts than students from other groups. These students were about five times more likely to have experienced serious suicide attempts than students who were not bullied. It was found that having supportive adults at school and feeling connected to their schools reduced the chances of displaying aggression for students who were cyber and/or school bullied.

Schumann, Craig, and Rosu (2013) studied how school climates affected whether or not students reported bullying behaviors. Data were gathered from 17,777 middle school and high school students in Canada. Students reported that the climate of their schools depended on whether or not they felt safe telling teachers and staff about bullying incidents. For example, if students believed that their schools tolerated bullying or if they

had previously informed teachers and the teachers did not take the accusation seriously, the students were less likely to inform their parents or anyone else about the bullying. Schools that did not stress anti-bullying curriculums were more likely to struggle to monitor bullying behaviors.

Characteristics of Children Who Bully

There are social, behavioral, and family factors that contribute to children becoming bullies (Brank, Hoetger, & Hazen, 2012). Socially, children who bully tend to have low levels of empathy (Farrington & Baldry, 2010). They tend to view violence as positive and as a way to dominate others (Carney & Merrell, 2001). Additionally, they tend to view their society as being tolerant of violent and aggressive behaviors (Marini et al., 2006). Bullies are categorized into the popular aggressive or unpopular aggressive subtypes. The popular aggressive bullies have large social circles, are typically popular and confident. On the contrary, the unpopular aggressive bullies usually have little to no friends, are rejected by their peers, and use their aggression to receive attention (Farmer et al., 2002).

In terms of behavioral factors, children and youth who bully have difficulty utilizing problem-solving skills so often times they externalize their problems through negative actions (Andreou, 2001). Children who are dishonest and do not take accountability for their negative behaviors are more likely to bully. Children who bully also tend to display high levels of hyperactivity and impulsivity (Farrington & Baldry, 2010). Some bullies demonstrate high levels of leadership skills and can easily manipulate their peers (Perren & Alsaker, 2006).

Effects of Bullying on Children Who Bully

Feldman et al. (2014) conducted a longitudinal study in the United States that examined the effects of bullying on academic performance from middle school to high school. Initial information was collected from a total of 2,483 students from 11 southeastern middle schools. Towards the end of the study, the students had graduated into high school and significant findings were examined. It was found that students who bullied had low grades and more disciplinary referrals when compared to students who received the bullying. In particular, females who bullied in middle school had difficulties adjusting to high school. Their GPA's decreased and they did not do well academically. Overall, both females and males had an increase in disciplinary referrals from middle school to high school (Feldman et al., 2014).

Family Factors

There are family factors that can place a child or youth at risk for engaging in bullying behaviors as bullies (Brank et al., 2012). Children who have experienced domestic violence at home are more likely to demonstrate bullying behaviors at school (Bowes et al., 2009). Children who have parents who have committed crimes are more likely to display aggression and bullying behaviors with their peers (Farrington & Baldry, 2010). Children who have had contact with Child Protective Services for child neglect or domestic violence are more likely to manifest bullying behaviors (Mohapatra et al., 2010). Parents of bullies tend to be uninvolved in their children's social activities such as outings with friends and school occurrences (Marini et al., 2006). It has been found that parents who have children who bully generally have inconsistent discipline strategies (Carney & Merrell, 2001). Examples of such disciplinary actions are punishing children

in physical ways, constantly yelling at their children when they do something wrong, and ignoring and neglecting them. Due to the constant aggression and lack of effective discipline, those children learn that aggressive behaviors can be used to intimidate others and use it to their advantage (Roberts, 2000).

In a study by Curtner (2000) the relation between maternal traits, family dynamics and bullying behaviors was investigated. The sample consisted of 54 mother-son pairs from central Alabama. The boys aged 10-13 years and attended public schools. It was found that boys who did not have a father figure or who did not have a strong father figure, were more likely to have mothers who displayed permissive characteristics and did not reprimand them for aggressive behaviors. Those boys were more likely to engage in bullying behaviors at school. Mothers who reported having poor social skills were more likely to have sons who were bullies. Moreover, children whose mothers frequently displayed angry or depressed behaviors in front of them were more likely to be bullies. The families who had a son who bullied were generally hostile, negative, and unaware of their child's daily activities (Curtner, 2000).

Children who are bullied tend to have families that are overprotective because they recognize that their children display characteristics that make them targets. It is believed that this tendency can either be the cause or the consequence of bullying (Smokowosky & Kopasz, 2005). Children who experience bullying are less likely to have positive social supports from their parents (Malecki & Demaray, 2003). Even if children are bullied, if they have supportive family environments and receive positive maternal supports they are less likely to display behavioral issues than children who are bullied and do not have those support systems (Bowes et al., 2010). Moreover, children

who are bullied are less likely to suffer from depressive symptoms if they have constant support from their parents (Connors-Burrow et al., 2009).

Bullying Interventions by Parents

Harcourt et al. (2014) conducted a meta-analysis of 12 studies from an array of countries concerning the direct and indirect interventions used by parents when they discovered their children were being bullied. Direct actions included speaking to school officials, getting bullies' parents involved, and talking to the bullies directly. Indirect actions included telling their children to ignore the bullying, encouraging their children to have compassion for the bullies, enrolling them in self-defense courses, giving them emotional support, changing schools, and finding ways to increase their self-esteem (Harcourt et al., 2014).

When children receive social support from their families and when there is positive communication at home, they are more likely to inform their parents if they are experiencing bullying (Franks et al., 2013). Parents who are observant of their children's moods, nonverbal communication and probe to find answers when their children appear to be distant or upset, find out about bullying behaviors directly from their children (Brown et al., 2012). Children whose parents meet their friends and communicate with them on a daily basis are less likely to suffer from emotional problems even if they are being bullied (Shetgiri, Lin, Avila, & Flores, 2012).

A qualitative study by Swayer, Mishna, Pepler, and Wiener (2011) studied parents' perceptions of bullying. A total of 20 parents and 157 students aging 9-11 years old from Canadian schools participated in this study. The themes that were identified included parents' definition of bullying, parents' reactions when they found out their

children were getting bullied, parents describing the effects that bullying had on their children, and suggestions parents gave their children in regards to bullying. Most parents had a general understanding of what bullying meant and they often described physical bullying as being the most serious. Even though most parents described bullying as exhibiting power imbalance, none of the parents mentioned the repetitive aspect of bullying. The majority of parents agreed that bullying is a serious issue but a few suggested that it was a normal part of growing up. Half of the parents who had children who had been bullied already knew that their children were victimized while the other half barely learned about their children's victimization after taking part of the study. Some parents reported being surprised when they first learned about their children experiencing bullying because they viewed their children as being happy and fine. Some parents mentioned that they did not feel surprised because they viewed bullying as something that was part of childhood.

The suggestions parents gave children who were bullied were telling trusted adults, informing teachers, ignoring the bullies, retaliating, and promoting pro-social behavior such as giving their children positive remarks to build confidence. The few parents who suggested retaliation argued that if there were no adults present and their children were getting bullied, retaliation would be appropriate because it would be acknowledged as self-defense. The information gathered from this study suggests that parent education about bullying should be part of anti-bullying strategies because there is an inconsistency of what bullying means to the parents and with the strategies that parents suggest to their children who are bullied or witness bullying (Swayer et al., 2011).

Collaboration between Parents and School Staff

Brown et al. (2012) explored the perceptions of parents who reported bullying to school staff. The qualitative study focused on 11 parents from Indiana who had children in middle schools. Based on parents' self-reports, only one of them considered having successful collaboration with school officials. The only parent who had positive partnership with school staff reported that the principal took action the same day the bullying was reported by meeting with all the involved students and their parents. This collaboration was considered successful because action was taken immediately, principal followed up with parents of the victim and bully, and students were monitored to ensure that bullying had stopped between them. The rest of the parents were disillusioned when they attempted to report the bullying and discovered that the schools had unclear protocols for reporting. Parents attempted to intervene at home by giving their children advice and communicating with them daily, however, they believed that stronger collaboration with school staff would have been the ideal approach. Parents expected principals to follow up with them after the reporting, but those expectations were not met and parents subsequently assessed that principals did not make student safety a priority.

According to Roberts (2008), techniques for coping with bullying have primarily involved the victims' families. Restorative justice aims to break the bullying cycle and involve bullies' families into the intervention process. Through this process, everyone involved (children who are bullied and bully, parents, and school staff) are given opportunities to share their feelings directly, create solutions, and collaborate. Restorative justice aims to increase empathy among all parties, especially among those who bully. It dates back over 20 years to the work of Howard Zehr in the criminal justice

system and has subsequently been adapted for other disciplines, such as school bullying (Daniels, 2013). Restorative justice has been effective in school settings and also at home. This approach aims to increase empathy among all parties, especially in the part of the bullies. Being alert of feelings can strengthen students' abilities to empathize, and can reduce the chances of them being involved in bullying (Roberts, 2008).

CHAPTER 3

METHODS

Introduction

This chapter is divided into four sections. Section one will focus on the rationale for the curriculum. Section two will give information on the target population that this curriculum is intended for. Section three will list the main goal and objectives of the curriculum. Lastly, section four will explain the design and format of the curriculum.

Rationale for the Curriculum

Parents and caregivers have an essential role in children's well-being in the topic of bullying (Brown et al., 2012). *Parents and Caregivers Against Bullying* will provide parents and caregivers with a variety of strategies that can be reinforced at home in order to create an environment where bullying is not tolerated. Bullying intervention programs that include a component for parents and caregivers have been effective since they convey an ecological approach (Smokowski & Kopasz, 2005). Additionally, support from parents and caregivers have been significantly more impactful in children's lives than support from school staff when it comes to bullying (Conners-Burrow et al., 2009). In order for parents and caregivers to prevent and intervene in bullying situations, a clear definition of bullying and its different types need to be understood. There is often inconsistency with what parents consider to be bullying behaviors (Mishna et al., 2011). There is also the misconception that bullying is a normal part of growing up and that affects how parents react to it (Mishna et al., 2011). If parents and caregivers are

exposed to the formal definition of bullying, are taught the effects of it, and are provided with tools to prevent and intervene in bullying situations, their competence to take action against bullying can increase.

The prevalence of bullying is the highest in middle school (Wang & Iannotti, 2012). Children transitioning from elementary school to middle school are usually faced with many changes such as adapting to a new school environment, having multiple teachers, and meeting new peers. School becomes the major focus of their lives and comparing themselves with other peers becomes appealing to them (Zastrow & Kirst-Ashman, 2013). This can become negative and turn into bullying behaviors. When students experience bullying all of their 3 years in middle school, they are more likely to receive poor grades and feel little to no connections to their schools and classmates (Juvonen et al., 2011). However, when middle school students are bullied frequently but they have support from a trusted adult, they report having better life satisfaction and are less affected by bullying than students who do not have those supports (Flaspohler et al., 2009). Feeling supported by parents and caregivers may increase the chances of middle school students reporting the bullying and decrease the effects of it.

Target Population

This curriculum will serve parents and caregivers of students who are transitioning to middle school. Specific sections of the curriculum such as school policies and bullying demographics will be geared for parents who have children attending the Los Angeles Unified School District (LAUSD). Those specific sections will be designed for adaptation by other schools, community agencies, and resource centers that provide parent services.

Because of the emotionally charged nature of much of the content, it is recommended that no more than 20 parents and caregivers participate, including singles and couples. No children will be allowed in the workshops since the information given will pertain specifically to parents and caregivers. If appropriate and necessary, the hosting agency should plan to have child care on site in order to increase parent participation.

Goal and Objectives

The goal of this curriculum is to provide parents and caregivers of children transitioning to middle school with awareness, knowledge and understanding, and skills that could help them prevent their children from being bullied or become bullies, to intervene should these incidents occur, and to feel confident of their parenting role in bullying circumstances.

Specific objectives are to enable participants to:

1. Understand the definition of bullying.
2. Recognize how widespread bullying has become.
3. Identify risk factors for bullying and being bullied.
4. Identify the signs and symptoms of bullying and being bullied.
5. Know bullying reporting policies for their children's school districts.
6. Report bullying when necessary.
7. Talk with their children about having a zero-tolerance view of bullying as a family value.
8. Prepare their children for the risks of being bullied.

9. Practice communication skills and self-esteem strategies that can help develop and maintain positive parent-child relationships.

10. Be advocates for their children to help decrease bullying.

Design and Format

This six hour curriculum is designed as three 2-hour workshops, to be held once a week. The format includes lecturettes, small group discussion, role plays, and power points. There is a Facilitator's Guide that provides the content, process, and handouts for the workshops. After the first workshop, the others will begin with a bridge from the previous workshop. This review will provide the participants with an opportunity to ask questions or share information on what they may have thought about and perhaps acted on during that week.

The three workshops have the following content:

Workshop 1: An ice breaker is used as a tool to create a safe and comfortable environment. Due to the possibility of parents sharing about personal experiences with bullying, confidentiality and the exceptions of it are explained to all participants. This introductory workshop focuses on defining bullying and its different types, the different roles that students play in bullying, and the prevalence of bullying worldwide, nationwide, and statewide. The signs and effects that bullying has psychologically, academically, and socially on children are discussed as well.

Workshop 2: Risk factors of becoming a bully or victim are identified. Bullying laws, school policies, and how to report bullying to school personnel is discussed. The importance of advocacy and empowering parents to feel competent is a major component

of this workshop. The main intervention that is mentioned is restorative justice in school settings.

Workshop 3: Building a positive environment at home with a zero-tolerance for bullying is explored. The relationship between positive self-esteem and bullying is discussed. Strategies on how to enhance children's self-esteem is discussed and practiced.

CHAPTER 4

THE CURRICULUM

Introduction

This chapter is divided into six sections. The first section provides an overview of the *Parents and Caregivers Against Bullying* curriculum Facilitator's Guide. The second section gives a description of the facilitator qualifications. The third section includes information on how to prepare for the three 2-hour workshops. The fourth section explores ways to invite participants. The fifth section explains how to select an appropriate site for the workshops. The last section describes the evaluation plan.

Facilitator's Guide

The Facilitator's Guide includes all of the information that the facilitators will need to complete the workshops. For each workshop there is an overview page that lists the main topics, objectives, activities that will be covered, and a general time frame of the length of the activities and discussions. The overview page also includes a preparation section that lists the materials needed, tasks to complete prior to the workshops, and helpful suggestions for the facilitators. The Facilitator's Guide also includes a Power Point for each workshop. Instructions for every Power Point slide and discussion questions that aim to help participants reflect and process on the information are included. Handouts which include worksheets and other resources are integrated as well. A post-workshop assessment sheet for facilitators to use as a reflection tool and

observation tracker follows. The Facilitator's Guide concludes with participant evaluation tools.

Facilitators

Two facilitators are recommended. Since the maximum amount of potential participants is 20, having two facilitators can help increase the quality of the information shared and with the overall process of the group. They can also respond better to the participants' questions, concerns, and needs.

The Facilitator's Guide provides a Workshop Readiness Checklist, which includes essential qualifications that the facilitators must have between them. These include: have a Masters of Social Work (MSW) or Licensed Clinical Social Work (LCSW) degree; have knowledge of the psychological, emotional, and academic effects of bullying; feel comfortable working with parents and caregivers of elementary and middle school children; have basic knowledge of the definition of bullying, the different types of it and how parental involvement can help decrease it; be sensitive to cultural, socioeconomic, and sexual orientation diversity; be aware that participants, as adult learners, bring an array of life experiences and different levels of learning. For example, some parents may be familiar with the formal definition of bullying and have effective communication with their children about it while others may not even know what bullying is and may have never started a conversation about it with their children.

Workshop Preparation

Before implementing the program the facilitators must be completely familiar with the content and format of the curriculum, including worksheets and activities that will be used. They must have knowledge of current and accurate background information

and statistics about bullying so it is essential that they read Chapter 2, Literature Review of this thesis. The two facilitators must meet before and between each workshop to go over logistics, ensure they have an organization plan in place between the two of them, and address any challenges that may arise.

Inviting Participants

Since the curriculum focuses on parents and caregivers of students who are transitioning to middle school, invitation priority should be given to people who fit that description. The informative portions of the curriculum are general enough that it would be appropriate to invite parents and caregivers of students attending elementary and middle schools. Due to the educational nature of the curriculum, there is no formal preliminary selection process.

Depending on the type of agency that hosts the workshops, the methods for inviting participants may vary. For example, if the host agency is an elementary or middle school, the facilitators could meet with administrators to plan for invitations to be sent to all parents and caregivers of students of a specific grade. This can be done by sending flyer invites home, posting on schools' bulletin boards or newsletters, sending an automated phone message to the parents and caregivers, and by making announcements at parent meetings or other appropriate school events. If the hosting agency is a community center that has ongoing clients, then facilitators may have a better idea of which clients may be interested and the invitations can be done personally or within the agency. If the community agency wants to include potential participants outside of their agency, they can collaborate with surrounding elementary schools and middle schools to deliver the invitations in an appropriate form.

The invitation of potential members should be done approximately 3 weeks in advance. The invitations/flyers should direct interested parents and caregivers to reserve their spots by contacting the hosting agency or facilitators. This will give the facilitators an idea of how many members will attend and if the selected space will accommodate the amount of group members that will be present.

Selecting a Site

The host agency must have access to parents and caregivers of elementary and middle school students. This can be a school, community resource center, or another type of organization that provides parenting services. The agency should also have a large space that would fit a maximum of 20 participants. The space should be available weekly for three consecutive weeks at the same time. The space should also have tables and chairs since some activities require the participants to complete writing tasks. Some of the activities require the participants to get in small groups and discuss. This means that the room should be large enough for the participants to move around. There is a possibility that parents may share sensitive and personal experiences so it is essential that there is a sense of privacy and comfort.

Evaluation Plan

Curriculum evaluation can be categorized in four levels (Pasztor, 2009). “Level 1 Participant Satisfaction,” refers to the participants’ experiences and if they found the workshops to be useful. “Level 2 Pre-Post Test,” measures the participants’ knowledge before and after the workshops. “Level 3 Implementation,” evaluates if the participants are utilizing the skills learned. “Level 4 Outcomes,” evaluates the outcomes of the implementation of skills learned in the workshops.

This curriculum will be evaluated using Levels 1 and 3. Level 1 of the evaluation includes an opinion form that will be distributed after each of the three workshops. The survey consists of participant satisfaction questions and their opinions about the topics covered. Open-ended questions are integrated in order to allow participants to voice their concerns about concepts that are difficult to understand or concepts that they find valuable. The constant feedback can guide facilitators to provide the participants with high-quality workshop experiences.

Level 3 of the evaluation will identify how participants have applied the skills learned in the workshops. The opinion form that is distributed at the end of the third workshop contains an extra set of questions that participants who are willing to get interviewed 3-6 months after the last day of the workshop will fill out. The Facilitator's Guide contains the interview document that will be utilized when conducting the Level 3 evaluation. The questions will relate to how the parents have applied skills of bullying advocacy, positive communication, and positive self-esteem building with their children.

Brief informal evaluations by facilitators at each workshop are also conducted. The Facilitator's Guide includes a "Post-Workshop Observation Tool" that facilitators can use to write down significant assessments of both workshop content and process. This could include, for example, topics that participants had the most concerns about or appeared to have grasped more. It could address issues of special concern to individual parents. It also could be a space to write down information that is beneficial to review for the following meeting. This can help facilitators stay organized and provide the participants with an experience that adapts to their needs.

CHAPTER 5

CONCLUSION

Introduction

This section is divided into three parts. The first section describes lessons learned and the curriculum limitations. The second section focuses on implications for social work policy, practice, and advocacy. The last section focuses on recommendations for future research and curriculum development.

Lessons Learned and Curriculum Limitations

There are various lessons that have been learned from developing this *Parents and Caregivers Against Bullying* curriculum. First is the acknowledgement that parents and caregivers are essential to bullying prevention and intervention. Recognizing them as partners is essential instead of viewing them as part of the problem.

Another lesson learned is that bullying can be reduced by providing parents and caregivers with significant information about bullying, as well as practicing communication and positive self-esteem building strategies with their children. Giving parents clear definitions of bullying and actions that they can reinforce at home can serve as both prevention and intervention measures. Additionally, providing parents and caregivers with information about bullying policies and their rights as parents, can help increase their confidence to advocate for their children.

Through the development of *Parents and Caregivers Against Bullying*, it was learned that creating a curriculum takes significant time and effort. Gathering literature on a topic that has extensive research also required a lot of time and determination. It was also learned that formulating curriculum objectives was an essential part of the development of workshops. Lastly, learning about the appropriate types of curriculum evaluation methods was beneficial.

There are several limitations to this curriculum. First, it was created using research that highlights the need for parental involvement in bullying and current anti-bullying curriculums. However, it has not been utilized and tested for participant satisfaction and outcomes. Another limitation is that the workshops are aimed at only parents and caregivers. It does not have a component for other involved parties, such as children and school staff. Another limitation is that bullying is a huge phenomenon with many factors that cannot be covered in three workshops. Finally, the curriculum is aimed for parents and caregivers of students who are transitioning to middle school so the proposed strategies may or may not be effective with students who are younger or older.

Implications for Social Work Policy, Practice, and Advocacy

Policy

Currently there are no federal laws that specifically cover bullying, but it is addressed differently in states' education codes (Koons, 2013). For example, in some state education codes, bullying is covered where harassment and discrimination are addressed (Koons, 2013). Schools are required to create a school safety plan and that is generally where school bullying policies are placed. Usually, parents are not clearly informed about these policies and are confused about how to deal with bullying situations

when their children are involved. In school settings, it is the responsibility of administrators, school social workers, teachers, and school staff to be familiar with these policies and strictly enforce them at their schools. School social workers can assist in this process by being part of the School Board that establishes the schools' safety plan and helps create the anti-bullying policies. Social workers must advocate to have state laws and school policies about bullying clearly explained to parents and caregivers and the entire school community, as well as children according to their age and stage of development.

Practice

Social workers must be knowledgeable about the prevalence of bullying in order to service children and families more effectively regarding bullying issues. One of the core values highlighted by the NASW Code of Ethics states the importance of human relationships, so that social workers encourage clients to be part of the helping process (2008). Bullying is an issue that affects human relationships in various ways whether it impacts relationships between peers or school staff and students, or parents and students. All parties involved are partners in reducing bullying and enhancing positive relationships between and among each other.

Advocacy

It is essential that social workers, especially, school social workers and social workers who serve children and families advocate for families' rights when their children are being bullied and providing them with appropriate services. It is also crucial to advocate for services for children who bully and their families. Sometimes those students are overlooked because there are misconceptions that they bully because they are not

good students. Advocating to find out why they are bullying and connecting their families to the right resources can help reduce bullying.

Advocating in school settings to clearly state and advertise the school policies that relate to bullying can have an impact on the prevalence of bullying. Additionally, making sure that these policies are reinforced and evaluated for effectiveness is important. Advocacy must include trainings, programs, and workshops where all of the involved parties share their perspectives and together develop a plan to prevent and intervene in bullying, such as programs that feature restorative justice. Special attention must be given to ethnic and sexual minority populations, children who are differently abled, and children in the child welfare system because of their higher risk.

Recommendations for Future Research and Development

There is a need for more recent studies of bullying issues in California and nationwide. Moreover, local bullying prevalence should be researched. Some of the Los Angeles County local bullying statistics are primarily described as harassment and discrimination so there is a need to clearly define bullying in statistical information. More research on parents' experiences with bullying is also an aspect that current literature is lacking. Specifically, exploring parents' perceptions of bullying, effective strategies used, and the type of support that they receive from the schools is crucial for the development of future bullying interventions that involve parents. There is a need for training programs that address parental involvement in bullying and how to make parents and caregivers part of the solution.

Understanding various family dynamics and how they relate to bullying involvement is also essential. Research heavily focuses on victims so additional research

is needed about children who bully and how their parents react and intervene in the process. Understanding these types of families can result in intervention programs where parents learn how to approach a situation where their students are the ones causing the aggression. Research should also explore interventions that are tried at home, the amount of support that parents acquire from school, and the amount of responsibility that they feel. More research should be conducted on collaboration between parents and school staff, including both effective prevention and intervention strategies.

Future bullying curriculums should have a parental component where parents and caregivers are encouraged to increase communication between them and their children as this has been seen as an effective strategy to reduce bullying. According to a parent who discovered his child had been bullied, the parent stated “We were completely blind-sided. We would always ask him how was school today? He would say good, great. Basically we just happened to ask that one extra quick follow-up question of why was it good? And then, it was kind of like the doors just opened” (Brown et al., 2013, p. 504).

APPENDICES

APPENDIX A
FACILITATOR'S GUIDE

Parents and Caregivers Against Bullying (PCAB)

Facilitator's Handbook

Developed by:

Margarita Rubio, MSW (May 2015)

Table of Contents

<i>Content</i>	<i>Page</i>
Workshop #1: Understanding Bullying	
Overview	44
Power Point #1 slides	46
Handout1.1	63
Workshop #2: Bullying Risk Factors, policies and Reporting Practices	
Overview	64
Power Point #2 slides	65
Handout 2.1	78
Workshop #3: Importance of Communication and Positive Self-Esteem	
Overview	80
Power Point #3 slides	81
Handout 3.1	91
Handout 3.2.....	92
Handout 3.3.....	93
References	94

PCAB Workshop #1 Overview: Understanding Bullying

★ Objectives: Parents and caregivers will understand the formal definition of bullying. They will recognize how widespread bullying has become through statistics. They will also be able to identify the signs and symptoms of bullying and being bullied.

Topics and Activities:

- Main goal and overview of workshops
- Introduction name tent activity
- Bullying statistics: True or False
- Defining definition
- Bullying types: Vignettes
- Bullying signs & effects
- Bullying risk factors
- Wrap-up & Opinion Form

Materials Needed:

- PCAB power point #1
- Copies of Handout 1.1
- Letter size paper
- Markers
- Pencils
- Copies of Opinion Form

Helpful Suggestions for Facilitators:

- Keep in mind that for some parents, bullying is a new concept so it is important to explain the definition and different types thoroughly and be open to answering clarifying questions.
- Have the power point and projector set up before the start of the workshop.
- Create an example name tent before the session to parents can have a visual to accompany the instructions.

- Pre-cut Handout 1.1
- Bring refreshments and snacks for the participants depending on the agency's budget.
- Divide the presentation of content between the two facilitators ahead of time.

Power Point #1 Slides

PARENTS & CAREGIVERS AGAINST BULLYING (PCAB)

WORKSHOP #1: UNDERSTANDING BULLYING

DEVELOPED BY-MARGARITA RUBIO, MSW (MAY 2015)

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

Welcome members

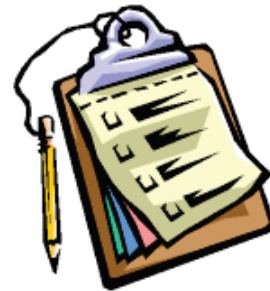
- Thank them for being there
- State the name of the curriculum & the name of the first workshop
- Both Facilitators should introduce themselves briefly: State name, degree/professional title, & the reason for being interested in the topic of bullying

Confidentiality

- Explain to the members that these workshops cover a variety of topics & there may be times when sensitive topics, feelings, & thoughts will be brought up. Facilitator can say: “For the most part, the sensitive information that is talked about in the room will stay in the room. The only reasons why confidentiality will be broken are if it is stated that there is child abuse, someone is threatening to hurt somebody else, or if someone is planning on hurting themselves. We want to create a positive environment where everyone feels comfortable to share & learn”.

AGENDA

- Main goal & overview of workshops
- Introduction name tent activity
- Bullying statistics: True or False
- Defining bullying
- Break
- Bullying types: Vignettes
- Bullying signs & effects
- Bullying risk factors
- Wrap-up & Opinion Form



2

FCAB-MARGARITA RUBIO, MSW (MAY 2015)

Agenda

- Discuss the agendas & objectives for each workshop
- Explain that the agendas & activities will provide introductory information regarding bullying
- Review each bullet point & ask for questions, comments, concerns.
- *Timed agenda for facilitators. (A 10 minute flexibility time frame has been included):*
 - Main goal & overview of workshops (5 Min)
 - Introduction name tent activity (20 min)
 - Bullying statistics: True or False (15 min)
 - Defining bullying (10min)
 - Break (10 min)
 - Bullying types: Vignettes (20min)
 - Bullying signs & effects (15min)
 - Bullying risk factors (5min)
 - Wrap-up & Opinion Form (15min)

MAIN GOAL

The goal of these workshops are to provide you with awareness, knowledge understanding, & skills that can help you prevent your children from being bullied or become bullies, to intervene should these incidents occur, & to feel confident of your parenting role in bullying circumstances.



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

3

Main goal:

- Read goal from slide

OVERVIEW OF WORKSHOPS

Workshops are held weekly for 2 hours

- **Workshop 1:** Understanding Bullying
- **Workshop 2:** Bullying Risk Factors, policies & Reporting Practices
- **Workshop 3:** Importance of Communication & Positive Self-Esteem

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

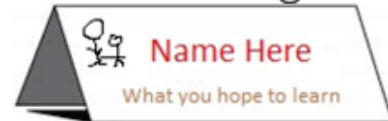
4

Overview of workshops:

- *Workshop #1:* Includes general information about bullying
- *Workshop #2:* Includes risk factors for children who bully & are bullied. Family risk factors are also discussed in this workshop. Laws & policies regarding bullying will be explained. Techniques to report bullying & what school district's policies are in place is also discussed.
- *Workshop #3:* Communication practices between children & parents will be explored & best practices will be established. Additionally, they will learn how building positive-self-esteem reduces bullying & they will learn techniques to practice with their children at home.

INTRODUCTION NAME TENTS ACTIVITY

- Create a name tent & include the following :
 - *Your name*
 - *How many children you have raised*
 - *What you hope to learn from these workshops*



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

5

Giving Instructions:

- Facilitator can say: “All of you will get a blank piece of paper & a few markers. Fold your paper in 3 parts like this (show them your example that you made). Write your name in the middle, to the side you can draw or write how many children you have raised, & at the bottom of your name state your goal for the workshops. You have 5 minutes to complete this activity. As we walk around the room let us know if you have any questions.”

After Name Tent is created:

- Facilitator can say: “Now we will be going around & everyone will have the chance to introduce themselves. You can say your name, the number of children you have raised, & what you wrote down as your hope for these workshops.”
- This section can be modified depending on the total number of participants & the time.
- When everyone has shared, thank the participants for sharing & let them know that you are glad to meet them.

TRUE OR FALSE

More than 30% of children are involved in bullying worldwide

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

6

True or False Activity

- Facilitator can say: “We will now be going over some statistics about bullying. On the screen you will see some statistics. I will read them out loud & you get to decide if the statement is true or false. After every statement we will ask you to raise your hand if you think it is true & then if you think it is false. This is not a test so we hope that you feel comfortable responding honestly. There will be no judgment in the way that you think about these statements. The first one is (read the statistic on the slide). By a show of hands who thinks this is true? Who thinks this is false?”
- The Answer is TRUE: Bullying is a worldwide occurrence in which approximately 45% of students of all ages around the world are reported to have been involved as victims, bullies, or both (Harel-Fisch et al., 2011). Specifically in the United States, annually, an estimated 6,000,000 students between 12 & 18 years of age have been bullied (National Center for Educational Statistics, 2013).

TRUE OR FALSE

In California **less** than
510,00 have been
bullied



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

7

True or False Activity

- Facilitator can say: “The next one is (read the statistic on the slide). By a show of hands who thinks this is true? Who thinks this is false?”
- The answer is FALSE: More than 510,000 children & youth in California have been victims of bullying while an estimated 500,000 have been bullies (High, n.d.). Additionally, 107,034 children & youth are both bullies & victims (High, N.D.).

TRUE OR FALSE

High school students have the highest rates of bullying involvement when compared to middle & elementary school students

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

8

True or False Activity

- Facilitator can say: “This one states (read the statistic on the slide). By a show of hands who thinks this is true? Who thinks this is false?”
- The answer is FALSE: The prevalence of bullying is actually the highest in middle school (Wang & Iannotti, 2012). The reason for that is that children transitioning from elementary school to middle school are usually faced with many changes such as adapting to a new school environment, having multiple teachers, & meeting new peers. School becomes the major focus of their lives & comparing themselves with other peers becomes appealing to them (Zastrow & Kirst-Ashman, 2013). This can become negative & turn into bullying behaviors.

TRUE OR FALSE

Males are more likely to engage in bullying behaviors than females



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

9

True or False Activity:

- Facilitator can say: “This one states (read the statistic on the slide). By a show of hands who thinks this is true? Who thinks this is false?”
- The answer is TRUE: Generally, boys have reported more involvement in bullying as victims & bullies. However, gender differences shift between the different types of bullying which we will discuss later.

TRUE OR FALSE

Most students are comfortable telling an adult when they are involved in bullying

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

10

True or False Activity:

- (Read the statistic on the slide). “By a show of hands who thinks this is true? Who thinks this is false?”
- The answer is FALSE: Students who experience bullying find it difficult to report it. Females are more likely than males to report bullying if they feel that school staff would not tolerate bullying. Additionally, females are more likely than males to tell their peers about their own bullying experiences. If students believe that their teachers do not take bullying reports seriously, they are less likely to tell the school about the incidents. Students who are bullied are also less likely to tell their parents if they have parents who point out their weaknesses, show little to no positive emotional support, & practice aggressive parenting styles. The reasoning behind this is that children who experience such family dynamics develop the idea that asking for help signifies weakness and they are discouraged to report the bullying (Perry et al., 2001).

TRUE OR FALSE

When **students who have been bullied** have a **trusted adult**, they are more likely to keep a **positive attitude** & do well in different aspects of their lives

PCAB-MARGARITA RUBIO, MSW (MAY 2015)



True or False Activity:

- (Read the statistic on the slide). “By a show of hands who thinks this is true? Who thinks this is false?”
- True: Specifically, when middle school students are bullied frequently but they have support from a trusted adult, they report having better life satisfaction & are less affected by bullying than students who do not have those supports (Flaspohler et al., 2009). Feeling supported by parents & caregivers may increase the chances of middle school students reporting the bullying & decrease the effects of bullying. Additionally, support from parents & caregivers has made more impact in children’s lives than support from school staff (Conners-Burrow et al., 2009).

DEFINING BULLYING

Bullying: “Intentional & **repeated** aggressive behavior, which involves an **imbalance of power** between the victim & bully”



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

12

Before reading the definition on the slide:

- Ask a few parents to share how they define bullying
- Validate their responses by thanking them for their ideas

Explaining the definition

- Read the definition from the slide
 - Mention that the key components of bullying are that the behaviors are repetitive & there is an imbalance of power. Examples of imbalance of power are physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time & in different situations, even if they involve the same people. In terms of repetition, bullying behaviors happen more than once or have the potential to happen more than once.

Roles of Bullying

- There are different roles that children & youth have when it comes to bullying; here are the main roles:
 - *Bullies*: Persons who intentionally intimidate, harass, or hurt peers (Wang & Iannotti, 2012).
 - *Victims*: Persons who have repeatedly received the bullying behaviors by peers (Wang & Iannotti, 2012).
 - *Bully-victims*: Persons who have been involved in bullying as both bullies & victims (Wang & Iannotti, 2012).
 - *Bystanders*: Persons who see the bullying but do nothing about it; please know that the trend is that if you see something & don't say something, you are as responsible as the actual bully.

BULLYING TYPES

- Physical
- Verbal
- Relational
- Cyber

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

13

- There are four types of bullying they are the following (read from the slide)

PHYSICAL BULLYING

Physical bullying: Hitting, pushing, kicking & any other repetitive physical action (Kiriakidis, 2011).



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

14

Physical Bullying

- Read definition from the slide
- Share that there is a gender, socioeconomic, and ethnic differences in physical bullying. Males experience physical bullying such as slapping, hitting, & pushing more frequently than females. A study found that students from lower socioeconomic neighborhoods reported more involvement in physical bullying than those from upper socioeconomic areas. This study also showed that, in particular, Hispanic youth are more likely to be involved in physical bullying (Wang et al., 2009).

VERBAL BULLYING

Verbal bullying: Name calling, threatening & utilizing hurtful language (Wang & Iannotti, 2012).



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

15

Verbal bullying:

- Read definition from the slide
- Share that males are more involved in verbal bullying in comparison to females (Wang et al. 2009).

RELATIONAL BULLYING

Relational bullying: Harming the social relationships of others, such as spreading rumors & isolating others from peer groups (Wang & Iannotti, 2012).



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

16

Relational Bullying:

- Read definition from the slide
- Gender differences also exist in this type of bullying. Females are more likely than males to be involved in relational bullying with spreading rumors & receiving inappropriate sexual comments as the most frequent.

CYBER BULLYING

Cyber bullying: Newer type of bullying which consists of using e-mails, text messaging, & online social networks in order to inflict humiliation, fear, & harassment

(Kiriakidis, 2011).



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

17

Cyber Bullying

- Read definition from slide
- Explain that males are more likely than females to be cyber bullies, while females are more likely than males to be victims of it. Adolescents from upper socioeconomic neighborhoods are the least involved in physical bullying but are the most involved in cyber bullying.

BULLYING TYPES: VIGNETTES



- Divide into small groups of 3-4
- Read the vignette your group receives & discuss the following questions:
 - What type of bullying is being described?
 - What details make it the bullying type you selected?
 - If you are the child, how would you feel?

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

18

- Distribute Handout 1.1

BULLYING SIGNS: VICTIMS

Victims

- Get anxious about going to school
- Avoid social situations
- Show loss of hopelessness or low self-esteem
- Have lost or destroyed personal belongings
- Have unexplainable injuries
- Fake sickness to avoid school
- Report frequent headaches or stomach aches
- Harm themselves
- Have a hard time sleeping or experience nightmares
- Change eating habits

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

19

Before reviewing the information on this slide:

- Ask parents if they recognize these signs of bullying?
- Ask parents if they know children or adults who have experienced bullying? How did they show the signs?

Reviewing the slide:

- Discuss the points on the slides

BULLYING SIGNS: BULLIES

Bullies

- Get into fights frequently
- Interact with children who bully others
- Demonstrate aggressive behaviors
- Have difficulty taking responsibility for their negative actions
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Are competitive
- Worry about their reputation or popularity

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

20

- Discuss the points on the slide

BULLYING EFFECTS

Victims	Bully
<ul style="list-style-type: none"> • Have anxiety • Seem depressed • Show low self-esteem • Have drop in grades • Disconnect from peers, school, family • Have family concern • Have psychosomatic problems: headaches, stomachaches, etc. 	<ul style="list-style-type: none"> • Have low grades • Have low academic performance • Get into fights • Use drugs • Drop out of school • Get in trouble with the law • Obsessed with social media • Have family concern

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

21

Additional information for Victims section:

- Students who are bullied all three years of middle school have low grade point averages (GPA) & report not feeling connected to their schools.
- There is a stigma around being bullied. Once students are viewed as victims, it is difficult to remove those labels which result in small social circles for those students. Peers do not want to be associated with students who are viewed as victims because they fear becoming a target themselves.
- Victims report feeling unsafe at their schools which result in disconnections between them & their peers, teachers, & other school staff.
- Study by Ruegar & Jenkins (2014) examined the psychosocial & academic adjustment of middle school students who had been bullied. A total of 670 students in the United States participated in the study. Some of the psychosocial effects that the students experienced included anxiety, depression, & low self-esteem. Results were that: 13% of students had levels of anxiety, 13% had levels of depression, & 18% reported having low self-esteem

Additional Information for bully section:

- It was found that students who bully have low grades & more disciplinary referrals when compared to students who receive the bullying.

WRAP-UP & OPINION FORM

- Review
- Fill out Opinion Form



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

22

Review

- Facilitator can say: “Today we reviewed bullying statistics, the formal definition of bullying & the different types, signs of bullying, & academic, social & psychological effects of bullying. You all had the opportunity to work together in the vignette activities & learn how to distinguish between the different bullying types. What are your takeaways? Are there any questions or comments about what has been discussed today?” (Answer any questions)

Opinion form

- Facilitator can say: “Last on our agenda is our Opinion Form. Your time is valuable & we want to make sure we are providing useful information. Here are two questions & we hope you will share your opinion about our time together. There are no right or wrong answers. We just want to know if we are doing a good job & what we might do to improve our time together.”

Thank You! 😊

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

23

- Facilitator can say: “Once again thank you for attending this workshop. We look forward to seeing you next week!”
-

Handout 1.1
Bullying Types: Vignettes

Vignette #1

Elizabeth is a 6th grade girl who is having problems with a group of girls. Those girls think she is not “cool” enough because Elizabeth wears clothing that is not fashionable. During lunch time, Elizabeth tries sitting with them but they ignore her when she is talking and do not invite her to their activities. One of the girls from the group has recently started rumors stating that Elizabeth wears clothing that she finds in the trash cans.

✂-----

Vignette #2

Michael and Freddy have been having issues during soccer practice. Michael is not the fastest player and this annoys Freddy. When they are in the locker room, Freddy punches Michael’s arm every time he sees him and tells him that he’s “slow”. Freddy has also recently started kicking Michael during practice when their coach is not looking.

✂-----

Vignette# 3

George is a 5th grade student who has a learning disability. When reading out loud in class it takes him a while to read and he mispronounces words frequently. Martin sits next to him in class and says things like “you are stupid”, “I cannot believe you are in 5th grade and you do not know how to read”, and “go back to kinder”. This behavior has been going on for more than 2 months.

✂-----

Vignette #4

Melanie is a 7th grade student who uses Facebook and Instagram frequently. She has recently been receiving comments from a girl named Ana on her pictures that say “Haven't you heard of braces? Your teeth are so crooked”. Ana screenshotted Melanie’s picture and drew things on her face and posted it on her social media. Other students saw this picture and are now sending her messages and posting hurtful comments on her sites.

PCAB-Margarita Rubio, MSW (May 2015)

PCAB Workshop #2 Overview: Bullying Risk Factors, policies and Reporting Practices

★ Objectives: Parents and caregivers will be able to identify risk factors for bullying and being bullied. They will know about state and school policies related to bullying. They will also know bullying reporting policies for their children's school districts and learn how to report it.

Topics and Activities:

- Review
- Bullying risk factors
- Bullying policies & laws
- Reporting bullying: Line activity
- Reporting Bullying
- Restorative Justice
- Reporting bullying: Role plays
- Wrap –up & Opinion Form

Materials Needed:

- PCAB power point #2
- Copies of Handout 2.1
- Pencils or pens
- Copies of Opinion Form

Helpful Suggestions for Facilitators:

- Pre-cut Handout 2.1
- Familiarize yourself with www.lausd.net and www.cde.ca.gov prior to the workshop.

Power Point #2 Slides

PARENTS & CAREGIVERS AGAINST BULLYING (PCAB)

WORKSHOP #2: BULLYING RISK FACTORS, POLICIES & REPORTING
PRACTICES

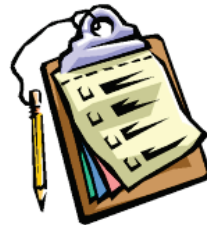
DEVELOPED BY-MARGARITA RUBIO, MSW (MAY 2015)

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

- Facilitator can say: “Welcome back! Glad to see you all here today as we conduct our second workshop.”

AGENDA

- Review
- Bullying risk factors
- Bullying policies & laws
- Break
- Reporting bullying: line activity
- Reporting Bullying
- Restorative Justice
- Reporting bullying: Role plays
- Wrap –up & Opinion Form (15 min)



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

2

- Read items on the agenda
- *Timed agenda for facilitators. (A 10 minute flexibility time frame has been included):*
 - Review (10 min)
 - Bullying risk factors (15 Min)
 - Bullying policies & laws (15 Min)
 - Break (10min)
 - Reporting bullying: line activity (20 min)
 - Reporting Bullying (10 min)
 - Restorative Justice (5min)
 - Reporting bullying: Role plays (10min)
 - Wrap –up & Opinion Form (15 min)

REVIEW

- Questions, concerns, or thoughts?
- Defining bullying
- Bullying types
- Bullying signs & effects



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

3

Review

- “We will take a few minutes to review material from the previous workshop. Do you have any questions, concerns or thoughts that you would like to share?” (Allow time for discussion)

Defining bullying

- “What are the two key components of bullying?” (It is repetitive and there is a power imbalance)

Bullying types

- “What type of bullying involves hitting, punching, & slapping?” (physical bullying)
- “What type of bullying involves name calling & yelling?” (verbal bullying)
- “What type of bullying involves excluding others from peer groups & spreading rumors?” (relational bullying)
- “What type of bullying involves using social media to harass & intimidate others?” (cyber bullying)

Bullying sign & effects

- “What are some signs of getting bullied?” (get anxiety, avoid school, change eating habits, harm themselves, have nightmares, etc.)
- “What are some signs of bullying?” (get into fights frequently, have new items, interact with children who bully, etc.)
- “What are some effects of getting bullied?” (have anxiety, drop grades, disconnect from peers, etc.)
- “What are some effects of bullying?” (have low grades, get into fights, use drugs, etc.)

BULLYING RISK FACTORS: VICTIMS



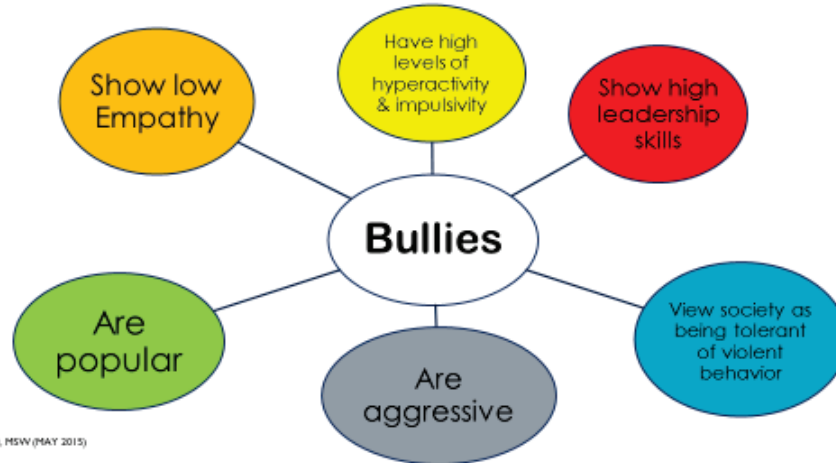
Bullying risk factors: victims

- Facilitators can say: “Children & youth who demonstrate some or all of these characteristics are more likely to get bullied. These are general characteristics and not all children who demonstrate these characteristics get bullied”.

Discussion

- A study of middle school students found that being overweight or underweight placed students at higher risks of being targeted (Franks et al. 2013).
- Middle school students who have low self-esteems & few peer relationships or social supports are more likely to get bullied (Franks et al., 2013).
- A national study explored the relationship between children/youth with special needs & bullying. It was found that out of 102,353 children & youth, 35% were bullies, 24% were victims, & 10% were both bullies & victims. Children with special needs were approximately twice more likely to get bullied or bully when compared to students without special needs (Van Cleave & Davis, 2006).

BULLYING RISK FACTORS: BULLIES



PCAS-MARGARITA RUBIO, MSW (MAY 2015)

5

Bullying risk factors: bullies

- Facilitator can say: “Children & youth who demonstrate some or all of these characteristics are more likely to become bullies. These are general characteristics and not all children who demonstrate these characteristics become bullies”.

Discussion

- Socially, children who bully tend to have low levels of empathy (Farrington & Baldry, 2010). They tend to view violence as positive & as a way to dominate others (Carney & Merrell, 2001). Additionally, they tend to view their society as being tolerant of violent & aggressive behaviors (Marini et al., 2006).
- Bullies are categorized into the popular aggressive or unpopular aggressive subtypes. The popular aggressive bullies have large social circles, are typically popular & confident. On the contrary, the unpopular aggressive bullies usually have little to no friends, are rejected by their peers, & use their aggression to receive attention (Farmer et al., 2002).
- Children & youth who bully have difficulty utilizing problem-solving skills so often times they externalize their problems through negative actions (Andreou, 2001).
- Children who are dishonest & do not take accountability for their negative behaviors are more likely to bully.
- Children who bully also tend to display high levels of hyperactivity & impulsivity (Farrington & Baldry, 2010).
- Some bullies demonstrate high levels of leadership skills & can easily manipulate their peers (Perren & Alsaker, 2006).

BULLYING RISK FACTORS: FAMILY

• Victims	• Bullies
<ul style="list-style-type: none"> • Parents show overprotective parenting (can either be the cause of bullying or the consequence of it) • Have low positive social support 	<ul style="list-style-type: none"> • Experience domestic violence • Parents have been involved negatively with the law • Have been involved with Child Protective Services • Have uninvolved Parents • Parents show inconsistent discipline strategies • Parents show permissive parenting styles

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

Family factors

- Facilitator can say: “There are certain family characteristics that can influence children’s involvement in bullying.”

Bullying risk factors: victims

- Children who are bullied tend to have families that are overprotective because they recognize that their children display characteristics that make them a target. It is believed that this tendency can either be the cause or the consequence of bullying (Smokowosky & Kopasz, 2005).
- Children who experience bullying are less likely to have positive social supports from their parents (Malecki & Demaray, 2003).

Family factors: bullies

- Children who have experienced domestic violence at home are more likely to demonstrate bullying behaviors at school (Bowes et al., 2009).
- Children who have parents who have committed crimes are more likely to display aggression & bullying behaviors with their peers (Farrington & Baldry, 2010).
- Children who have had contact with Child Protective Services for child neglect or domestic violence are more likely to manifest bullying behaviors (Mohapatra et al., 2010).
- Parents of bullies tend to not be involved in their children’s social activities such as outings with friends & what happens at school (Marini et al., 2006).
- Parents of bullies generally have inconsistent discipline strategies (Carney & Merrell, 2001). Examples of such disciplinary actions are punishing children in physical ways, constantly yelling at their children when they do something wrong, & ignoring & neglecting them. Due to the constant aggression & lack of effective discipline, those children learn that aggressive behaviors can be used to intimidate others & use it for their advantage (Roberts, 2000).

BULLYING POLICIES & LAWS

- Currently there are no federal bullying laws that specifically address bullying.
- California State Laws that cover bullying are classified as California Education Codes
- "To ensure that the California schools act promptly to resolve disputes, taunting, harassment, intimidation, or bullying that could result in violence, the Legislature & the Governor enacted Assembly Bill 9. This bill amends California *Education Code* sections 234, 234.1, 234.2, & 234.3, & adds Section 234.5." (California Department of Education [CDE])

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

7

Bullying policies & laws

- Facilitator can say: "Now we will go over state & local policies that apply to bullying. By a show of hands, who is familiar with bullying laws & policies?"
- Read the points on the slide

BULLYING POLICIES & LAWS: CALIFORNIA

- There are 11 California Education Codes that cover bullying
- For a full listing of these codes visit www.cde.ca.gov or www.stopbullying.gov

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

8

- Read the points on the slide
- If internet is available, facilitator can click on the websites mentioned to show participants where the information is located.

BULLYING LAWS & POLICIES: CALIFORNIA

CEC 234. "(a) This article shall be known, & may be cited, as the **Safe Place to Learn Act**. (b) It is the policy of the State of California to ensure that **all local educational agencies continue to work to reduce discrimination, harassment, violence, intimidation, & bullying**. It is further the policy of the state to **improve pupil safety at schools & the connections between pupils & supportive adults, schools, & communities**."(Amended by Stats. 2011, Ch. 723, Sec. 1. Effective January 1, 2012. Operative July 1, 2012, by Sec. 8 of Ch. 723.)"- CDE

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

9

- Facilitator can say: "Here is California Education Code 234. (read the slide). Text in red are key components of the policy. What is this policy aiming to do?"

CALIFORNIA ED CODE

234.1. "The department shall **assess whether local educational agencies have done all of the following**: (a) Adopted a policy that **prohibits discrimination, harassment, intimidation, & bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code & Section 220 of this code, & disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics**. The policy shall include a statement that the policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district." (CDE)

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

10

- Facilitator can say: "Here is California Education Code 234.1. (Read the slide). Once again, the text in red are the key components of this policy. What is this policy aiming to do?"

BULLYING POLICIES & LAWS: LAUSD

Bullying & Hazing Policy Bul-5212.1

- Defines bullying, states school staff & students' responsibilities, & reinforces the California Education Codes
- For more information visit www.lausd.net

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

11

Bullying policies & laws: LAUSD

- Each school district abides by the state policies & has its own bullying policies
- Each school has to create safety policies that incorporate bullying
- Discuss points from slide
- If time permits and internet is available, click on the link for the full LAUSD Bullying & Hazing Policy

REPORTING BULLYING: LINE ACTIVITY

- Form straight line in the center of the room
 - Statements will be read & you will be directed to move different directions depending on what you answer. Some statements may be sensitive so it is optional to move.

FCAB-MARGARITA RUBIO, MSW (MAY 2015)

12

Activity

- Read the points from the slide.
- Make sure all participants are facing the same direction
- Once the participants have formed a line read the following statements:
 - Take a step forward if you feel that your child's school has clear policies for reporting bullying
 - Take a step back if your child's school does not have an effective plan for reporting bullying
 - Take a step forward if you would feel comfortable reporting bullying to your child's teacher
 - Take a step back if you would feel uncomfortable reporting bullying to your child's teacher
 - Take a step forward if you would feel confident to report bullying to your child's principal
 - Take a step back if you would not feel confident to report bullying to your child's principal
 - Take two steps forward if you have had to report bullying before
 - Take a step back if you reported bullying and the results were not effective

Discussion questions

- "What did you notice as we did this activity?"
- "Do you feel that everyone responded similarly to the different statements? Or were there differences?"
- "Those of you who moved back on the statement regarding reporting bullying to teachers and principal, what are some reasons why you would not feel comfortable & confident?"
- "Those of you who moved forward, what are some reasons why you would feel comfortable & confident reporting to teachers, & principal?"
- "Those of you who have had to report bullying before, is someone willing to share about that experience?"
- "Any other comments about this activity".

REPORTING BULLYING

- Call 911 if student is in immediate danger
- Contact teacher if bullying occurs in a specific class
- Contact school social worker or counselor
- Meet with school principal or other school administrator
- Contact school superintendent if school does not respond effectively
- Contact California Department of Education if superintendent does not address issue

13

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

If the school is not adequately addressing harassment based on race, color, national origin, sex, disability, or religion contact:

- School superintendent
- State Department of Education
- U.S. Department of Education, Office for Civil Rights
- U.S. Department of Justice, Civil Rights Division

RESTORATIVE JUSTICE

- *Restorative justice*: "Process that involves to the extent possible, those who have a stake in a specific offense & collectively identify & address harms, needs, & obligations, in order to heal & put things as right as possible" (Zehr, 2002, p.37).
- Everyone involved (children who are bullied & bully, parents, & school staff) are given opportunities to share their feelings directly, create solutions & collaborate.

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

14

Restorative justice

- Before reading the points on the slide facilitator can say: "There are various bullying interventions & prevention strategies that middle schools promote. Some schools have anti-bullying curriculums that teach students various positive skills & others create a bully-free zone by strictly enforcing bullying policies. Restorative justice is a unique intervention that utilizes a holistic approach".
- Read points from the slide
- "What are your thoughts about restorative justice?"

REPORTING BULLYING: ROLE PLAYS

- You will get a handout that has three different roles. These roles relate to reporting bullying that your child experienced or that you witnessed. Each member will have the opportunity to play a different role.
 - *Remember the reporting practices & information about the laws & policies that we discussed today*

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

15

Role plays instructions:

- Read points from the slide
- Divide participants into groups of 3s
- Distribute Handout 2.1
- Explain Handout 2.1 instructions

After activity:

- “How did you feel being the parent/caregiver?”
- “How did it feel like being the principal, social worker, or teacher?”
- “Observers, what significant things did you notice?”
- “Any other comments or thoughts about this activity?”

WRAP-UP & OPINION FORM

- Review
- Fill out Opinion Form



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

16

Review

- Can say: “Today we discussed bullying risk factors, bullying laws & policies, & bullying reporting practices. What are your takeaways? Are there any questions or comments about what has been discussed today?” (Answer any questions)

Opinion form

- Can say: “Last on our agenda is our Opinion Form. Your time is valuable & want to make sure we are providing useful information. Here are two questions & we hope you will share your opinion about our time together. There are no right or wrong answers. We just want to know if we are doing a good job & what we might do to improve our time together.”

Thank You! 😊

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

17

- Facilitator can say: “Once again thank you for attending this workshop. We look forward to seeing you next week for our last workshop!”

Reporting Bullying: Role Plays

Role Play #1

1 member will play the mother, another the teacher, and another the observer.

Your daughter Maggie tells you that a girl named Mariah in her class keeps calling her "fat". You ask her how often this happens and she says that it's been happening for more than a month now and it happens at least three times a day. You ask her if she has told her teacher and she says she has but that the teacher did not take it seriously. Your daughter seems really upset and starts crying when she told you. You decide to talk to Maggie's teacher. How would you start the conversation?

(Each group member will take turns being the mother)

✂-----

Role Play #2

1 member will play the grandmother, another the school social worker, and another the observer

You are the grandmother of Isaiah and are his legal guardian. He started middle school 2 months ago and you notice that he is not as happy as he used to be in elementary school. You ask him what is wrong and he mentions that a couple of boys have been calling him "girly" because he joined the school's dance team. Those boys have started spreading rumors about Isaiah's sexual orientation that are not true. He seems extremely upset and has avoided going to school this past week. He gets very anxious when you drop him off. You are aware that there is a school social worker at Isaiah's school. How would you contact her?

How would you interact with her in order to advocate for your grandson?

(Each group member will take turns being the grandmother)

✂-----

Role Play # 3

1 member will play the father, another the principal, and another the observer

Lucy is an 8th grade girl who mentions to you that a boy named Randy has been touching her inappropriately in PE class. You have addressed this concern with her PE teacher but the problem still persists. Lucy admits to you that if this boy touches her one more time she is going to slap him. She has verbally told him to back off but he does not seem to understand. You are overwhelmed about the situation and decide to bring this up to the principal. How do you initiate the conversation? What do you want the principal to do?

(Each group member will take turns being the father)

✂-----

PCAB Workshop #3 Overview: Importance of Communication and Positive Self-Esteem

☆ **Objectives:** Parents and caregivers will practice the skills to talk with their children about having a zero-tolerance view of bullying. They will also be able to prepare their children for the risks of being bullied and how. They will practice communication skills and self-esteem strategies that can develop and maintain positive parent-child relationships. They will also be empowered to be advocates for their children to help decrease bullying.

Topics and Activities:

- Review
- Importance of communication
- Communication activity
- Importance of positive self-esteem
- Advocacy quotes
- PCAB Pledge
- Certificates
- Wrap-up & Opinion Form

Materials Needed:

- PCAB power point #3
- Copies of Handout 3.1
- Copies of Handout 3.3
- PCAB certificates
- Copies of Opinion Form

Helpful Suggestions for Facilitators:

- Bring refreshments and snacks depending on the agency's budget.
- Validate parents after they take the PCAB Pledge by applauding and making positive remarks.

Power Point #3 Slides

PARENTS & CAREGIVERS AGAINST BULLYING (PCAB)

WORKSHOP #3: IMPORTANCE OF COMMUNICATION & POSITIVE SELF-ESTEEM

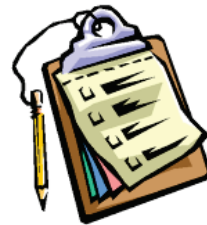
DEVELOPED BY-MARGARITA RUBIO, MSW (MAY 2015)

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

- Facilitator can say: “Welcome back! Glad to see you all here today as we conduct our last workshop.”

AGENDA

- Review
- Importance of communication
- Importance of communication: role plays
- Importance of positive self-esteem
- Break
- Advocacy quotes
- PCAB Pledge
- Certificates
- Wrap-up & Opinion Form



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

2

- Read items on the agenda
- *Timed agenda for facilitators. (A 10 minute flexibility time frame has been included):*
 - *Review (10 min)*
 - *Importance of communication (10-15min)*
 - *Importance of communication: role plays (15 min)*
 - *Importance of positive self-esteem (10 min)*
 - *Break (10min)*
 - *Advocacy quotes (15min)*
 - *PCAB Pledge (5min)*
 - *Certificates (15min)*
 - *Wrap-up & Opinion Form (15 min)*

REVIEW

- Questions, concerns, or thoughts?
- Bullying risk factors
- Bullying policies & Laws
- Reporting bullying
- Restorative Justice



PCAB-MARGARITA RUIBIO, MSW (MAY 2015)

3

Review

- “We will take a few minutes to review material from the previous workshop. Do you have any questions, concerns or thoughts that you would like to share?” (Allow time for discussion)

Bullying risk factors

- “What are some risk factors for being a victim?” (perceived as different, LGBTQ, special needs, low self-esteem, & few friends)
- “What are some risk factors for being a bully?” (low empathy, aggressive, high leadership skills, impulsive, & hyperactive)

Bullying policies & laws

- “Are there federal laws that specifically address bullying?” (no)
- “In California, how are bullying laws & policies categorized? (as California Education Codes)
- “What are some components of the California Education Codes that we discussed?” (harassment, discrimination, school’s responsibility for addressing bullying, Safe Place to Learn Act)

Reporting bullying

- “Who can you report bullying to?” (teachers, school social workers, school counselors, principal, & superintendent)
- “If you feel that the school does not handle the report effectively, who can you contact?” (superintendent or California Department of Education)

Restorative Justice

- “What is restorative justice?” (an approach that aims at restoring peace within all parties involved in bullying)
- “What makes restorative justice a unique intervention?” (victims, bullies, parents, & school staff are part of this intervention)

IMPORTANCE OF COMMUNICATION

- What does the word communication mean to you?
- On a scale of 1-10, with 1 being really poor communication to 10 being excellent communication, how would you rate the communication between you & you child(ren)?

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

4

- Discuss points from the slide

IMPORTANCE OF COMMUNICATION

- When children receive social support from their families & when there is positive communication at home, they are more likely to inform their parents if they are experiencing bullying (Franks et al., 2013).
- Parents who are observant of their children's moods, nonverbal communication & probe to find answers when their children appear to be distant or upset, find out about bullying behaviors directly from their children (Brown et al., 2012).
- Children whose parents meet their friends & communicate with them on a daily basis are less likely to suffer from emotional problems even if they are being bullied (Shetgiri, Lin, Avila, & Flores, 2012).

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

5

Importance of communication

- Facilitator can say: "Positive communication between children & parents/caregivers helps reduce bullying. Here are some facts that has been found through research."
- Read points from the slide
- Ask: "Why do you think positive communication between parents/caregivers & children reduces bullying?"

IMPORTANCE OF COMMUNICATION

- Inform your children about the definition bullying
 - How can you start this conversation?
- Ask your children if they have witnessed bullying
 - How can you start this conversation?
- Ask your children if they have experienced bullying
 - How can you start this conversation in a sensitive way?

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

6

Importance of communication

- Facilitator can say: “It is important that there is dialogue at home about bullying. Explain to your children what bullying is, ask them what they think about it, & let them know your thoughts about it. Encourage them to have a zero-tolerance for bullying, meaning that if they are experiencing bullying or if they know of someone getting bullied, inform them of how to report it & let them know that you are a source of support”.
- Discuss points on the slide.

IMPORTANCE OF COMMUNICATION

- Helpful communication skills
 - Express empathy
 - Practice active listening
 - Validate feelings

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

7

Helpful communication skills

- Facilitator can say: “Here are a few communication practices that can enhance your bullying conversations with your child. “
- Express empathy: “Put yourself in the other person’s shoes” by showing genuine understanding.
- Practice active listening: Really comprehending what the other person is saying.
- Validate feelings: Acknowledge the other person’s concerns and search to find out how they are feeling.

IMPORTANCE OF COMMUNICATION: ROLE PLAY

- Divide into groups of 3. These are the roles:
 - Parent/caregiver
 - Child
 - Observer
- You will each take turns playing the different roles
- As the “parent/caregiver” role you will initiate a conversation with the “child” about bullying. Use the topics that we covered earlier & remember the communication skills that we discussed.

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

8

Importance of communication: role play

- Discuss the instructions from the slide
- The person playing the “parent/caregiver” role will initiate one of the conversations from *slide 6*. The “child” role will pretend to be the child who is being questioned. The observer will note the dynamics of the conversation and observe if the “helpful communication skills” are being used.

Discussion questions after the role plays

- “How did it feel like playing the “parent/caregiver” role?”
- “How did it feel like playing the “child” role?”
- “Observers, what communication skills did you observe?”
- “What worked?”
- “What could have been done differently?”

IMPORTANCE OF POSITIVE SELF-ESTEEM

- "Self-esteem is the experience of being competent to cope with the basic challenges of life & being worthy of happiness." It is the sum of self-confidence (a feeling of personal capacity) & self-respect (a feeling of personal worth)". (Nathaniel Branden, 1969)
- Students with positive self-esteems are less likely to be involved in bullying behaviors. Even if they are bullied, they are not crucially affected by it because they have positive views of themselves.
 - Why do you think that is?

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

9

Importance of positive self-esteem

- Facilitator can say: "Positive self-esteem is a protective factor that prevents bullying and the effects of it. Here are some facts that have been found through research."
- Discuss points on the slide.

IMPORTANCE OF POSITIVE SELF-ESTEEM

- In order for children to have positive self-esteems, they need to feel loved, accepted & safe
- Ways to build children's self-esteem:
 - Involve them in activities they like & are good at (sports, art, etc)
 - Point out their strengths
 - Praise them when they share accomplishments, no matter how small the accomplishments may be
 - Show that you have time for them
 - Remind them that they are loved
 - Teach them positive self-talk

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

10

Importance of positive self-esteem

- Discuss points on the slide
- "What other things do you do to build your child's self-esteem?"
- "Are there things you would like to do more of in order to increase your child's self-esteem?"

ADVOCACY QUOTES

- You will get a list of quotes
- Take a few minutes to read through them & write down thoughts & feelings that you have while reading them
- Turn to the person next to you & share about the experience

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

11

Advocacy quotes

- Before discussing information on the slide, ask:
 - “What does the word advocacy mean to you?”
 - “What makes someone an advocate?”
- Distribute Handout 3.1 “Advocacy Quotes”
- Allow 3-5 minutes for participants to read quotes and write notes
- Allow another 3-5 minutes for participants to share their thoughts in pairs
- After participants share with their partners ask:
 - “Would anyone like to share their thoughts after reading these quotes?”
 - “What quote was the most significant and why?”
 - “How do these quotes relate to advocating in bullying situations?”
 - “Do you believe you can be an advocate for your child?”

PCAB PLEDGE

As a parent & caregiver, I pledge to take various actions in order to decrease bullying. I will create a positive environment at home where my child has open communication with me. I will educate my child about the different aspects of bullying & promote a zero tolerance for bullying value at home. I will practice positive communication styles with my child daily. I will build my child's self-esteem by letting him/her know that I love, accept, & care about him/her. Ultimately, I will serve as an advocate for my child if bullying incidents occur. **I am a Parent/Caregiver Against Bullying!**

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

12

PCAB Pledge

- Distribute "PCAB Pledge" handout
- Facilitator can say: "Anti-bullying curriculums for children usually include making a pledge where they commit to standing up against bullying. As parents/caregivers, you are advocates for your children and have the power to help reduce bullying. At this moment we would like for you all to please stand up and take this pledge."

CERTIFICATES



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

13

- Distribute certificates
- State positive remarks

REVIEW & OPINION FORM

- Wrap-up
- Fill out Opinion Form



PCAB-MARGARITA RUBIO, MSW (MAY 2015)

14

Review

- Can say: “Today we discussed the importance of developing positive communication and positive self-esteem for your children. We also discussed the meaning of advocacy and how that applies to bullying. You all took the PCAB Pledge and received certificates of completion for participating in these workshops. Are there any questions or comments about what has been discussed today?” (Answer any questions)

Opinion form

- Can say: “Our very last thing on the agenda is the Opinion Form. Today’s form includes an extra question on the second page. The information on the second page will be very valuable for us. Feel free to answer honestly in your responses.”

Thank You! 😊

PCAB-MARGARITA RUBIO, MSW (MAY 2015)

15

- Facilitator can say: “Once again thank you for attending our PCAB workshops. It was a pleasure working with you. We hope that you found this information useful. You are all great parents/caregivers!”

Handout 3.1

Advocacy Quotes

Read the following quotes and write down your thoughts and feelings as you read them.

“Never doubt that a small group of thoughtful committed citizens can change the world: Indeed it’s the only thing that ever has”.
-Margaret Mead

“Advocacy, to change *what is* into *what should be*”,
-Unknown

“Assist your child in becoming their own advocate by helping them build their confidence”
-Unknown

“Start where you are. Use what you have. Do what you can”. -Arthur

“Believe in yourself. As a parent, you are your child’s best therapist and advocate”.
Unknown

“You can make a difference. Don’t let the indifference make you”.
Lilly Stairs

“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not”.
-Dr. Seuss

“Be sure you put your feet in the right place. Then stand firm”.
-Abraham Lincoln

PCAB Pledge

As a parent & caregiver, I pledge to take various actions in order to decrease bullying. I will create a positive environment at home where my child has open communication with me. I will educate my child about the different aspects of bullying & promote a zero-tolerance for bullying value at home. I will practice positive communication styles with my child daily. I will build my child's self-esteem by letting him/her know that I love, accept, & care about him/her. Ultimately, I will serve as an advocate for my child if bullying incidents occur.

**I am a Parent/Caregiver
Against Bullying!**

Certificate of Completion for

(Participant's Name)

For participation in:

Parents and Caregivers Against Bullying (PCAB)

_____ (Facilitator)

_____ (Facilitator)

Date: _____

Handout 3.3

PCAB-Margarita Rubio, MSW (May 2015)

References

- Andreou, E. (2001). Bully/victim problems and their association with coping behaviour in conflictual peer interactions among school-age children. *Educational Psychology, 21*, 59-66.
- Bowes, L., Arseneault, L., Maughan, B., Taylor, A., Caspi, A., & Moffit, T.E. (2009). School, neighborhood, and family factors are associated with children's bullying involvement: A nationally representative longitudinal study. *Journal of the American Academy of Child Adolescent Psychiatry 48*:545-53.
- Brown, J., Aalsma, M., & Ott, M. (2012). The experiences of parents who report youth bullying victimization to school officials. *Journal of Interpersonal Violence, 28*(3), 494-518.
- Carney, A. G., & Merrell, K.W. (2001). Bullying in schools: Perspectives on understanding and preventing an international problem. *School Psychology International, 22*, 364-382.
- Conners-Burrow, N. A., Johnson, D. L., Whiteside-Mansell, L., Mckelvey, L., & Gargus, R. A. (2009). Adults matter: Protecting children from the negative impacts of bullying. *Psychology in the Schools, 46*, 593-604. doi:10.1002/pits.
- Farmer, T. W., Leung, M-C, Pearl, R., Rodkin, P. C., Cadwallader, T. W., & Van Acker, R. (2002). Deviant or diverse groups? The peer affiliations of aggressive elementary students. *Journal of Educational Psychology, 94*, 611-620.
- Farrington, D.P., & Baldry, C. A. (2010). Individual risk factors for school bullying. *Journal of Aggression Conflict and Peace Research, 2*:4-16.
- Flaspohler, P. D., Elfstrom, J. L., Vanderzee, K. L., Sink, H. E., & Birchmeier, Z. (2009). Stand by me: The effects of peer and teacher support in mitigating the impact of bullying on quality of life. *Psychology in the Schools, 46*(7), 636-649.
- Franks, J., Rawana, E., & Brownlee, K. (2013). The relationship between strengths in youth and bullying experiences at school. *Educational & Child Psychology, 30*(4), 44-58.

- Harel-Fisch, Y., Walsh, S., Fogel-Grinvald, H., Amitai, G., Pickett, W., Molcho, M. (2011). Negative school perceptions and involvement about school bullying: A universal relationship across 40 countries. *Journal of Adolescence*, 34, 639–652. doi:10.1016/j.adolescence.2010.09.008
- High, B. (n.d.). Estimates of children involved in bullying state by state. Retrieved October 7, 2014.
- Kiriakidis, S. (2011). *Bullying among youth: Issues, interventions and theory*. New York: Nova Science Publishers.
- Malecki, C. K., & Demaray, M. K. (2003). What type of support do they need? Investigating student adjustment, as related to emotional, informational, appraisal, and instrumental support. *School Psychology Quarterly*, 18(3), 231 – 252.
- Marini, ZA., Dane, A.V., Bosacki, S.L., & YLC-CURA. (2006). Direct and indirect bully-victims: Differential psychosocial risk factors associated with adolescents involved in bullying and victimization. *Aggressive Behavior*, 32: 551-569.
- Mohapatra, S., Irving, H., Paglia-Boak, A., Wekerle, C., Adlaf, E., & Rehm, J. (2010). History of family involvement with child protective services as a risk factor for bullying in Ontario schools. *Child and Adolescent Mental Health* 15:157–63.
- National Center for Educational Statistics. (2013, August 1). Student Reports of Bullying and Cyber-Bullying: Results from the 2011 School Crime Supplement to the National Crime Victimization Survey. Retrieved September 10, 2014.
- Perren, S., & Alsaker, F.D. (2006). Social behavior and peer relationships in victims, bully-victims and bullies in kindergarten. *Journal of Child Psychology and Psychiatry*, 47(1):45–57.
- Perry, D.G., Hodges, E.V.E., Egan, S. K. (2001). *Determinants of chronic victimization by peers: A review and a new model of family influence*. New York: Guilford Press. p 73–104.
- Roberts, W. B. (2000). The bully as victim. *Professional School Counseling*, 4, 148-156.
- Rueger, S. Y., & Jenkins, L. N. (2014). Effects of peer victimization on psychological and academic adjustment in early adolescence. *School Psychology Quarterly*, 29(1), 77-88. doi:10.1037/spq0000036

- Shetgiri, R., Lin, H., Avila, R. M., & Flores, G. (2012). Parental Characteristics Associated With Bullying Perpetration in US Children Aged 10 to 17 Years. *American Journal of Public Health, 102*(12), 2280-2286. doi:10.2105/AJPH.2012.300725
- Smokowski, P., & Kopasz, K. (2005). Bullying in school: an overview of types, effects, family characteristics, and intervention strategies. *Children & Schools, 27*(2), 101-110.
- Wang, J., & Iannotti, R.J. (2012). Bullying among U.S. adolescents. *Prevention Researcher, 19*(3), 3-6.
- Wang, J., Iannotti, R.J., & Nansel, T.R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health, 45*, 368-375.
- Van Cleave, J., & Davis, M.M. (2006). Bullying and peer victimization among children with special health care needs. *Pediatrics, 118*: 1212-1219.
- Zastrow, C., & Kirst-Ashman, K. (2013). *Understanding human behavior and the social environment* (9th ed.). Belmont, CA: Brooks/Cole Cengage Learning.
- Zehr, H. (2002). *Little Book of Restorative Justice*. Intercourse, PA: Good Books.

APPENDIX B
EVALUATION FORMS

Facilitators' Preparation Checklist

	Co-Facilitator (Name)	Co-Facilitator (Name)
In preparation for this training, I:	Yes/No	Yes/No
1. Have a MSW or LCSW degree.		
2. Have knowledge of the psychological, emotional, and academic effects of bullying.		
3. Feel comfortable working with parents and caregivers of elementary and middle school children.		
4. Have basic knowledge of the definition of bullying. The different types of it, and how parental involvement can help decrease it.		
5. Am sensitive to cultural, socioeconomic, and sexual orientation diversity.		
6. Am aware that participants, as adult learners, bring an array of life experiences and different levels of learning.		

Post-Workshop Observation Tool

Facilitators, use this observation tool after each workshop.

Workshop #: _____ Date: _____

Facilitators: _____

1. How satisfied do you feel about the overall presentation of the workshop?
(Circle your response)

**Very
Unsatisfied**

1

2

3

4

**Very
Satisfied**

5

2. What information did the participants respond well to?

3. What information did participants find difficult to comprehend?

4. What information will you want to review the following session?

5. Additional comments, concerns, or observations?

Parents and Caregivers Against Bullying

(PCAB)

WORKSHOP OPINION FORM

Date: _____

Workshop # _____

Facilitators: _____

We are delighted that you have come to our **PCAB** workshop. Your opinion is important! Please take a few minutes to answer these questions so we can know if the workshop was helpful to you. **DO NOT PUT YOUR NAME ON THIS FORM.** Please write your answers in the space provided and give this page to your PCAB facilitators. However, if you would like to share your ideas by talking instead of answering on this page, please let the PCAB facilitators know.

1. Was the information shared in this PCAB workshop helpful to you?

Please CIRCLE ALL the sentences that describe your feelings about this workshop.

- a. No because they did not talk about what I wanted to talk about.
- b. No because they used words I did not understand.
- c. No because the information they shared did not relate to me and my family.
- d. Yes because the information was important to me.
- e. Yes because I understood all the information that was shared.
- f. Yes because I can use the information when I go home.


2. Was being in the PCAB workshop a good experience for you?

Please CIRCLE ALL the sentences that describe your feelings about this workshop.

- a. No because the room was uncomfortable.
- b. No because the facilitators did not seem friendly or welcoming.
- c. No because the group did not work well together.
- d. Yes because the room was comfortable and made it easy to participate.
- e. Yes because the facilitators seemed happy that I was there.
- f. Yes, because it was good to be with others with similar experiences.

(Please answer question on the back of this page)

Please use this box to share any other ideas you have about this meeting. Thank you for being with us. We look forward to seeing you next time!

A large, empty rectangular box with a thin black border, intended for participants to write their feedback or ideas.

Adapted From: KEPS Meeting Level 1 Evaluation Form

Parents and Caregivers Against Bullying

(PCAB)

WORKSHOP OPINION FORM-Last Workshop

Date: _____

Workshop # _____

Facilitators: _____

We are delighted that you have come to our last **PCAB** workshop. Your opinion is important! Please take a few minutes to answer these questions so we can know if the workshop was helpful to you. Please write your answers in the space provided and give this page to your PCAB facilitator. If you would like to share your ideas by talking instead of answering on this page, please let the PCAB facilitators know.

3. Was the information shared in this PCAB workshop helpful to you?

Please CIRCLE ALL the sentences that describe your feelings about this workshop.

- a. No because they did not talk about what I wanted to talk about.
- b. No because they used words I did not understand.
- c. No because the information they shared did not relate to me and my family.
- d. Yes because the information was important to me.
- e. Yes because I understood all the information that was shared.
- f. Yes because I can use the information when I go home.

4. Was being in the PCAB workshop a good experience for you?

Please CIRCLE ALL the sentences that describe your feelings about this Meeting.

- a. No because the room was uncomfortable.
- b. No because the facilitators did not seem friendly or welcoming.
- c. No because the group did not work well together.
- d. Yes because the room was comfortable and made it easy to participate.
- e. Yes because the facilitators seemed happy that I was there.
- f. Yes, because it was good to be with others with similar experiences.

(Please answer questions on the back of this page)

Please use this box to share any other ideas you have about this meeting.

In order to evaluate the effectiveness of these workshops we would like to get in contact with you in 3-6 months for a short interview regarding your implementation of the skills learned. If you would like to help us with this process please provide us with the information below:

Name: _____

Phone Number: _____

E-mail Address: _____

Thank you for being with us. We appreciate your feedback!

Adapted From: KEPS Meeting Level 1 Evaluation Form

**Parents and Caregivers Against Bullying
(PCAB)**

Workshop Level 3 Evaluation Form

This evaluation form is completed 3-6 months after the last workshop. It is completed via phone. Remember to explain to participants that this questionnaire focuses on the skills they learned throughout the 3 PCAB workshops, there are no right or wrong answers.

1. On a scale of 1-10, with 1 being not confident at all and 10 being very confident, how confident do you feel about applying the skills learned in the PCAB workshops?

2. Have you explained the formal definition of bullying to your children?

3. What positive self-esteem skills have you used within the past 3-6 months?

4. What communication skills have you used with your child(ren) within the past 3-6 months?

5. Have you used "reporting bullying" strategies within the past 3-6 months? If so which ones did you use? (ex: reporting to teacher, school social worker, principal etc.)

6. Do you have additional comments or thoughts regarding PCAB skills?

Thank participants for their thoughts and time!

REFERENCES

REFERENCES

- Andreou, E. (2001). Bully/victim problems and their association with coping behaviour in conflictual peer interactions among school-age children. *Educational Psychology, 21*, 59-66.
- Birkett, M., Espelage, D. L., & Koenig, B. (2009). LGB and questioning students in schools: the moderating effects of homophobic bullying and school climate on negative outcomes. *Journal of Youth Adolescence, 38*(7), 989-1000.
- Bowes, L., Arseneault, L., Maughan, B., Taylor, A., Caspi, A., & Moffit, T.E. (2009). School, neighborhood, and family factors are associated with children's bullying involvement: A nationally representative longitudinal study. *Journal of the American Academy of Child Adolescent Psychiatry, 48*, 545–53.
- Brank, E., Hoetger, L., & Hazen, K. (2012). Bullying. *Annual Review of Law and Social Science, 8*, 213-230.
- Brown, J., Aalsma, M., & Ott, M. (2012). The experiences of parents who report youth bullying victimization to school officials. *Journal of Interpersonal Violence, 28*(3), 494-518.
- Carney, A. G., & Merrell, K.W. (2001). Bullying in schools: Perspectives on understanding and preventing an international problem. *School Psychology International, 22*, 364-382.
- Connors-Burrow, N. A., Johnson, D. L., Whiteside-Mansell, L., Mckelvey, L., & Gargus, R. A. (2009). Adults matter: Protecting children from the negative impacts of bullying. *Psychology in the Schools, 46*, 593–604. doi: 10.1002/pits.
- Curtner-Smith, M. E. (2000). Mechanisms by which family processes contribute to school-age boys' bullying. *Child Study Journal, 30*, 169-187.
- Daniels, G. (2013). Restorative justice: Changing the paradigm. *Probation Journal, 60*(3), 302-315.
- Delfabbro, P., Winefield, T., Trainor, S., Dollard, M., Anderson, S., Metzger, J., & Hammarstrom, A. (2006). Peer and teacher bullying/victimization of South Australian secondary school students: Prevalence and psychosocial profiles. *British Journal of Educational Psychology, 76*, 71-90.

- Due P., Holstein B. E., Lynch J., Diderichsen, F., Gabhain, S. N., Scheidt, P., . . . The Health Behaviour in School-Aged Children Bullying Working Group. (2005). Bullying and symptoms among school-aged children: International comparative cross sectional study in 28 countries. *European Journal of Public Health, 15*(2), 128-132.
- Dukes, R. L., Stein, J. A., & Zane, J. I. (2009). Effect of relational bullying on attitudes, behavior and injury among adolescent bullies, victims and bully-victims. *Social Science Journal, 46*(4), 671-688. doi: 10.1016/j.soscij.2009.05.006
- Duong, J., & Bradshaw, C. (2014). Associations between bullying and engaging in aggressive and suicidal behaviors among sexual minority youth: The moderating role of connectedness. *Journal of School Health, 84*(10), 636-645. doi: 10.1111/joah.12196
- Espelage, D. L., Polanin, J. R., & Low, S. K. (2014). Teacher and staff perceptions of school environment as predictors of student aggression, victimization, and willingness to intervene in bullying situations. *School Psychology Quarterly, 29*(3), 287-305. doi: 10.1037/spq0000072
- Farmer, T. W., Leung, M. C., Pearl, R., Rodkin, P. C., Cadwallader, T. W., & Van Acker, R. (2002). Deviant or diverse groups? The peer affiliations of aggressive elementary students. *Journal of Educational Psychology, 94*, 611-620.
- Farrington, D. P., & Baldry, C. A. (2010). Individual risk factors for school bullying. *Journal of Aggression Conflict and Peace Research, 2*, 4-16.
- Feldman, M. A., Ojanen, T., Gesten, E. L., Smith-Schrandt, H., Brannick, M., Totura, C. W., ... Brown, K. (2014). The effects of middle school bullying and victimization and adjustment through high school: Growth modeling of achievement, school attendance, and disciplinary trajectories. *Psychology in the Schools, 51*(10), 1046-1062. doi:10.1002/pits.21799
- Flaspohler, P. D., Elfstrom, J. L., Vanderzee, K. L., Sink, H. E., & Birchmeier, Z. (2009). Stand by me: The effects of peer and teacher support in mitigating the impact of bullying on quality of life. *Psychology in the Schools, 46*(7), 636-649.
- Franks, J., Rawana, E., & Brownlee, K. (2013). The relationship between strengths in youth and bullying experiences at school. *Educational & Child Psychology, 30*(4), 44-58.
- Glew, G. M., Fan, M. Y., Katon, W., Rivara, F. P., & Kernic, M. A. (2005). Bullying, psycho-social adjustment and academic performance in elementary school. *Archives of Pediatric and Adolescent Medicine, 159*, 1026-1031.

- Harcourt, S., Jasperse, M., & Green, V. (2014). We were sad and we were angry: A systematic review of parents' perspectives on bullying. *Child & Youth Care Forum, 43*(3), 373-391.
- Harel-Fisch, Y., Walsh, S., Fogel-Grinvald, H., Amitai, G., Pickett, W., & Molcho, M. (2011). Negative school perceptions and involvement about school bullying: A universal relationship across 40 countries. *Journal of Adolescence, 34*, 639-652. doi: 10.1016/j.adolescence.2010.09.008
- High, B. (n.d.). *Estimates of children involved in bullying state by state*. Retrieved October 7, 2014 from <http://www.bullypolice.org/BullyingNumbers.pdf>
- Houndoumadi, A., & Pateraki, L. (2001). Bullying and bullies in Greek elementary schools: Pupils' attitudes and teachers'/parents' awareness. *Educational Review, 53*(1), 19-26.
- Juvonen, J., Yueyan, W., & Espinoza, G. (2011). Bullying experiences and compromised academic performance across middle school grades. *Journal Of Early Adolescence, 31*(1), 152-173. doi: 10.1177/0272431610379415
- Kim, Y. S., Koh, Y., & Leventhal, B. L. (2004). Prevalence of school bullying in Korean middle school students. *Archives of Pediatric Adolescence Medicine, 158*, 737-741.
- Kiriakidis, S. (2011). *Bullying among youth: Issues, interventions and theory*. New York, NY: Nova Science.
- Koons, J. (2013, June 15). Bullying. *CQ Researcher*. Retrieved from <http://library.cqpress.com/>
- Limber, S., & Small, M. (2003). State laws and policies to address bullying in schools. *School Psychology Review, 32*(3), 445 – 455.
- Malecki, C. K., & Demaray, M. K. (2003). What type of support do they need? Investigating student adjustment, as related to emotional, informational, appraisal, and instrumental support. *School Psychology Quarterly, 18*(3), 231-252.
- Marachi, R., Astor, R. A., & Benbenishty, R. (2007). Effects of student participation and teacher support on victimization in Israeli schools: An examination of gender, culture, and school type. *Journal of Youth and Adolescence, 36*(2), 225-240.
- Marini, Z. A., Dane, A. V., Bosacki, S. L., & YLC-CURA. (2006). Direct and indirect bully-victims: Differential psychosocial risk factors associated with adolescents involved in bullying and victimization. *Aggressive Behavior, 32*, 551-569.

- Mohapatra, S., Irving, H., Paglia-Boak, A., Wekerle, C., Adlaf, E., & Rehm, J. (2010). History of family involvement with child protective services as a risk factor for bullying in Ontario schools. *Child and Adolescent Mental Health, 15*, 157-63.
- Nansel, T. R., Graig, W., Overpeck, M. D., Saluja G., & Ruan, J. (2004) Cross-national consistency in the relationship between bullying behaviours and psychosocial adjustment. *Archives of Pediatric Adolescence Medicine, 158*, 730-736.
- Nansel, T. R., Overpeck, M., Pilla, R., Ruan, W. J., Simins-Morton, B., & Scheidt, P. (2001). Bullying behaviours among US youth: Prevalence and association with psychosocial adjustment. *JAMA, 285*(16), 2094-2100.
- National Association of Social Workers. (2008). *Code of ethics of the National Association of Social Workers*. Retrieved from <https://www.socialworkers.org/pubs/code/code.asp>
- National Center for Educational Statistics. (2013, August 1). *Student reports of bullying and cyber-bullying: Results from the 2011 school crime supplement to the national crime victimization survey*. Retrieved September 10, 2014 from <http://nces.ed.gov/pubs2013/2013329.pdf>
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Cambridge, MA: Blackwell.
- Pasztor, E. M. (2009, July & August). Confessions of a foster parent trainer. *Fostering Families Today*, 16-21.
- Patchin, J. W., & Hinduja, S. (2010). Cyberbullying and self-esteem. *Journal of School Health, 80*(12), 614-621. doi: 10.1111/j.1746-1561.2010.00548.x
- Perren, S., & Alsaker, F. D. (2006). Social behavior and peer relationships in victims, bully-victims and bullies in kindergarten. *Journal of Child Psychology and Psychiatry, 47*(1), 45-57.
- Perry, D. G., Hodges, E. V. E., & Egan, S. K. (2001). *Determinants of chronic victimization by peers: A review and a new model of family influence*. New York: Guilford Press.
- Roberts, W. B. (2000). The bully as victim. *Professional School Counseling, 4*, 148-156.
- Roberts, W. (2008). *Working with parents of bullies and victims*. Thousand Oaks, CA: Corwin Press.

- Rueger, S. Y., & Jenkins, L. N. (2014). Effects of peer victimization on psychological and academic adjustment in early adolescence. *School Psychology Quarterly*, 29(1), 77-88. doi: 10.1037/spq0000036
- Saluja, G., Iachan, R., Scheidt, P. C., Overpeck, M. D., Sun, W., & Giedd, J. N. (2004). Prevalence of and risk factors for depressive symptoms among young adolescents. *Archives of pediatric Adolescence Medicine*, 158, 760-765.
- Sawyer, J., Mishna, F., Pepler, D. , & Wiener, J. (2011). The missing voice: Parents' perspectives of bullying. *Children and Youth Services Review*, 33(10), 1795-1803.
- Scheithauer, H., Hayer, T., Peterman, F., & Jugert, G. (2006). Physical, verbal, and relational forms of bullying among German students: Age trends, gender differences, and correlates. *Aggressive Behavior*, 32, 261-275.
- Schumann, L., Craig, W., & Rosu, A. (2013). Power differentials in bullying: Individuals in a community context. *Journal of Interpersonal Violence*, 29(5), 846-865. doi: 10.1177/0886260513505708
- Seligson, J. L., Huebner, E. S., & Valois, R. F. (2003). Preliminary validation of the Brief Multidimensional Student's Life Satisfaction Scale (BMSLSS). *Social Indicator Research*, 61, 121-145.
- Shetgiri, R., Lin, H., Avila, R. M., & Flores, G. (2012). Parental characteristics associated with bullying perpetration in US children aged 10 to 17 years. *American Journal of Public Health*, 102(12), 2280-2286. doi: 10.2105/AJPH.2012.300725
- Smokowski, P., & Kopasz, K. (2005). Bullying in school: An overview of types, effects, family characteristics, and intervention strategies. *Children & Schools*, 27(2), 101-110.
- Unnever, J. D., & Cornell, D. G. (2004). Middle school victims of bullying: Who reports being bullied?. *Aggressive Behavior*, 30, 373-388.
- Van Cleave, J., & Davis, M. M. (2006). Bullying and peer victimization among children with special health care needs. *Pediatrics*, 118, 1212-1219.
- Wang, J., & Iannotti, R. J. (2012). Bullying among U.S. adolescents. *Prevention Researcher*, 19(3), 3-6.
- Wang, J., Iannotti, R. J., & Nansel, T. R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health*, 45, 368-375.

West Ed Health. (2011a). *California healthy kids survey: Student well-being in California 2009-2011 statewide elementary results*. Retrieved December 1, 2014 from https://chks.wested.org/resources/Elem_State_0911_Main.pdf

West Ed Health. (2011b). *California healthy kids survey: Student well-being in California 2009-2011 statewide results*. Retrieved December 1, 2014 from http://chks.wested.org/resources/Secondary_State_0911Main.pdf

Zastrow, C., & Kirst-Ashman, K. (2013). *Understanding human behavior and the social environment* (9th ed.). Belmont, CA: Brooks/Cole Cengage Learning.

Zehr, H. (2002). *Little book of restorative justice*. Intercourse, PA: Good Books.