

NOT JUST A RITE OF PASSAGE:
AN ACTION RESEARCH PROJECT ON BULLYING PREVENTION

by

TODD L. BRIST

Bachelor of Science in Education, Northern State University
Masters of Educational Leadership, Southwest State University
Specialist in Educational Administration, Minnesota State University, Mankato

A Dissertation Submitted to the Graduate Faculty of
Saint Mary's University of Minnesota in Partial Fulfillment of the
Requirements for the Degree

DOCTOR OF EDUCATION

MINNEAPOLIS, MINNESOTA

2015

Copyright © 2015

Todd L. Brist

UMI Number: 3686634

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.



UMI 3686634

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

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



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

Not Just a Rite of Passage:
An Action Research Project on Bullying Prevention
Todd L. Brist

COMMITTEE APPROVAL AND RECOMMENDATION

Having read the dissertation entitled *Not Just a Rite of Passage: An Action Research Project on Bullying Prevention*, authored by doctoral candidate, Todd L. Brist and having been present for the final defense of this dissertation held on October 22, 2014, we hereby recommend that this dissertation be accepted by Saint Mary's University of Minnesota toward the fulfillment of the dissertation requirements of the Doctor of Education degree in Leadership:

Patrick D. Sheedy, Ph.D., J.D., Chairperson
Associate Professor

Date Signed

Sonia N. Feder-Lewis, Ph.D.
Professor

Date Signed

John McClure, Ph.D.
Program Director

Date Signed

Yvette L. Pye, Ph.D.
Associate Professor

Date Signed

APPROVAL AND ACCEPTANCE ON BEHALF OF SAINT MARY'S
UNIVERSITY OF MINNESOTA

John McClure, Ph.D.
Program Director

Date Signed

Dedication

This project and degree were made possible thanks to my wife and children. I am tremendously grateful to Jenn for her love, support, and encouragement. She is the best wife, mother, friend, and teacher I know. I am also thankful for the support and sacrifices of my children, Tomas, Allison, and Emma. Each one of them is a special and unique gift in my life. All that I have accomplished is because of my family!

Acknowledgements

I would like to express my appreciation to St. Mary's University of Minnesota for its commitment to the Lasallian Catholic heritage; efforts to awaken, nurture, and empower me as a learner; and the flexible and adaptable scheduling and delivery models. I would like to thank my advisor and committee chair, Dr. Patrick Sheedy and fellow committee members Dr. Sonia Feder-Lewis, Dr. John McClure, and Dr. Yvette L. Pye. The completion of my dissertation would not have been possible without their guidance and wisdom. I am appreciative of the support of Dr. Linka Holey, Associate Vice President and Academic Dean of the Schools of Graduate and Professional Programs. I am also grateful for the influence of past program directors Dr. William Kelly and Dr. Nelson Updaw and past committee member Larry Lundblad. I am indebted to all of the Ed. D. faculty members for their instruction and inspiration and the program support staff for their assistance; they pointed the direction and kept the path lit. I would like to thank Jennifer Brist, Keri Tisher, Chris Jacobson, Cheryl Prentice, and Kathleen Cannon for their proofreading and editing services. Finally, I would like to thank the school district and the teachers and students of the middle school for making this research project possible. I hope these efforts help to "enable all learners to succeed in an ever-changing world."

Table of Contents

Committee Approval and Recommendation	i
Dedication	ii
Acknowledgements	iii
Table of Contents	iv
List of Tables and Figures	x
Abstract	xiii
Chapter 1: Problem to be Investigated	1
Problem Description and Context	1
Delimitations, Limitations, and Assumptions of the Problem/Project	5
Delimitations	5
Limitations	6
Assumptions	8
Project Objectives	9
Research Question and Hypothesis	10
Justification/Need for the Project	11
Statistics	12
Effects	13
Impact Issues	14
Missing Bullying Prevention Framework and Details	16
Significance	17
Definition of Terms	20

Chapter 2: Review of the Literature	35
Definition of Bullying	35
Types of Bullying	37
Bullies, Victims, and Bystanders: The Bullying Circle	39
Effects of Bullying	41
Prevalence and Statistics of Bullying	43
Bullying Research and Relevant Studies	44
Bullying Research in the United States	45
Olweus and Limber	45
Hoover	47
Large Scale U.S. Studies	48
Other Relevant Studies	53
The Olweus Bullying Prevention Program and Its Philosophical Framework	54
Literature Review Summary	58
Chapter 3: Action Research Design and Implementation	59
Description of the Project	59
Organizational Context	63
Participants	64
Project Design	66
Introduction to Action Research Design	66
Action Research Design	70
One-Group Pretest-Posttest Design	76
Validity and Reliability in Action Research	77

Validity.....	80
External Validity	84
Internal Validity	85
Reliability.....	87
A Final Perspective on Validity and Reliability.....	87
Validity and Reliability of One-Group Pretest-Posttest Design.....	89
Project Methodology	91
Action Research and Pretest-Posttest Methodology	91
Olweus Bullying Questionnaire	97
Role of the Researcher	99
Ethical Issues.....	101
Project Assessment, Validation, and Analysis	103
Chapter 4: Description of Project Results and Findings	108
Introduction	108
OBPP Implementation Flowchart and Scope and Sequence.....	108
Before Starting with Students	108
Getting Started with Students.....	115
After the First Few Months of Implementation	118
Ending the First Year of Implementation.....	122
Olweus Bullying Questionnaire Results	123
Calculation of Results	124
Demographics of Participants	126
Bullying Problems.....	127

Victims Only, Bully-Victims, and Bullies Only	134
Ways of Being Bullied	136
Being Bullied Over Time	142
Where Bullying Occurs	142
Reporting of Bullying	145
Feelings and Attitudes Regarding Bullying	148
Joining in Bullying	148
Empathy for Others	150
Afraid of Being Bullied	151
How Others React	152
Interventions by Teachers, Other Adults, and Peers	153
School-Home Contact	158
Talks with Bullying Students	159
The Class Teacher's Efforts to Counteract Bullying	161
Friends and General Satisfaction or Dissatisfaction with School	162
Number of Friends	162
Disliking School	163
Change in Bullying by Class Meeting Lesson	164
Summary	166
Chapter 5: Evaluation, Discussion, and Recommendations	167
Introduction	167
Evaluation and Discussion	167
The Olweus Bullying Prevention Program: An Overall Perspective	167

Implementation Flowchart and Scope and Sequence.....	169
Olweus Bullying Questionnaire Results	172
Conclusions from the Olweus Bullying Questionnaire Results	174
Project Design and Methodology	177
General Conclusions	179
Recommendations/Further Study	183
References	188
Appendices	210
Appendix A: State Laws Pertaining to Bullying.....	211
Appendix B: District Bullying Prevention Policy.....	213
Appendix C: OBPP Implementation Flow Chart	214
Appendix D: Olweus Bullying Prevention Program Scope and Sequence.....	222
Appendix E: Olweus Bullying Prevention Program Readiness Assessment	236
Appendix F: OBPP Classroom Implementation Checklist	240
Appendix G: OBPP School Wide Implementation Checklist.....	244
Appendix H: OBPP Class Meeting Log.....	252
Appendix I: Olweus Bullying Questionnaire (OBQ).....	253
Appendix J: Olweus Bullying Prevention Program Class Lessons 1 - 6	255
Appendix K: Informed Consent/Assent—Parent/Student.....	277
Appendix L: Research Cooperation Agreement	280
Appendix M: Saint Mary’s University Research Review Board Approval	281
Appendix N: Bullying Prevention Coordinating Committee Related Tasks	285
Appendix O: Parent Communication: What is the OBPP?	287

Appendix P: On-the-Spot Bullying Interventions	295
Appendix Q: Follow-Up Interventions—Student Who Has Been Bullied	298
Appendix R: Follow-Up Interventions—Student Who Has Bullied Others	301
Appendix S: Harassment/Intimidation/Bullying (HIB) Report	304
Appendix T: Recruitment Letter	306
Appendix U: Introduction to the Olweus Bullying Prevention Program	307

List of Tables and Figures

Tables

1: Types of Bullying.....	38
2: The Effects of Bullying.....	42
3: General Requirements/Level Components	56
4: Anderson and Herr’s Goals of Action Research and Validity Criteria.....	81
5: Target Dates for Fall Launch	92
6: Class Meeting Lesson/Olweus Bullying Questionnaire Alignment.....	104
7: Class Meeting Topics by Grade Level	120
8: Olweus Bullying Questionnaire Demographic	126
9A: Frequency of Bullying—Girls and Boys Combined	127
9B: Frequency of Bullying—Girls.....	128
9C: Frequency of Bullying—Boys.....	128
10: “Regular” Victims/Targets—Girls and Boys Combined, Girls, and Boys	129
11A: Taken Part in Bullying—Girls and Boys Combined.....	131
11B: Taken Part in Bullying—Girls.....	132
11C: Taken Part in Bullying—Boys	132
12: “Regular” Bullies—Combined Girls and Boys.....	133
13A: Not Involved in Bullying—Girls and Boys Combined.....	135
13B: Not Involved in Bullying—Separate Girls and Boys Tables	136
14A: Ways of Being Bullied—Girls and Boys Combined	137
14B: Ways of Being Bullied—Girls	137
14C: Ways of Being Bullied—Boys	138

15A: Ways of Being Bullied—Girls Bullying Girls	140
15B: Ways of Being Bullied—Boys Bullying Girls	141
15C: Ways of Being Bullied—Boys Bullying Boys	141
16: “Regular” Victims/Targets of Bullying	142
17A: Where Bullying Occurred—Girls and Boys Combined.....	143
17B: Where Bullying Occurred—Girls.....	144
17C: Where Bullying Occurred—Boys	144
18A: Told Teacher or Another Adult at School.....	146
18B: Told Parent or Guardian	147
18C: Told Brother, Sister, or Friend	147
18D: Not Told Anyone.....	147
19: Joining in Bullying.....	149
20: Empathy with Victims.....	150
21: Feeling Afraid of Being Bullied.....	152
22: Intervention by Teachers or Other Adults.....	154
23: Interventions by Other Students.....	155
24: Help from the Peer Group (The Bullying Circle)	157
25: Watch from the Peer Group (The Bullying Circle).....	157
26: Contact with School from Adults at Home	158
27: Interventions from Teacher(s) at School with Bullying Students.....	160
28: Interventions from Adult(s) at Home with Bullying Students	160
29: Teacher’s Effort to Counteract Bullying.....	161
30: Social Isolation.....	163

31: Students Who Dislike School.....	164
32: Change in Bullying by Class Meeting Lesson	165
33: Ways Students Were Bullied	175
34: Where Students Were Bullied.....	175

Figures

1: The Bullying Circle.....	40
2: Sagor’s Model: The Action Research Cycle.....	72
3: “Regular” Victims/Targets—Girls and Boys Combined, Girls, and Boys	130
4: “Regular” Bullies—Girls and Boys Combined, Girls, and Boys.....	134
5: Ways of Being Bullied—Girls	138
6: Ways of Being Bullied—Boys.....	139
7: Intervention by Teachers or Other Adults.....	155
8: Intervention by Other Students	156
9: Percent of Students Bullied.....	169

Abstract

Using action research design and methodology, the goal of this project was to reduce and prevent bullying at a rural middle school in South Dakota through the implementation of the Olweus Bullying Prevention Program (OBPP). This project was rooted in replication of Dr. Dan Olweus' seminal work on bullying prevention, the Olweus Bullying Prevention Program. N = 521 students participated in the project. The OBPP Implementation Flowchart and OBPP Scope and Sequence guided implementation. Despite a high degree of fidelity of implementation on the OBPP Readiness Assessment, OBPP Classroom Implementation Checklist, and OBPP First Year Checklist, the results on the Olweus Bullying Questionnaire (OBQ) were mixed with some key indicators showing an increase in bullying behaviors. However, the results are limited due to the OBPP's propensity to bring about increased recognition and reporting of bullying behaviors in the first year as a result of skills and strategies learned through class meetings. Additional time and study are recommended in order to draw definitive conclusions regarding the overall effectiveness of the OBPP. Other recommendations for further study include: improved fidelity of implementation and the addition of a prosocial skills/character education component to support the tenets of the OBPP.

Key Search Terms:

Bullying, Bullying Prevention, Olweus Bullying Prevention Program, OBPP, Dr. Dan Olweus, Action Research, Action Research Design, Action Research Methodology, Middle School, Project Dissertation, St. Mary's University of Minnesota—Twin Cities Campus

CHAPTER 1:

PROBLEM TO BE INVESTIGATED

Problem Description and Context

Whether as a victim/target, bully, or bystander, everyone has a story. From physical aggression (hitting, kicking, pushing, spitting, etc.) to verbal insults (name-calling, teasing, threats, intimidation, etc.), bullying has a long and storied past in schools. While “traditional” bullying may end with physical and verbal bullying, today’s youth must also endure more intense emotional/relational harassment (rumors, gossip, lies, exclusion, etc.) and cyber attacks (flaming, cyber-harassment, cyber-stalking, sexting, etc.). Are these experiences just a “rite of passage” or examples of peer abuse that adversely affect today’s youth?

Bullying is a real and significant problem that is widespread and often neglected in schools (Association for Middle Level Education, 2013a; Centers for Safe Schools, 2012; Hazelden Foundation, 2013a; National Association of Secondary Schools, n.d.; Swearer, Espelage, Vaillancourt, & Hymel, 2010; U.S. Department of Justice, Office of Justice Programs, 2011). According to the movie *Bully*, “over 13 million American kids will be bullied this year, making it the most common form of violence experienced by young people in the nation” (Hirsch & Lowen, 2012). In American schools, there are approximately 3.7 million bullies and more than 3.2 million students are victims/targets of “moderate” or “serious” bullying each year (Cohn & Canter, 2003). Twenty-eight percent of students ages 12 – 18 reported being bullied at school during the school year (U.S. Department of Education, National Center for Education Statistics, 2012). According to the National Education Association, “on any given day, nearly 160,000

children in the U.S. miss school due to a fear of being bullied” (as quoted in Fried & Fried, 1996, p. xii). Every seven to 25 minutes (Craig & Pepler, 1997) or twice an hour in an average classroom (Atlas & Pepler, 1998) a child is bullied. One in ten dropouts are attributed to bullying (Lamke & Pratt, 2012). According to the Federal Bureau of Investigation, bullying is cited as a catalyst in 75% of school shootings (Vossekuil, Fein, Reddy, Borum, & Modzeleski, 2002, p. 21). From nearly every perspective the statistics paint a clear and troubling picture, particularly when one considers schools are supposed to be a bastion of social, emotional, academic, and behavioral growth, a place parents expect to be a safe and nurturing environment for their child. The statistics reveal a disconcerting state of existence for today’s youth and outline the argument for the fact that bullying is not “a ‘rite of passage’ or an example of ‘kids being kids’” (Center for Safe Schools, 2012, p. 8).

Further, bullying has serious implications for victims/targets, bullies, and bystanders alike. “Bullying is now known to have a negative effect on children’s physical and emotional well-being, social development, and learning” (Center for Safe Schools, 2012, p. 8). According to Schargel (2012), “victims can suffer far more than temporary physical harm. Victims are more likely than non-victims to grow up to be socially anxious and insecure, displaying more symptoms of depression than those who were not victimized as children” (p. 2). “Victims of bullying suffer from a wide range of psychological and school-related problems, including depression, anxiety, low self-esteem, chronic absences, and trouble concentrating” (U.S. Department of Justice, 2011, para. 1). “Bullies themselves attend school less frequently and are more likely to drop out of school than other students” and “[bullying] may be an early sign of the developing

[sic] of violent tendencies, delinquency, and criminality” (Schargel, 2012, p. 2). A negative learning environment created by bullying may also be distracting to bystanders as well. “[Bystanders] may also be afraid of associating with or assisting the victim for fear of lowering their own status or inciting retribution from the bully. This experience may leave them feeling guilty, insecure, or helpless” (Schargel, 2012, p. 2). Further, bystanders may be at increased risk for use of tobacco, alcohol, or other drugs; mental health problems; or school avoidance behavior (U.S. Department of Health and Human Services, n.d.a). The negative effects of bullying have a universal impact, and no student in school is immune.

Bullying is at its highest levels in middle school (U.S. Department of Justice, 2011) and the “clear consensus in the research literature is that bullying/victimization peak during middle school years” (Swearer, Espelage, & Napolitano, 2009, p. 3). Over 90% of middle school students report being bullied (Limbrunner, n.d.). “Bullying hits its peak in middle school because of the developmental stages students are going through at this time” (Grant, n.d., para. 1). For that reason, “middle schools make an excellent target for anti-bullying efforts because of the developmental tasks that characterize this period” and because “anti-bullying efforts are often most effective at the middle-school level; but when bullying is not addressed, the problems find their way into high schools” (Hoover & Oliver, 2008, p. 9). Because bullying peaks in middle school, it seems prudent to invest the most resources and efforts into intervention efforts at this stage of development.

In general, studies have found that bullying among middle school students is extensive (Demaray & Malecki, 2003; Olweus, 1993; Rigby, 2002). As a result, bullying prevention is a central tenet of the Association for Middle Level Education (AMLE) and

the National Association of Secondary School Principals (NASSP). In *This We Believe*, a statement of core principles for middle level education, AMLE (formerly the National Middle School Association) has embraced the bullying prevention effort in order to ensure middle schools are providing an “inviting, supportive, and safe environment” (National Middle School Association, 2010, p. 33). Identifying bullying as “one of the toughest issues facing students today,” the NASSP offers a wide variety of web, print, and media resources to assist schools and school administrators in reducing and preventing bullying (National Association of Secondary School Principals, n.d., para. 1). As demonstrated by the focus of their parent organizations, middle schools and their leaders are aware of the negative impact of bullying and are seeking immediate and proactive interventions in order to reduce and prevent bullying.

Finally, the bullying issue is of particular interest for South Dakota and its schools and administrators. The 2011 Youth Risk Behavior Survey completed by the Centers for Disease Control revealed that 26.7% of students in South Dakota were bullied during the past year; South Dakota’s ranked 50th in the nation on the survey (Schubot, 2012). Further, in 2012, South Dakota became one of the last states to enact a law to address bullying in the schools. The law (Appendix A) requires districts to have policy prohibiting harassment, intimidation, and bullying. However, neither the law nor policy adopted in 2013 by the school district (Appendix B) provided any real guidance on *how* to reduce or prevent bullying (e.g., what constitutes an effective bullying prevention program) let alone how to implement a bullying prevention program. Despite all we know and have learned about bullying, “we still don’t have very good solutions about what to *do* about bullying, how to *stop* bullying, or more realistically, how to *reduce*

bullying behaviors among school age children” (Swearer, et. al., 2009, p. ix).

Delimitations, Limitations, and Assumptions of the Problem/Project

Delimitations

This project utilized action research methodology and applied specifically to the focus school. The action research design and methodology were guided by Herr and Anderson (2005), Frankel and Wallen (2007), and Sagor (2011). The emphasis of this project was to reduce and prevent bullying through the fulfillment of the South Dakota laws and school district policy on bullying prevention. This project utilized the Olweus (pronounced OI-VEY-us) Bullying Prevention Program (OBPP) as the primary intervention with supporting lessons from Olweus, Boys and Girls Town, and CHARACTER COUNTS!. The Olweus Bullying Prevention Program Implementation Flow Chart (Appendix C) and the Olweus Bullying Prevention Program Scope and Sequence (Appendix D) outline the methodology and action research steps for the implementation of the project. The fidelity of implementation was monitored and measured using the Olweus Bullying Prevention Program Readiness Assessment (Appendix E), OBPP Classroom Implementation Checklist (Appendix F), OBPP Schoolwide Implementation Checklist (Appendix G), and Class Meeting Activity Log (Appendix H). The Olweus Bullying Questionnaire (OBQ; Appendix I) was used to measure the level of success of the intervention (in terms of change in bullying behaviors). The OBQ was used to identify the demographics of the students and types, location, and prevalence of bullying at the school being studied. Further, the data derived from this project was specifically limited to student perception of bullying. The data collected did not measure perceptions of other stakeholders such as teachers, parents,

administration, etc. Also, other character or prosocial data such as CHARACTER COUNTS! traits, grit, perseverance, etc. were not collected or measured.

While many formal research studies seek a value-neutral perspective, it should be noted that the researcher's dual role as principal with the charge of fulfilling the laws and policy as well as moral obligation to care for the students created a project that was value-based in that it approached bullying as an issue that must be addressed as an ethical, human rights, and legal concern. Further, action research challenges the notion that research must be value-free to remain objective because knowledge is socially constructed and all research is embedded in a system of values (Brydon-Miller, Greenwood, & Maguire, 2003, p. 11). Aside from the seminal work of bullying prevention researcher Dr. Dan Olweus, the literature review and systematic review of bullying prevention programs focused on work done in the United States. More specifically, emphasis was given to research completed within the last decade, conducted in the United States under the auspices of Olweus, and other bullying prevention research conducted in rural and Midwestern areas or areas with comparable demographics.

Limitations

The primary limitation to this project, and most common limitation in action research, was researcher bias. Researcher bias was controlled through statistical analysis assistance on the Olweus Bullying Questionnaire (OBQ), which was provided by Hazelden/Professional Data Analysts, Inc., and valid and reliable action research design and methodology. Because this project's goal was to solve the local problem of bullying, not to develop global theory or produce generalizable results, it should be noted that researcher opinion in the creation of an intervention program and review of bullying

prevention statistics was considered data. The homogeneity of the population (92% white) and of the staff (100% white) could limit the generalizability and transferability of the results for use by more heterogeneous populations. However, member checks by the Bullying Prevention Coordinating Committee (BPCC) and third party/peer review by the school district and dissertation committee addressed and limited potential bias.

There was an added benefit of student perception through the OBQ, an established valid and reliable instrument; the use of student data to identify concerns reduced the potential of researcher bias through the utilization of participant data to identify bullying behavior and its concerns. It should be pointed out that the results of the OBQ were based on student recall and perspective, which can decay over time or be inflated/deflated and lead to biased or skewed reporting (e.g., under reporting, over reporting, reluctance to report, reporters do not consider actions bullying; Frankel & Wallen, 2006); the OBQ controlled for this limitation. The focus on only students at the middle school limited global perspective, but because the entire population of the intended audience was being assessed, results were likely to be more accurate and meaningful for the project and the middle school community.

There were a variety of other limitations. It should also be noted that the middle school had taken some steps (school wide bullying prevention rules and suggested lessons) to reduce and prevent bullying, but those efforts were not made in a systematic way nor did they address the specifics of the laws, policy, or need for a comprehensive bullying prevention program (e.g., a continuous timeline, individual intervention protocol, parental involvement, eighth grade lessons, ongoing feedback and assessment, etc.). One final limitation to mention is that this action research project followed one

holistic iteration of reflection in the action planning process. While there were monthly progress checks and reflective cycles within the project, reiteration or further longitudinal research over the next three to five years is highly.

Assumptions

Fraenkel and Wallen (2007) identified three assumptions underlying action research that applied to this action research project. The assumptions are that the researcher and participants:

- want to improve practice,
- are committed to continual professional development, and
- will and can engage in systematic research (p. 567).

There was an assumption that this project would result in an action plan that would fulfill the components of the South Dakota bullying prevention laws and school district bullying prevention policy and would lead to the reduction and prevention of bullying at the middle school. It was assumed that students provided truthful and accurate answers on the Olweus Bullying Questionnaire (OBQ). It was also assumed that the staff was committed to the implementation of the Olweus Bullying Prevention Program (OBPP) and OBQ. Finally, it was assumed that the data collected from the OBQ and systematic review of the bullying prevention programs would provide an accurate and appropriate overview of available actions. This would ultimately lead to the identification of an overarching bullying prevention program that would address the gap in the current laws and policy and lead to the reduction and prevention of bullying at the middle school.

Project Objectives

The objective of this action research project was to reduce and prevent bullying at the middle school. In 2012 the South Dakota Legislature passed a “bullying bill” (Appendix A) requiring all schools in the state to create a bullying prevention policy. As a result of the “bullying bill,” the school district revised its bullying policy (Appendix B) to reflect the changes required by the laws; however, neither the laws nor the policy addressed the specifics of how to design and implement a comprehensive bullying prevention program that would reduce and prevent bullying. Rather than simply fulfill the procedures of the bullying prevention laws and policy, the goal of this action research project was to design and implement a meaningful, effective literature-based bullying prevention program using appropriate research design and methodology.

The project was rooted in replication of Dr. Dan Olweus’ seminal work on bullying prevention, the Olweus Bullying Prevention Program (OBPP), conducted in the 1970s; however, because the OBPP only provided a philosophical framework (rules, level components, and Bullying Circle), this action research project aimed to expand on the work of Olweus by outlining specific weekly structure and action details to the program. The Olweus Bullying Questionnaire (OBQ; Appendix I) was used to measure the intervention (in terms of change in bullying behavior). Using class meetings to deliver the philosophical framework of the OBPP, students learned how to discern the types of bullying, recognize bullying “hot spots”/locations, and identify specific strategies to reduce and prevent bullying at the middle school. (For more details on the philosophical framework see “Philosophical Framework of the Olweus Bullying Prevention Program” in Chapter Two.)

The overall effectiveness of the OBPP and anticipated reduction in the prevalence of bullying was measured by comparing the results of the pre/post administration of the OBQ. Additionally, class-meeting lessons were designed to align with specific questions on the OBQ, thus data from individual questions could be used to assess the impact and effectiveness of individual lessons. Additional reflection on the project effectiveness and fidelity of implementation were derived from attendance and discipline data, OBPP Readiness Assessment, OBPP Classroom Implementation Checklist, OBPP Schoolwide Implementation Checklist, Class Meeting Activity Log, etc.). By analyzing the results of the OBQ and other data, this project allowed school personnel to identify the types, locations, and prevalence of bullying at the middle school and ultimately determined the impact and effectiveness of the OBPP at the middle school; the project also assisted the school in meeting the state laws and district policy requirements. In addition to assessing the impact of the implementation of the OBPP, the results of the OBQ allowed the school the opportunity to compare local bullying statistics to the national statistics in order to better understand the bullying issues and concerns at the middle school as well as assist in the identification of other potential interventions or necessary actions.

Research Question and Hypothesis

Borrowing from the experimental design methodology, this project utilized components of the one-group pretest-posttest design as part of the action research process. These methodology and design components were used to investigate the research question, “Will the Olweus Bullying Prevention Program (OBPP) lead to the reduction and elimination of bullying at the focus school?” The hypothesis was that the implementation of the OBPP would lead to a reduction of greater than 20% in bullying at

the focus school. The null hypothesis was that the OBPP would not lead to a reduction of greater than 20% at the focus school. One of the data sets of this project was a pre/post administration of the Olweus Bullying Questionnaire (OBQ), which was used to measure the success of the Olweus Bullying Prevention Program (OBPP). In this case the independent variable was the OBPP. The dependent variable or outcome variable was an expected reduction (or possible increase) in bullying. This project exposed the students of the focus school (subjects) to the OBPP (independent variable) with the intention of reducing the types, locations, and prevalence of bullying (dependent variable).

Justification/Need for the Project

Why must bullying be stopped? As described previously, bullying is more prevalent, serious, and intense than ever. It has led to more criminal cases and lawsuits. It can create a fearful school climate, cause stress in students, and impact the self-esteem of victims/targets, bullies, and bystanders. Bullying can lead to physical, emotional, and psychological trauma for victims/targets, bullies, and bystanders (Centers for Disease Control, 2011; Center for Safe Schools, 2012; Hazelden Foundation, 2013b.). Bullying prevention research pioneer Dr. Dan Olweus ushered in the bullying prevention movement by elevating the level of the issue when he defined bullying as “peer abuse” stating that it should “not be tolerated under any circumstances” (Hazelden Foundation, 2013c, para. 4). This made it clear to the world, researchers, and most importantly, the education community, that bullying was not “just a rite of passage” or an example of “kids being kids.”

Moreover, intervention and action to reduce and prevent bullying is necessary because “children who are bullied cannot stop the bullying on their own. Bullied students

need the support of others to ensure that the bullying does not continue” (Center for Safe Schools, 2012, p. 7). “The Olweus Bullying Prevention Program is built on the conviction that bullying need not and should not be a common or ‘natural’ experience for children and youth” (Olweus & Limber, 2003, p. 42). There can be no better justification for this action research project (i.e., the creation of a program to reduce and prevent bullying) than to prevent peer abuse by putting an end to this “rite of passage” in order to better protect the students at the middle school.

Statistics

Bullying statistics create a telling tale that intervention is needed. One in four students is bullied and one in five students admits to being a bully or doing some bullying (Olweus, 1993). In a single year 8,166,000 U.S. students reported they were bullied at school (U.S. Department of Education, National Center for Education Statistics, 2012). According to the American Academy of Child and Adolescent Psychiatry (2011), up to 50% of students are bullied during their school career and “at least 10% are bullied on a regular basis” (para. 1). In U.S. schools, six out of ten teenagers witness at least one bullying incident at school (National Education Association, n.d.). “Seven percent of eighth graders stay home at least once a month because of bullies” (Banks, 1997, p. 2). Ten percent of dropouts are due to repeated bullying (Weinhold & Weinhold, 1998). Sixty percent of students characterized as bullies by grade 6 – 9 had at least one criminal conviction by age 24, and 40% had three or more arrests (Olweus, 1993). Combine these statistics with those described previously, and the data is clear—bullying is ubiquitous, dangerous, and has lasting implications making intervention an imperative.

Effects

Bullying must be addressed in schools because of its potential to have dramatic, negative, and lasting effects. “Bullying causes adverse physical, psychological, and social effects. It erodes feelings of self-worth and can have traumatic, long-lasting effects” (Kirby, 2008, p. 1). Harvard medical researchers (Harvard Medical School, 2009) found that victims/targets suffer a “low grade misery.” They found that bullies are “more likely than other students to drink alcohol or smoke cigarettes” and are at increased risk of being convicted of a crime. Additionally, bystanders become “afraid to speak up for fear of becoming victims themselves” (p. 1). A study to determine the prevalence and impact of bullying conducted by Nansel et al. (2001) that included over 15,000 students found a positive correlation between bullying behavior and fighting, alcohol use, smoking, and the inability to make friends. “Schoolyard bullies are much more likely than other students to engage in risky behaviors and to perform violent acts as they grow older” (Hoover & Olsen, 2001, p. 3). It does not matter if the student is the victim/target, the bully, or the bystander, bullying adversely affects *all* students in the school.

Not surprisingly, bullying has the biggest impact on victims/targets. “Students who are targets of repeated bullying behavior experience fear and stress” (e.g., fear of going to school, fear of using the bathroom, and the diminished ability to learn; National Education Association, 2012, para. 1). “Victims of bullying often avoid hallways, restrooms, and even switch schools [to avoid bullying],” and others will “‘hang out’ in the office, other classrooms, or a secret corner during lunch and break time” (Lorimer, 2006, para. 3). Olweus (1993) found that victims may choose self-destructive behaviors such as smoking, drinking, or doing drugs and may even resort to violent behaviors such

as shooting a gun, starting a fire, or becoming bullies themselves. According to Schargel (2012),

While students are still in school, the effects of bullying can be extremely damaging:

- Grades may suffer because attention is drawn away from learning.
- Fear may lead to absenteeism, truancy, or dropping out.
- Victims may lose or fail to develop self-esteem, experience feelings of isolation, and become withdrawn or depressed.
- Victims may be hesitant to take social, intellectual, emotional, or vocational risks.
- If the problem persists, victims may occasionally feel compelled to take drastic measures, such as vengeance in the form of fighting back, weapon carrying, or even suicide. (p. 2)

Unfortunately, it is clear that the mantra “sticks and stones may break my bones, but words will never hurt me” is not true; bullying is dangerous for all—victims/targets, bullies, *and* bystanders.

Impact Issues

Several other overarching impact issues (public health concerns, human rights, legal issues, and missing framework) also add credence to the need for action to reduce and prevent bullying. According to the Centers for Disease Control (Hamburger, Basile, & Vivolo, 2011), bullying is a major public health problem. The Centers for Disease Control (CDC) identify bullying as a public health problem because “bullying is a form of youth violence” and “can result in physical injury, social and emotional distress, and

even death” (p. 1). The director of the National Institute of Child Health and Human Development (NICHD), Duane Alexander, M.D., stated that being bullied “is not just an unpleasant rite of passage through childhood. It's a public health problem that merits attention” (National Institute of Health, n.d., para. 3). According to the CDC (Hamburger, et al., 2011), victims/targets and bullies alike experience negative outcomes from bullying. Victims are at “increased risk for mental health problems such as depression and anxiety, psychosomatic complaints such as headaches and poor school adjustment,” and bullies are at “increased risk for substance use, academic problems, and violence later in adolescence and adulthood” (p. 1). The impact of bullying reaches beyond the school and home; it is also a public health concern.

Groundbreaking bullying prevention researcher Dr. Dan Olweus (1993) emphasized the seriousness of bullying by pointing out that bullying is a threat to our fundamental human rights. Olweus stated,

Every individual should have the right to be spared oppression and repeated, intentional humiliation, in school as in society at large. No student should have to be afraid of going to school for fear of being harassed, degraded, and no parent should need to worry about such things happening to his or her child! (p. 48)

Sullivan (2011), calling upon the United Nations Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child, also suggested that bullying is a violation of human rights and that schools have a responsibility to stop and prevent bullying (p. 20). Given the rights afforded to students through various federal, state, and local statutes and laws, such as the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Section 504, Title II, and

Title IX, it is clear that unfettered bullying can be a threat to a child's right to a free and appropriate public education (FAPE). Failure to confront bullying is a failure to provide for the fundamental human rights of our children.

“It is important to remember that, just like sexual, racial, or disability harassment, bullying that is not properly addressed can have legal implications. School districts and school personnel can be held legally liable for the consequences of bullying” (Olweus et al., 2007b, p. 16). “Liability for bullying is becoming an increasingly worrisome issue for school districts,” because “parents are holding school districts civilly responsible for investigating,” and “the courts are backing them up” (McGrath, 2007a, para. 4). While bullying is not a legal term, cases alleging harassment under Civil Rights or Title IX have found increasing success (Kirby, 2008). As a case in point that bullying cases are becoming increasingly serious, a district attorney in Massachusetts filed criminal felony charges ranging from stalking to civil rights violations against a group of teens who bullied a 15-year-old girl who killed herself over the teasing and harassment (Hampson, 2010). Given the increase in litigation, schools “should be prepared for the legal challenges that cases of bullying and harassment may bring and make efforts to minimize the risk” (e.g., conduct surveys on a regular basis, document reports of bullying, adopt a proactive stance, etc.; Kirby, 2008, p. 5). If not for the students, schools need to take steps to reduce and prevent bullying in order to protect the district, school, and personnel from litigation.

Missing Bullying Prevention Framework and Details

A specific bullying prevention program added the missing details to the current state, district, and school bullying prevention framework. During the 2012 legislative

session, the South Dakota Legislature became one of the last states to pass bullying prevention laws for schools that outlined issues such as definition, impact, and policy requirements. The school district also revised its bullying policy, including a definition, prohibition, reporting and investigating requirements, and consequences. However, neither the laws nor policy provided model programming or a plan for implementation; neither provided the tips on “how” or details on “what to do” in order to reduce and prevent bullying. Further, the middle school had bullying prevention rules and some specific bullying prevention lessons, but the program lacked the research base and top-to-bottom detail required in a comprehensive bullying prevention program. “Given the frequency of bullying, the number of students involved, and the degree to which their education is affected, educators have powerful incentive to eliminate bullying from schools” (Kirby, 2008, p. 1). This action research project allowed the middle school to add the details necessary to advance from a legislative and policy framework to a comprehensive bullying prevention program and provided a method to measure its ability to reduce and prevent bullying.

When one considers the numbers of students affected and the tremendous personal and economic costs of bullying—to involved students and their families, the broader school environment, and to the society at large—[bullying prevention] efforts are not only reasonable but quite necessary. (Olweus & Limber, 2003, p. 42)

Significance

This action research project, the fulfillment of the current laws and policy, and the implementation and assessment of a comprehensive bullying prevention program to

reduce and prevent bullying, made a difference for the middle school and its 600 students. By identifying the types, locations, and prevalence of bullying, the middle school was able to create an action plan that identified specific strategies to reduce and prevent bullying, which has the potential of creating a “20% to 70% reduction in bullying” (Olweus et al., 2007a, p. 4). More importantly, this project had the potential to reduce and prevent bullying so that each student did not have to experience bullying or its negative effects described earlier (e.g., depression, low self-esteem, absenteeism, etc.). Further, this project was also significant because it filled a current gap in bullying prevention in South Dakota by fulfilling the state laws and district policy on bullying. The current laws and policy did not provide specific direction to schools on how to reduce bullying; because this project expands on the bullying prevention framework provided by the state and district, it is anticipated that this action research project could serve as a significant starting template for other South Dakota schools looking to reduce and prevent bullying or could even have transferability to schools with similar demographics across the nation. This action research project could serve as a one-stop guide for other schools looking to fulfill the components of the South Dakota bullying laws or other schools simply looking to reduce and prevent bullying. Currently the five elementary schools and high school in the community are considering action steps to prevent bullying and could be guided by this action research project. There is also potential for transferability to the other nine comparable middle schools (schools with similar demographics) that will need to address the state laws.

This research also contributes to the general body of research on bullying. It expanded on gender, racial, and socio-economic data and offers specific insight from a

small, rural, Midwestern school (the majority of current studies are from large, urban, coastal, or foreign schools). This project also contributed to the body of research on bullying in middle schools (the bulk of research has been done in elementary schools). Finally, this project added to the overall body of research on the effectiveness of the Olweus Bullying Prevention Program (OBPP). Olweus and Limber (2003) encouraged ongoing implementation and evaluation of the Olweus Bullying Prevention Program “to assess the effectiveness of the program in diverse contexts and populations, which program components are critical to program success, and which teacher-, school-, and community-level variables are particularly important with regard to program implementation” (p. 45). Because the OBPP only outlined a philosophical framework for bullying prevention, this project expanded bullying research by providing a detailed action plan that will provide specific direction to the practitioner and the middle school staff. This action research project provided a unique, research-based bullying prevention program at the middle school and made a variety of other significant contributions to the field of bullying research.

Definition of Terms

Action Research—the use of techniques of social and psychological research to identify social problems in a group or community coupled with active participation of the investigators in-group efforts to solve these problems (<http://www.merriam-webster.com/dictionary/action-research>, n.d.).

Action Research—planned change (action) with research outcomes as a desired and foreseeable bonus (Dick, 2004).

Action Research, Educational—action research conducted by practitioners in educational institutions with primary and secondary school teachers and students on community projects with a focus on development of curriculum, professional development, and applying learning in a social context (O'Brien, 2001).

Action Research, Practical—research that is intended to address a specific problem with its primary purpose is to improve practice in the short term as well as to inform the larger issues (Fraenkel & Wallen, 2006).

Action Research, Schoolwide—research with a focus on issues common to everyone in the school community, where teams of staff work together to address organizational issues (Ferrance, 2000); a common focus and strong sense of esprit de corps by a group of committed professionals on a single pedagogical issue will inevitably lead to program improvements (Sagor, 2011).

Advisory—17-minute session, held daily at the middle school, to deliver the philosophical framework of the Olweus Bullying Prevention Program through class meetings (defined by researcher).

Association for Middle Level Educators (AMLE)—the only national education association dedicated exclusively to those in the middle grades; a voice for those committed to the educational and developmental needs of young adolescents (<http://www.amle.org/AboutAMLE/tabid/76/Default.aspx>, n.d.).

Bully—someone who directs physical, verbal, or psychological aggression or harassment toward others with the goal of gaining power over or dominating another individual (Cohn & Canter, 2003).

Bullycide—(from bully + (sui)cide) the act or an instance of killing oneself intentionally as a result of bullying (en.wiktionary.org/wiki/bullycide, n.d.).

Bullying Circle—those directly involved in bullying and those who actively or passively assist the behavior or defend against it (<http://www.stopbullying.gov/what-is-bullying/roles-kids-play>, n.d./).

Bullying Prevention Coordinating Committee (BPPC)—acts as the “steering committee” for the Olweus Bullying Prevention Program; committee includes administrator, counselor, teachers, support staff, parents, and community members (defined by researcher).

Bullying—a person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself (Olweus, 1993).

Bullying, Cyber—bullying through technology or electronic means such as social media (defined by researcher).

Bullying, Emotional/Relational—involves adversely affecting another’s self-esteem, social status, reputation, or relationships (defined by researcher).

Bullying, Physical—bullying through force or strength (defined by researcher).

Bullying, Verbal—bullying through words or other verbal expression (defined by researcher).

Bystander—all of the other individuals who witness a bullying incident (Olweus et al., 2007b); an estimated 88% of students are bystanders or witnesses to bullying (Hoover, Oliver, & Hazler, 1992).

Certified/Instructional Staff—collaborators in implementing the Olweus Bullying Prevention Program (intervention) at the middle school; of the 51 certified/instructional staff, the 42 classroom teachers (25 female and 17 male) were responsible for actively implementing the classroom-meeting portion of the intervention through daily advisory sessions (defined by researcher).

Certified Olweus Trainers—certified by Olweus; having a wealth of knowledge about the program and available for ongoing consultation via regular telephone and/or Internet contact, or in person (OBPP Scope and Sequence, 2007).

Class Meetings—see Olweus Bullying Prevention Program Class Meetings.

Comprehensive Written Bullying Prevention Program—final plan outlining procedures and strategies to reduce and prevent bullying at the middle school; plan addresses current state laws and school district policies pertaining to bullying prevention and outlines implementation of Olweus Bullying Prevention Program (defined by researcher).

Content Analysis—systematic analysis of the content of communication to determine the goal or value of the content of the communication (defined by researcher).

CRASP—model for identifying quality in action research using the following criteria: critical (and self-critical) collaborative inquiry by reflective practitioners being accountable and making the results of their inquiry public, self-evaluating their practice and engaged in participative problem solving and continuing professional development (Zuber-Skerritt, 2007).

Credibility—believable from the perspective of the participant in the research (<http://www.socialresearchmethods.net/kb/qualval.php>, n.d.).

Dependability—see reliability.

Dependent/Outcome Variable—expected reduction in bullying (defined by researcher).

Discipline Data—report of recorded bullying incidents including discipline actions related to the bullying incident; data is entered into Infinite Campus as reported to administration (defined by researcher).

Fall Administration (FA)—pre-intervention administration of the Olweus Bullying Questionnaire (defined by researcher).

Fighting—a one-time physical event between two parties of reasonably equal strength or power (defined by researcher).

Flaming—hostile, rude, or insulting messages between two online users usually in an internet forum, chat room, or gaming lobbies; also known as bashing (defined by researcher).

Generalizability—the term that applies to the accuracy with which results or findings can be transferred to situations or people other than those originally studied (<http://psychologydictionary.org/generalizability/>, n.d.).

Goodness—adhering to established standard of value and rigor; related to quality, trustworthiness, and credibility (defined by researcher).

Hawthorne Effect—a positive effect of an intervention resulting from the subjects' knowledge that they are involved in a study or their feelings that they are in a some way receiving “special” attention (Fraenkel & Wallen, 2006).

Hazelden—the leading provider of evidence-based prevention curriculum to K-12 educators; provider of the Olweus Bullying Prevention Program materials including the Olweus Bullying Questionnaire (http://www.hazelden.org/web/public/alcohol_and_drug_abuse_violence_bullying_suicide_prevention.page, n.d.).

Hot Spots—areas where bullying is most likely to occur (e.g., common areas, cafeteria, locker room, hallways, etc.), usually areas out of direct adult supervision (defined by researcher).

Improved Practice—using reflection to enhance instruction, teaching, and learning (defined by researcher).

Incident Report—report form used for recording bullying incidents at the middle school (defined by researcher).

Independent Variable—the Olweus Bullying Prevention Program (OBPP).

Individual Intervention/Individual Intervention Protocol—process for addressing bullying incidents including logging, reporting, documenting, processing, and disciplining the episode (defined by researcher).

Insider/Insider Research(er)—one who is in direct relationship with the research subjects, institution, and collaborators (defined by researcher).

Meaningful—having a serious, important, or useful quality or purpose

(<http://www.thefreedictionary.com/meaningful>, n.d.).

Middle School—focus site of the action research project; houses 7th and 8th grade and has an enrollment of approximately 600 students and a staff of 77 (defined by researcher).

National Association of Secondary School Principals—the preeminent organization for middle level and high school principals, assistant principals, and aspiring school leaders dedicated to excellence in middle level and high school leadership through research-based professional development, resources, and advocacy so that every student can be prepared for postsecondary learning opportunities and be workforce ready (<http://www.nassp.org/about-us>, n.d.).

National Middle School Association (NMSA)—see Association for Middle Level Educators (AMLE).

Olweus (pronounced OI-VAY-us) Bullying Prevention Program (OBPP)—a comprehensive, schoolwide bullying prevention program designed to reduce and prevent bullying problems among school children and to improve peer relations at school (http://www.violencepreventionworks.org/public/olweus_bullying_prevention_program.page, n.d.).

Olweus Bullying Prevention Program Bullying Prevention Rules—teaches the students how to deal directly/indirectly with bullying (Rule 1: We will not bully others); include others in social situations (Rule 2: We will try to help students who are bullied.); avoid exclusion (Rule 3: We will try to include students who are left out.); and address the silence and increase communication about bullying (Rule 4: If we know that somebody is being bullied, we will tell an adult at school and an adult at home. (http://www.violencepreventionworks.org/public/olweus_bullying_prevention_program.page, n.d.).

Olweus Bullying Prevention Program Class Meeting Logs—weekly report completed by certified/instructional staff on the progress and fidelity of the implementation of the Olweus Bullying Prevention Program (defined by researcher).

Olweus Bullying Prevention Program Classroom Checklist—outlines the actions the certified/instructional staff should be working on in class meetings; the checklist tracks how closely the staff is maintaining the fidelity of the program over the first six months to a year of implementation (defined by researcher).

Olweus Bullying Prevention Program Component Levels—four components of the Olweus Bullying Prevention Program: schoolwide-level components, classroom-level components, individual-level components, and community-level components (http://www.violencepreventionworks.org/public/olweus_scope.page, n.d.).

Olweus Bullying Prevention Program Implementation Flow Chart—provides an overview of the steps needed to implement the Olweus Bullying Prevention Program over time; before starting with students, getting started with students, after the first few months of implementation, and maintaining the program (after the first year; Hazelden Foundation, 2007).

Olweus Bullying Prevention Program Philosophical Framework—core component levels, along with schoolwide rules and an emphasis on the entire Bullying Circle, not a specific curriculum, which makes the OBPP different and more effective than other bullying prevention programs (defined by researcher).

Olweus Bullying Prevention Program Readiness Assessment—assessment used to gauge how prepared a school is to implement the Olweus Bullying Prevention Program (defined by researcher).

Olweus Bullying Prevention Program Schoolwide Checklist—used to track school's adherence to the fidelity of the program and to assess where improvements are needed; used to guide discussion on fidelity of implementation (defined by researcher).

Olweus Bullying Prevention Program Scope and Sequence—introduces the program, outlines the necessary materials, explains the core components, reviews the history and research behind the program, identifies the implementation timeline, and aligns the program with standards (defined by researcher).

Olweus Bullying Questionnaire (OBQ)—a standardized, validated, multiple-choice questionnaire designed to measure a number of aspects of bullying problems in schools. The OBQ, which consists of forty-two questions (several of which have sub-questions), is typically used with students in grades 3 through 12. The students fill out the questionnaire anonymously (Hazelden Foundation, 2007).

Olweus, Dr. Dan—bullying prevention research pioneer and seminal researcher on bullying prevention (defined by researcher).

On-Site Coordinator—individual responsible for implementation of the Olweus Bullying Prevention Program on site, in this case, the researcher/principal (defined by researcher).

On-the-Spot Interventions—six-step process of intervening in bullying episodes (defined by researcher).

Operationalization—translating a concept or construct into a functioning and operating reality (<http://www.socialresearchmethods.net/kb/measval.php>, n.d.).

Participants—students of the middle school; recipients of intervention—Olweus Bullying Prevention Program (defined by researcher).

Peer Review—a process by which something proposed (as for research or publication) is evaluated by a group of experts in the appropriate field (<http://www.merriam-webster.com/dictionary/peer%20review>, n.d.).

Population—see participants.

Practical—capable of being put to use or account: useful; not theoretical or ideal (<http://www.merriam-webster.com/dictionary/practical>, n.d.).

Practitioner Research—see action research.

Practitioner—see researcher.

Professional Data Analysis, Inc.—independent evaluation and statistical consulting firm specializing in the fields of public health and the behavioral and medical sciences; responsible for processing the statistical results of the Olweus Bullying Questionnaire (<https://www.pdastats.com/>, n.d.).

Quality—standard of something as measured against specific criteria; the degree or standard of excellence (<http://www.merriam-webster.com/dictionary/quality>, n.d.).

Relative Change (RC)—the percentage of change that occurred from the fall administration (FA) to the spring administration (SA) of the Olweus Bullying Questionnaire (OBQ); calculated as: $RC = (FA\% - SA\%) * 100 / FA\%$ (defined by researcher).

Relevant—having significant and demonstrable bearing on the matter at hand (<http://www.merriam-webster.com/dictionary/relevant>, n.d.).

Reliability—quality of measurement; the "consistency" or "repeatability;" accuracy of conclusions (<http://www.socialresearchmethods.net/kb/reliable.php>, n.d.).

Researcher—responsible for carrying out this action research project; insider; administrator of school being studied (defined by researcher).

Respondent Validation—feedback obtained from the participants; improves accuracy, validity, and transferability (defined by researcher).

Rough and Tumble Play—when two or more students hit, push, threaten, chase, or try to wrestle with each other in a friendly, nonhostile, playful manner” (Olweus et al., 2007b).

Sagor’s Action Research Model—action research process utilized in the project:

1) clarify your vision/targets (determining what you want to see—precise outcomes); 2) articulate your theory (planning the best way to achieve or get to the outcomes); 3) implement your theory (acting out the plan and collecting data); and 4) reflect on results (examining the data to see what it tells and deciding how to act on it; Sagor, 2011).

Sample—see subjects

School District—host school district of the action research project; fourth largest school district in the state and largest school district in the county with an enrollment of 3,770 students; five elementary schools, one middle school, and one high school; 498 employees, 235 of which are teachers/instructional staff (U.S. Census Bureau, n.d.).

Sexting—(sex + texting) the sending of sexually explicit messages or images by cell phone (<http://www.merriam-webster.com/dictionary/sexting>, n.d.).

Spring Administration (SA)—post-intervention administration of the Olweus Bullying Questionnaire (defined by researcher).

Standard Report—results of a single Olweus Bullying Questionnaire administration, including graphs of key data, provided by Hazelden/Professional Data Analysts, Inc. (defined by researcher).

Subjects—students and staff of the middle school (defined by researcher).

Teasing—involves two or more friends who act together in a way that seems fun to all the people involved. Often they tease each other equally, but it never involves physical or emotional abuse (Hazelden Foundation, n.d.).

Transferability—the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings

(<http://www.socialresearchmethods.net/kb/qualval.php>, n.d.).

Trends Report—results of multiple Olweus Bullying Questionnaire administrations, including graphs of key data and national comparison data, provided by Hazelden/Professional Data Analysts, Inc. (defined by researcher).

Triangulation—the use of more than one perspective to investigate a research question in order to increase confidence in the findings/conclusions (defined by researcher).

Trustworthiness—involves the demonstration that the researcher’s interpretations of the data are credible, or “ring true,” to those who provided the data (Herr & Anderson, 2005).

Upstander—someone who recognizes when something is wrong and acts to make it right. When an upstander sees or hears about someone being bullied, he or she speaks up (National School Climate Center, 2010).

Validation, Learner—based on students’ feedback on the learning activity and students’ perceptions of their own learning (Vezzosi, 2006).

Validation, Peer—based on peer observation and use of discussion and validation groups (Vezzosi, 2006).

Validation, Self—based on intentional critical reflection, disciplined inquiry, and keeping of records and documents (Vezzosi, 2006).

Validity—the best available approximation to the truth of a given proposition, inference, or conclusion; truthfulness of conclusions

(<http://www.socialresearchmethods.net/kb/introval.php>, n.d.).

Validity, Catalytic— a reorientation of the view of reality and a move to some action to change perspective; it highlights the transformative potential of the action research process (Herr & Anderson2005).

Validity, Construct—the approximate truth of the conclusion that your operationalization accurately reflects its construct

(<http://www.socialresearchmethods.net/kb/measval.php>, n.d.).

Validity, Content—check of the operationalization against the relevant content domain for the construct (<http://www.socialresearchmethods.net/kb/measval.php>, n.d.).

Validity, Democratic—accurately representing the multiple perspectives of all of the participants in the study (Herr & Anderson, 2005).

Validity, Dialogical—review of study and findings through critical conversations and third party/peer review (Herr & Anderson, 2005).

Validity, External—the degree to which results are generalizable (transferable), or applicable, to groups and environments outside the research setting (Frankel & Wallen, 2006).

Validity, Face—a look at the operationalization to see whether "on its face" it seems like a good translation of the construct

(<http://www.socialresearchmethods.net/kb/measval.php>, n.d.).

Validity, Internal—the approximate truth that any inferences regarding causal conclusions based on a study are warranted

(<http://www.socialresearchmethods.net/kb/intval.php>, n.d.).

Validity, Internal (Attitude of Subjects)—the possibility that characteristics of the subjects in a study may account for observed relationships, thereby producing a threat to internal validity (Fraenkel & Wallen, 2006).

Validity, Internal (Data Collection Bias)—unintentional bias on the part of data collectors that may create a threat to the internal validity of a study (Fraenkel & Wallen, 2006).

Validity, Internal (Data Collector Characteristics)—characteristics of the data gatherers—an inevitable part of most instrumentation—can also affect results; gender, race, ethnicity, language patterns, or other characteristics of the individuals who collect the data in a study that might affect the nature of the data they obtain (Fraenkel & Wallen, 2006).

Validity, Internal (Implementation)—the possibility that results are due to variations in the implementation of the treatment in an intervention study, thereby affecting internal validity (Fraenkel & Wallen, 2006).

Validity, Internal (Instrument Decay)—changes in instrumentation over time that may affect the internal validity of a study (Fraenkel & Wallen, 2006).

Validity, Internal (Maturation)—the possibility that results are due to changes that occur in the subjects as a direct result of passage of time and that may affect their performance on the dependent variable, thereby affecting internal validity (Fraenkel & Wallen, 2006).

Validity, Internal (Statistical Regression)—the possibility that results are due to a tendency for groups, selected on the basis of extreme scores, to regress toward a more average score on subsequent measurements, regardless of the experimental treatment (Fraenkel & Wallen, 2006).

Validity, Internal (Testing)—a threat to internal validity that refers to improved scores on a posttest that are a result of subjects having taken a pretest (Fraenkel & Wallen, 2006).

Validity, Internal (History)—the possibility that results are due to an event that is not part of the intervention but that may affect performance on the dependent variable, thereby affecting internal validity (Fraenkel & Wallen, 2006).

Validity, Outcome—synonymous with the successful outcome of the research project (Herr & Anderson, 2005).

Validity, Process—arrived at through sound and appropriate methodology, which is achieved by adhering to the principles of action research; a transparent and clearly described research process; and triangulation or multiple perspectives (Herr & Anderson, 2005).

Victim/Target—someone who is repeatedly exposed to aggression in the form of physical attacks, verbal assaults, or psychological abuse” (Cohn & Canter, 2003).

Warranted Assertability—the reasons we have for believing truth claims (John Dewey, n.d.).

Workability—capable of being put into effective operation; practicable or feasible (<http://www.thefreedictionary.com/workability>, n.d.).

CHAPTER 2: REVIEW OF THE LITERATURE

Definition of Bullying

While there is no one exact definition of bullying, the leading definitions have common aspects and most are based on the definition provided by bullying research pioneer and seminal bullying researcher, Dr. Dan Olweus. According to Olweus (1993), “a person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself” (p. 9). Sullivan (2011) defined bullying as “a conscious, willful and repetitive act of aggression and/or manipulation and/or exclusion by one or more people against another person or people” (p. 10). Coloroso (2008) defined bullying as “a conscious, willful, and deliberate hostile activity intended to harm, induce fear through threat of further aggression, and create terror” (p. 13). As illustrated by these definitions, most experts agree that bullying includes three key factors:

1. an intentional, negative, or aggressive act,
2. a pattern of behavior repeated over time, and
3. an imbalance of power or strength.

It is crucial to start with a clear and specific definition of bullying because not all aggressive behavior is bullying (Center for Safe Schools, 2012; Olweus, 2007b; U.S. Department of Health and Human Services, n.d.b). Children, especially adolescents, will behave inappropriately and even be rude at times; however, negative actions become bullying when they are repeated over time or when a pattern to intimidate or cause harm emerges. Additionally, an isolated act can be considered bullying when it involves an

imbalance of power, either physical power or strength in numbers; however, two foes of equal power engaged in conflict, whether physical or verbal, does not necessarily constitute bullying. Legitimate bullying must be identified and addressed because “children who are bullied cannot stop the bullying on their own. Bullied students need the support of others to ensure that the bullying does not continue” (Center for Safe Schools, 2012, p. 7). In short, “bullying involves repeated attacks, physical or verbal, by one or more students” (Hoover & Oliver, 2008, p. 10).

There are several types of inappropriate behavior that are often confused with bullying, and as a result, it can be difficult to differentiate between bullying and teasing. “Teasing usually involves two or more friends who act together in a way that seems fun to all the people involved. Often they tease each other equally, but it never involves physical or emotional abuse” (Hazelden Foundation, 2013c, para. 5). “Teasing is constructive confrontation intended to test the strength of a person” (Highmark Foundation, 2013, para. 4). In addition, teasing does not violate any of the three components of the bullying definition. Rough-and-tumble play and fighting are also often confused with bullying. “The term ‘rough-and-tumble play’ is normally used when two or more students hit, push, threaten, chase, or try to wrestle with each other in a friendly, non-hostile, playful manner” (Olweus et al., 2007b, p. 15b); however, rough-and-tumble play is not necessarily negative (many students enjoy it as a form of play) and involves equal, friendly parties. Thus, rough-and-tumble play is not bullying.

Fighting is also not considered bullying. “‘Real’ fighting is often a one-time event between two parties of reasonably-equal strength or power” (Hazelden Foundation, 2013c, para. 5). Fighting is not bullying because it is not repeated and does not

necessarily involve an imbalance of power. That is not to say that fighting is not an act of violence; it is surely a crime, but not a type of bullying. Further, it should be emphasized that just because teasing, rough-and-tumble play, and fighting are not bullying does not make them acceptable behaviors.

It is important to remember that adolescents will act in rude and inappropriate ways; however, a lack of social skills or social grace does not necessarily constitute bullying unless a pattern of intentional or negative behavior or an imbalance of power emerges. Careful attention is warranted because teasing, rough-and-tumble play, fighting, and other rude and inappropriate behavior can quickly become bullying. By definition though, they do not represent bullying. Again, bullying is a pattern of intentional, negative, or aggressive acts repeated over time or involving an imbalance of power. “Bullying is predatory. The focus of bullying is not to strengthen the relationship or change the other person’s behavior to make him or her more acceptable. The goal of bullying is humiliation and subjugation” (Highmark Foundation, 2013, para. 7). While teasing, rough-and-tumble play, and fighting are rude and inappropriate behavior, they are outside of the scope of bullying and require a different set of interventions.

Types of Bullying

Most research on bullying (Lamke & Pratt, 2012; Lormier, 2006; McGrath, 2007b; National Association of Secondary School Principals, n.d.; U.S. Department of Health and Human Services, 2013c) identifies four main types of bullying: verbal, physical, emotional/relational, and cyber (see Table 1). Verbal bullying, bullying through words or other verbal expression, is the most prevalent type of bullying (Lemke & Pratt, 2012). Physical bullying is bullying through force or strength. Physical bullying is

probably the easiest to recognize because it can be observed and it is most documented in boys (Lemke & Pratt, 2012). A more difficult type of bullying to spot and assess is emotional/relational bullying. Emotional or relational bullying involves adversely affecting another's self-esteem, social status, reputation, or relationships. While both genders participate in emotional/relational bullying, it is more prevalent in girls (Lemke & Pratt 2012). The final type of bullying, cyberbullying, involves bullying through technology or electronic means such as social media. With the growth of the digital age, cyber-bullying is an emerging and the most rapidly growing type of bullying (Lemke & Pratt).

Table 1

Types of Bullying

Verbal Bullying	Physical Bullying	Emotional/Relational Bullying	Cyber Bullying
Name-calling	Hitting	Rumors	Flaming
Teasing	Kicking	Gossip	Cyberharassment
Threatening	Pushing	Lies	Cyberstalking
Intimidation	Spitting	Exclusion	Sexting
Taunting	Pinching	Ostracism	Fake Images/Photos
Put-Downs	Tripping	Silent Treatment	Spamming
Sarcasm	Inappropriate Touching	Conditional Friendship	Fake Profiles
Derogatory Comments	Sexual Bullying	Revealing Secrets	Impersonation
Laughing	Damaging Property	Backstabbing	Hacking

Note. Bullying behaviors are typically divided into four categories: verbal, physical, emotional/relational, and cyber. The behaviors are categorized above. (Lamke & Pratt, 2012; Lormier, 2006; McGrath, 2007b; National Association of Secondary School Principals, n.d.; U.S. Department of Health and Human Services, 2013)

While Olweus also identifies the four main types of bullying (Olweus, 1993; Olweus et al., 2007b), his research offers more insight because of its correlation with the Olweus Bullying Questionnaire (OBQ). On the OBQ (Hazelden Foundation, 2013c),

students are asked if they are bullied in any of these nine ways:

- verbal bullying including derogatory comments and bad names;
- bullying through social exclusion or isolation;
- physical bullying such as hitting, kicking, shoving, and spitting;
- bullying through lies and false rumors;
- having money or other things taken or damaged by students who bully;
- being threatened or being forced to do things by students who bully;
- racial bullying;
- sexual bullying;
- cyber-bullying.

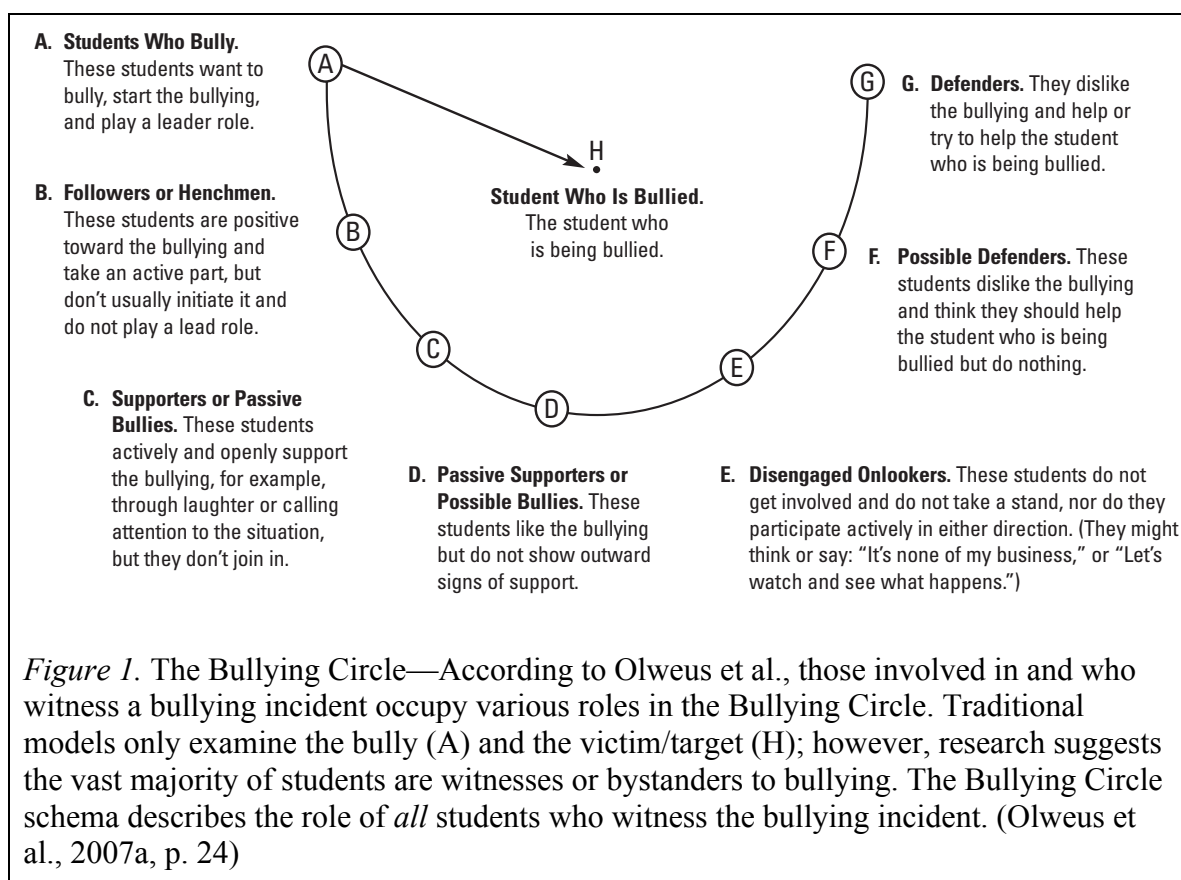
These differentiations fall into the four major categories of bullying, but aid in understanding the intricacies of bullying through a more detailed breakdown. The specificity aids in analysis and understanding of the types of bullying when viewed through the lens of the OBQ. Bullying behaviors can best be identified, understood, and addressed through the four categories of verbal, physical, emotional/relational, and cyber.

Bullies, Victims, and Bystanders: The Bullying Circle

Bullying is not as simple as bullies and victims/targets; not only are as many as 28% of students victims/targets (U.S. Department of Education, National Center for Education Statistics, 2012) and roughly 16% of students considered bullies (National Institute of Health, 2001), but an estimated 88% of students are bystanders or witnesses to bullying (Hoover, Oliver, & Hazler, 1992). A bully is “someone who directs physical, verbal, or psychological aggression or harassment toward others, with the goal of gaining power over or dominating another individual,” while “a victim is someone who is repeatedly exposed to aggression in the form of physical attacks, verbal assaults, or

psychological abuse” (Cohn & Canter, 2003, para. 2). The bully and victim/target are two common and familiar terms because most bullying research has focused on the bully and victim/target. Olweus, however, cast the bullying incident in a new light when he introduced the idea of a bystander. Bystander is the term used to describe all of the other individuals who witness a bullying incident.

According to Olweus, those who are involved in and who witness a bullying incident “reflect two basic dimensions: the students’ attitude toward bullying (positive, neutral, or negative) and their possible actions or behaviors (action or non-action) toward the bullied situation” (Olweus et al., 2007a, p. 24; See Figure 1). Olweus suggested that passive individuals in positions C (Supporters) to G (Defenders) are bystanders. This new perspective was a significant contribution to bullying research (it began the shift in focus



from just the bully and victim/target to all Bullying Circle participants) given that the vast majority of students involved in a typical bullying incident are bystanders. This viewpoint has provided practitioners with a new and meaningful course of action—“move students toward the right hand side of the Bullying Circle, particularly to the role of a Defender of the bullied student” (p. 25).

Upstander, a term coined by journalist Samantha Power in her book *A Problem from Hell: America and the Age of Genocide* (2002), has emerged as a fourth role in bullying research. Upstander refers to “someone who recognizes when something is wrong and acts to make it right. When an upstander sees or hears about someone being bullied, they speak up” (National School Climate Center, 2010, para. 3). Just like Olweus’ research changed the focus of bullying prevention and research, the concept of the upstander appears to be reframing the face of bullying prevention efforts (Health Teacher, n.d.; National School Climate Center, 2011).

Effects of Bullying

The effects of bullying can have an impact on nearly everyone in the school. Government agencies, advocacy groups, and researchers alike have found similar effects for those who experience bullying incidents. They have concluded that every child who participates in or witnesses bullying (as identified in the Bullying Circle; see Figure 1) is more likely to experience the effects of bullying outlined in Table 2. From the bully to the victim/target to the bystander, the negative effects of bullying are well documented. The impact of bullying can range from relatively minor (e.g., stress) to the significant (e.g., criminal behavior) and there is no doubt that participants and witnesses experience a wide variety of negative consequences when bullying goes unfettered. Given the gravity of the

potential consequence of bullying and its impact, the severity of the potential impact and effect on an entire school cannot be underestimated.

Table 2

Effects of Bullying

Bullies	<ul style="list-style-type: none"> • suffer injury in a fight • drink alcohol or smoke • engage in anti-social behavior • are truant, drop out of school • have a negative perception about school • engage in sexual activity • become abusive as adults • become incarcerated
Victims/Targets	<ul style="list-style-type: none"> • experience anxiety or depression • express suicidal ideation • demonstrate low self-esteem • display school avoidance behavior or exhibit higher absenteeism • dislike school • earn lower grades • experience psychosomatic symptoms (e. g., sleep problems, stomachaches) • experience increased sadness and loneliness • develop loss of interest in activities • more likely to engage in potential violent retaliation (e.g., school shooting) • experience increased health complaints • develop risk avoidance impacting personal growth • display poor social skills • feel extreme fear and stress • avoid socialization • commit suicide/bullycide
Bystanders	<ul style="list-style-type: none"> • feel afraid • feel powerless to change things • feel guilty • feel diminished empathy for victims • at risk for using alcohol, tobacco, and other drugs • at increased risk for truancy or drop out • develop a negative perception of school • experience feelings of insecurity and helplessness • experience increased mental health problems (e.g., depression/anxiety)

Note. Bullying has a negative, wide-reaching impact. In study after study, researchers have found consistent results that identifying negative consequences for participants *and* witnesses (bullies, victims/targets, *and* bystanders) to a bullying incident. (Center for Safe Schools, 2012; Centers for Disease Control, 2011; Schargel, 2012; and U.S. Department of Health and Human Services, 2013a)

Prevalence and Statistics of Bullying

There is a plethora of data on bullying in schools. “This is not because schools cause bullying, but because school is the place where children are thrown together with others with whom they ordinarily would not choose to spend time” (Davis, 2007, p. 1). That being said, much can be learned from the statistics on bullying in schools. Sadly, “bullying remains one of the largest problems in schools, with the percentage of students reportedly bullied at least once per week steadily increasing since 1999” (Booth, Van Hasslet, & Vecchi, 2011, para. 3). “Bullying takes place more often at school than on the way to and from school” (Sampson, 2009, p. 6). Bullying is more prevalent in boys than in girls (Cohn & Canter, 2003, para. 2). “Females experience mainly verbal bullying and spreading of rumors, while males experience both verbal and physical bullying” (U.S. Department of Justice, 2011, para. 4). “The frequency of bullying was higher among 6th- through 8th-grade students than among 9th- and 10th-grade students” (Nansel et al., 2001). The 2011 Youth Risk Behavior Surveillance Survey found that 16% of students in grades 9 – 12 experienced a form of cyberbullying (Centers for Disease Control, 2012). Also, “bullying is a very real part of the daily life of students in rural middle schools...with 92% of the middle school students...[reporting] that bullying happens at least “sometimes” in their rural school” (Isernhagen & Harris, 2004, p. 11). In many ways bullying cuts the very fabric of school safety due to its effect on nearly every demographic.

In 2009, the National Center for Education Statistics (NCES), a division of the U.S. Department of Education, provided the most recent and comprehensive look at bullying in the United States. The NCES reported that “28% of students ages 12 – 18

reported being bullied at school during the school year” (U.S. Department of Education, National Center for Education Statistics, 2012, para. 3). Sixteen percent of students were victims of rumors, 9% had been physically bullied, 5% reported being purposely excluded, and 3% had property destroyed or damaged (para. 3). More females than males reported being the subject of rumors (20% to 13%), while more males reported being physically bullied (10% to 8%; para. 4). More females also reported being excluded (6% to 4%; para. 4). Thirty-three percent of 7th graders and 32% of 8th graders reported being bullied at school (para. 5). Forty-eight percent of students reported being bullied in the hallway/stairs, 34% were bullied in a classroom, 9% in a bathroom, and 7% in the cafeteria (para. 7). Bullying was least common in rural areas (18%) versus suburban (23%) and urban (30%; para. 8). Cyberbullying, which is quickly becoming a more common type of bullying, was reported by 6% of students (para. 9). These and other similar statistics indicate the prevalence and statistics regarding bullying reveal real and relevant concerns on several fronts.

Bullying Research and Relevant Studies

While the first “official” bullying study was printed in 1941 by Charles Vaughn, bullying research was not really launched until the 1970s when Dr. Dan Olweus conducted research in 1973 and 1978 in Norway. For the next few decades, most bullying research was limited to Olweus’ work and other international studies in Japan, England, The Netherlands, Canada, and Australia (Olweus, 1993). While some early domestic research on bullying was done by John Hoover (Hoover, et al., 1992; Hoover, Oliver, & Thompson, 1993) in the early 1990s, it was the school shootings in 1999 at Columbine High School that led to intensified bullying research in the United States. As a result of

the Columbine tragedy, bullying research in the United States has dramatically increased since 2000; in fact, there has been a “200% increase in published articles and books on bullying from 1997 to 2007” (Swearer, et al., 2009).

Bullying Research in the United States

“Although bullying among school children is not a new phenomenon, there has been a recent surge of interest in the issue by researchers, educators, and the press” (Melton, et. al, 1998, p. vi). In the United States, the foundation of bullying research was established by the work of seminal bullying prevention researcher Dr. Dan Olweus and his protégé, Dr. Susan Limber (Olweus, 1993; Limber, Nation, Tracy, Melton, & Flerx, 2004). However, the research by John Hoover and his colleagues provided the earliest detailed perspective on bullying in the United States (Hoover, et al., 1992; Hoover, et al., 1993). The research of Olweus, Limber, and Hoover established the foundation and baseline for bullying research in the United States.

Olweus and Limber

Dr. Dan Olweus began the world’s first systematic bullying research in the early 1970s. His findings were published in Swedish in 1973 and translated into the 1978 book *Aggression in the Schools: Bullies and Whipping Boys* (Olweus, 1993; Hazelden Foundation, 2013g). In 1983, three adolescent boys in northern Norway committed suicide, which was attributed to bullying. As a result, Norway’s Ministry of Education began a campaign against bullying, headed by Olweus, which led to the development of the first version of the Olweus Bullying Prevention Program (OBPP). The initial prevention program was carefully evaluated in a large-scale project involving 2,500

students from forty-two schools followed over a period of two and a half years. Statistics showed:

- reductions of 50% or more in student reports of being bullied and bullying others. Peer and teacher ratings of bullying problems have yielded roughly similar results.
- marked reductions in student reports of general antisocial behavior, such as vandalism, fighting, theft, and truancy.
- clear improvements in the classroom social climate, as reflected in students' reports of improved order and discipline, more positive social relationships, and more positive attitudes toward schoolwork and school (Hazelden Foundation, 2013g).

Olweus' research was refined, expanded, and further evaluated in five additional large-scale projects in Norway where statistics continued to show successful prevention of bullying in schools, which led to a 2001 initiative by the Norwegian government to implement the Olweus Bullying Prevention Program on a large scale basis in elementary and secondary schools throughout Norway (Hazelden Foundation, 2013g). As a result of the OBPP's success in Norway and other countries, Olweus began working to evaluate and implement the OBPP in the United States with American colleagues in the mid 1990s (Hazelden Foundation, 2013g).

Dr. Susan Limber of Clemson University in South Carolina, and protégé of Olweus, has been instrumental in implementing Olweus' research in the United States. Limber is a professor with the Institute on Family and Neighborhood Life at Clemson University and is a developmental psychologist (Clemson University, 2013). As a result

of the collaboration between Olweus and Limber, the Olweus Bullying Prevention Program (OBPP) has been adapted and implemented for use in the United States with positive results (Hazelden Foundation, 2013h). Limber directed the first wide-scale implementation and evaluation of the OBPP in the United States (Limber et al., 2004; Limber, 2004; Melton et al., 1998) and co-authored the *Blueprints for Violence Prevention, Book Nine: Bullying Prevention Program* (Olweus, Limber, & Mihalic, 2006). Limber has become the standard-bearer for the Olweus Bullying Prevention Program in the United States and her name has become synonymous with fidelity of implementation.

Hoover

John Hoover launched the first large scale studies of bullying in the United States in the 1990s (Hoover, et al., 1992; Hoover, et al., 1993). Drawing on emerging worldwide research, Hoover's first study was conducted in middle schools and high schools (ages 12 – 18) in Minnesota, South Dakota, and Ohio. Hoover's research opened the door to identifying bullying as a "serious problem [for] Midwestern American adolescents" (Hoover, et al., 1992, p. 12). Using a Likert scale survey, Hoover discovered that 81% of males and 76% of females reported that they had been bullied during their school years, with the late childhood/early adolescence ages (traditional middle school ages 10 – 14) being the most troublesome (p. 12). "Students identified the most common reasons for being bullied as 'didn't fit in,' 'physically weak,' 'short tempered,' 'who my friends were,' and 'the clothes I wore'" (p. 11). The study concluded that bullying was more severe in the United States, as compared to international findings (p. 12).

Hoover's results provided baseline data for bullying in America and a point of comparison with international research (especially Olweus' research). Hoover, Oliver, and Thompson (1993) replicated the earlier Hoover, Oliver, and Hazler (1992) study using younger students (178 fourth through eight graders). The study revealed that roughly 90% of the students reported being victimized by bullies. In the study, bullying was seen as a largely verbal phenomenon, with teasing as the most common behavior reported, though the reports of nearly double the amount of social ostracism by girls and higher rates of physical bullying among boys were noteworthy. The study did reveal specific rates of bullying and reported trauma that was higher among middle school students; the results were generally similar to those from earlier studies. This compendium study, with the three others conducted by the authors, concluded, "bullying is troublesome both in terms of prevalence and perceived trauma" and supported the fact that "bullying deserves increased attention from educators" (Hoover, et al., p. 83).

Large Scale U.S. Studies

To date there have been relatively few large-scale studies on the prevalence of bullying conducted in the United States. Limber et al. (2004), in the mid-1990s, conducted the first systematic evaluation of the Olweus Bullying Prevention Program (OBPP) in the United States; the study involved 18 non-metropolitan middle schools in six South Carolina school districts. The schools were heterogeneous (46% to 95% African American and 4% to 53% White) and ranged from 60% to 91% of students receiving free or reduced lunches (a measure of poverty; Limber et al., 2004). Led by Limber, the study's goal was to implement the OBPP with fidelity and was evaluated in terms of the Olweus Bully/Victim Questionnaire (the precursor to the Olweus Bullying

Questionnaire (OBQ)). After one year of implementation, researchers observed “a large decrease in students’ report of bullying others from the baseline to the year 1 follow-up for both boys and girls” (p. 71), “a large significant decrease in boys’ reports of having been bullied” (p. 73), and “a large decrease in the boys’ reports of isolation from baseline to year 1” (p. 74). The implementation of the OBPP in South Carolina “provided valuable insight into the developmental training, supportive materials, and strategies to help ensure the programme is implemented effectively and sustained over time” (p. 78).

The principal investigator, Gary Melton (1998) also authored an article on the findings of the South Carolina study. The South Carolina study included 6,389 participants in the 4th, 5th, and 6th grades and represented primarily poor, underserved regions of the state with a free and reduced lunch percentage ranging between 60% - 91% with a statewide average of 47% (p. 10). Melton et al. found that one-in-four children (23.6%) had been bullied several times during the last three months with 11% having been bullied at least once per week, and 7% indicating they were bullied several times per week (p. 13). Further, “20.1% of the participants admitted to bullying other children ‘several times’ or more frequently within a three-month period” (p. 14). Most of the bullying was verbal (76.9%), but nearly one quarter (23.1%) of students experienced physical bullying (p. 16). The students identified the classroom as the most frequent location of bullying (29.2%) with 25.7% of the incidents on the playground and 21% on the school bus (p. 17). Melton et al. found that the sixth graders were more likely than the fourth and fifth graders to engage in bullying behaviors (p. 24). Melton et al.’s report also details the procedures and methodology of the Olweus Bullying Prevention Program (OBPP), but its analysis focuses on the connection to antisocial behavior. The discussion

revealed some mixed results and exposed limitations due to the complexities of working in schools (especially middle schools, but did “support the conclusion that the Olweus Bullying Prevention Program is a promising approach to violence prevention among students in the United States” (p. 107)).

Using bullying incident density to measure the success of bullying intervention efforts in six public elementary and middle schools in Philadelphia, PA, Black and Jackson (2007) found that the Olweus Bullying Prevention Program (OBPP) reduced bullying by up to 65% (p. 623). By observing and recording 319 observation sets of physical, verbal, and emotional bullying, researchers were able to track bullying in high-density areas. “At baseline, bullying incident density averaged 65 bullying incidents per 100 student hours” (p. 629) and “by year 4, bullying incident density decreased 45 percent to 36 incidents per 100 student hours” (p. 630). Researchers also tracked the fidelity of implementation using a dichotomous checklist (p. 627). Black and Jackson credit components of the OBPP (e.g., pro-social activities, supervision, procedures, consequences, etc.) as the key to the reduction in bullying incident density, which are clearly delineated and offer solid guidance for those seeking to reduce and prevent bullying through the OBPP. The researchers also discussed study limitations and lingering questions as a result of major attrition (3,741 subjects to 1,598 subjects) and no direct correlation emerged between the Olweus Bully/Victim Questionnaire and bullying incident density (p. 635). Black and Jackson did recommend “programs with similar goals and core values should be implemented to optimize time and resources,” but cautioned that further studies are needed to “identify culturally relevant interventions” and noted that “what works one year may not work the next” (p. 636).

Mixing both qualitative and quantitative methods, Bauer, Lozano, and Riveria (2007) obtained inconclusive results on the overall effect of the implementation of the Olweus Bullying Prevention Program (OBPP) in Seattle middle schools. Ten middle schools were included in the study, seven implemented the OBPP and three others chose less formal activities (p. 267). Bauer et al. looked at data from student-reported experiences through the Olweus Bully/Victim Questionnaire and fidelity of implementation through core component implementation. While relational victimization and physical victimization decreased by 28% and 37% respectively for white students, there were no program effects for minority students. The authors argued that the lack of effect could be the result of “previously unlabeled victims and may be a direct result of the district’s efforts to raise awareness through bullying prevention policies as increases occurred in both intervention and comparison schools” (p. 272).

On the positive side, students in schools utilizing the OBPP were “21% more likely to perceive other students actively intervening on behalf of student victims” (p. 272). The researchers lauded the “whole school” approach of the OBPP, but argued that differences in sampling, design, and analysis made evaluations and comparisons difficult. “In summary, the Olweus Bullying Prevention Program has some positive effects varying by gender, race/ethnicity, and grade, but no overall effect in these Seattle middle schools” (p. 273), but researchers “encourage[d] schools not to stop implementing the Olweus Bullying Prevention Program...the only available bullying prevention program that is comprehensive and encompasses a whole school approach” (p. 273).

A final study of note using the Olweus framework was conducted at three elementary schools in Chula Vista, a suburban town in southern California. This small-

scale study provided insight into both the impact and fidelity of the Olweus Bullying Prevention Program. The researchers found a significant reduction in reports of being bullied after the first (21%) and second year (14%), a decrease in reports of bullying others by 8% after the first year and 17% after the second year, a significant increase in telling an adult, an increased perception that adults at school tried to stop bullying, and a favorable change in parents' perception of the efforts of school administrators to put an end to bullying (Pagliocca, Limber, & Hashima, 1998). Pagliocca, Limber, and Hashima provided detailed descriptions on the implementation of the Olweus Bullying Prevention Program (OBPP), specifically attention to detail on how the study maintained the fidelity of the program. The Chula Vista study also provided additional insight for further research in terms of parent and teacher questionnaires. The implementation of the OBPP was well received by the staff, and Pagliocca et al. (1998) concluded that the "experience in implementing the Olweus Bullying Prevention Program, suggests the positive, long-term impact of the program—the effect that it can have, not only on the behavior of the individual student, but also on the entire school community" (p. 98).

As noted above, various studies have found that the Olweus Bullying Prevention Program (OBPP) has had an impact on students (as well as adults and schools). Clear decreases have been observed in students' self-reported bullying behavior (Limber et al., 2004), antisocial involvement (Melton et al., 1998), victimization (Bauer et al., 2007; Pagliocca et al., 2007), and students' perceptions that students intervene to put a stop to bullying (Bauer et al., 2007). Observational measures of bullying have also shown significant decreases in relational and physical victimization (Black & Jackson, 2007). These same studies have also found that adults' perceptions of policies and practices

related to bullying showed improved perception in school culture as a result of the implementation of the OBPP (Olweus & Limber, 2003). “The numbers of students who may have avoided direct involvement in bullying (as victims or perpetrators of bullying) as a consequence of the OBPP is substantial” (Olweus & Limber, 2003, p. 42). While there have not been a significant number of studies (effect size) conducted in the United States to date and the fact that studies have not yet established a meaningful pattern, it is important to note that the studies have replicated many of the same results achieved in international studies. As a result, although it appears that the research base of Olweus holds promising results for American schools, further replication would be beneficial.

Other Relevant Studies

Multiple studies on a wide range of bullying topics continue to be conducted nationally and internationally. In the United States, most of the studies report on the prevalence of bullying, while others are beginning to look at the specific impact of it. Recent studies on bullying in schools have looked at special education/disability and gifted and talented issues (Cappadocia, Weiss, & Pepler, 2012; Carter, 2009; Estell et al., 2009; Flynt & Morton, 2004; Heinrichs, 2003; Peterson & Ray, 2006); sexual and gay, lesbian, bisexual, and transgender (GLBT) bullying (Berlan, Corliss, Field, Goodman, & Austin, 2010; Birkett, Espelage, & Koenig, 2009; Gruber & Fineran, 2007; Swearer, Turner, Givens, & Pollack, 2008), and cyberbullying (Bauman, 2010; Kowalski & Limber, 2007, Mishna, Cook, Gadalla, Daciuk, & Solomon, 2010; Moore, Huebner, & Hills, 2012; and Slonje, Smith, & Frisén 2013). In terms of relevance for this project, there are few studies that provide added insight into the prevalence of bullying in rural, Midwestern middle schools; aside from the studies previously referenced, a review of

electronic databases was unable to uncover any other studies relevant to rural, Midwestern, middle schools that revealed more than prevalence statistics.

While not a “study” per se, one final document that warranted attention on bullying prevention in the United States, was the *Blueprints for Violence Prevention, Book Nine: Bullying Prevention Program* (Olweus, et al., 2006). It is the salient document on the Olweus Bullying Prevention Program (OBPP). Blueprint programs are evidence-based prevention and intervention programs selected by an advisory panel based on four criteria: 1) strong research design; 2) evidence of significant deterrence effects; 3) multiple site replication; and 4) sustained effects (p. xv). The *Blueprints for Violence Prevention, Book Nine: Bullying Prevention Program* is particularly helpful because it is a detailed outline and description explaining the design and implementation of the OBPP. After first establishing the significance of bullying, the authors describe the theoretical rational/conceptual framework at the school, classroom, and individual level, providing a clear overview of the program. From there, the document outlines the design and implementation in great detail starting with the goals and objectives. It continued with guidance on evaluation of the program. Those seeking to replicate Dr. Olweus’ work or studying bullying may find the *Blueprints for Violence Prevention: Bullying Prevention Program* a helpful document in terms of implementing the OBPP and for identifying strategies to implement the program with fidelity.

The Olweus Bullying Prevention Program and Its Philosophical Framework

The Olweus Bullying Prevention Program (OBPP) is a comprehensive, schoolwide bullying prevention program designed to reduce and prevent bullying problems among school children and to improve peer relations at school (Hazelden Foundation, 2013d).

These goals are met through a restructuring of the school culture and environment in order to reduce the opportunities for engaging in bullying by creating an environment of cooperation, collaboration, and coexistence among the students and adults in the school (Olweus & Limber, 2007, p. 2). The OBPP is “widely recognized by educators and authorities on violence prevention as the leading bullying prevention program available today” (Hazelden Foundation, 2013d). The OBPP has been named a Blueprints Model Program by the Centers for the Study and Prevention of Violence, University of Colorado at Boulder; a Level 2 Program by the U.S. Department of Education; SAMHSA Model Program by Substance Abuse and Mental Health Services Administration; and an effective program for the Office of Juvenile Justice and Delinquency Prevention (all of which make implementation of the program eligible for federal funding; Hazelden Foundation, 2013e). The OBPP has also been endorsed by Center for Safe Schools, National Association of Elementary School Principals, and the American Academy of Pediatrics, to name a few (Hazelden Foundation, 2013e). The OBPP is firmly established and strongly supported.

Moreover, the Olweus Bullying Prevention Program (OBPP) is unique because it is not a curriculum, but rather a core set of principles, rules, and support materials that can be modified to meet the needs of each individual school. Other intervention models/bullying prevention programs are either a “prescriptive curriculum” that do not provide adequate flexibility (e.g., Time to Act and Time to Reach or Bullyproof) or do not cater to local/individual needs or not based on the Olweus Bullying Prevention Program (e.g., Stop Bullying Now and Kansas Bullying Prevention Program). The OBPP is predicated on a philosophical framework that focuses on core component levels, along with schoolwide rules and an emphasis of the entire Bullying Circle, not a specific

curriculum, which makes the OBPP different and more flexible than other bullying prevention programs.

The philosophical framework of the OBPP begins with four key principles: adults at school should: (1) show warmth and positive interest and be involved in the students' lives; (2) set firm limits to unacceptable behavior; (3) consistently use nonphysical, non-hostile negative consequences when rules are broken; and (4) function as authorities and positive role models (Olweus, 1993; Olweus et al., 2007b). The four key principles are delivered through the four core components of the OBPP: school-level, classroom-level, individual-level, and community-level (Hazelden Foundation, 2013f). See Table 3.

Table 3

General Requirements/Level Components

<p>SCHOOL-LEVEL COMPONENTS</p> <ul style="list-style-type: none"> • Establish a Bullying Prevention Coordinating Committee. • Conduct committee and staff trainings. • Administer the Olweus Bullying Questionnaire schoolwide. • Hold staff discussion group meetings. • Introduce the school rules against bullying. • Review and refine the school's supervisory system. • Hold a school kick-off event to launch the program. • Involve parents. 	<p>INDIVIDUAL-LEVEL COMPONENTS</p> <ul style="list-style-type: none"> • Supervise students' activities. • Ensure that all staff intervene on the spot when bullying occurs. • Hold meeting with students involved in bullying. • Hold meetings with parents of involved students. • Develop individual intervention plan for involved students.
<p>CLASSROOM-LEVEL COMPONENTS</p> <ul style="list-style-type: none"> • Post and enforce schoolwide rules against bullying. • Hold regular class meetings. • Hold meetings with students' parents. 	<p>COMMUNITY-LEVEL COMPONENTS</p> <ul style="list-style-type: none"> • Involve community members on the Bullying Prevention Coordinating Committee. • Develop partnerships with community members to support the program. • Help to spread anti-bullying messages and principles of best practices in the community.

Note. Table 3 represents the general awareness and involvement on the part of the adults in the school. The OBPP is not a curriculum, but a flexible program that empowers individual schools to address bullying issues through various level components. This figure outlines the general requirements necessary to reduce and prevent bullying, the philosophical framework that allows schools individual autonomy in addressing bullying concerns. (Hazelden Foundation, 2007f, p. 5)

Beginning at the schoolwide-level, there are four bullying prevention rules that guide the OBPP that serve as the crux of the OBPP. The bullying prevention rules are:

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home. (Olweus et al., 2007b).

At the school-level, schools also identify members of the Bullying Prevention Coordinating Committee (BPCC), assess the bullying behaviors using the Olweus Bullying Questionnaire (OBQ), review supervision protocols (including identification of bullying “hot spots”), conduct trainings and hold staff meetings to discuss bullying, and engage parents in bullying prevention efforts (Hazelden Foundation, 2013f). Next, the OBPP works at the classroom-level. The heart of the classroom-level is the class meeting. Using a series of classroom meetings, students engage in a sequence of conversations about the bullying prevention rules, how to reduce existing bullying problems and prevent new bullying problems, and how to achieve better peer relations (Hazelden Foundation, 2013d).

A crucial segment of the class meetings is dedicated to the description of the Bullying Circle and the roles students take in the bullying incident. (For more information on the Bullying Circle see the “Bullying Circle” in Chapter Two). While simultaneously working at the school- and classroom- level, schools implement a system to intervene at the individual level when bullying incidents occur. The central tenet of the individual-level is addressing the entire Bullying Circle, including bullies,

targets/victims, and bystanders during an intervention in a bullying episode. The development of an individual intervention protocol that addresses bullies, victims/targets, and bystanders alike is a crucial step at this level. Finally, at the community-level, schools involve community members and develop community partnerships to spread the anti-bullying message throughout the entire community (Hazelden Foundation, 2013f). It is this unique philosophical framework of school wide rules; focus is placed on the entire Bullying Circle, not just the bully and victim/target; and the level components, as opposed to a specific curriculum, that defines the OBPP and differentiates it from other bullying prevention programs.

Literature Review Summary

Bullying is well defined and well documented. The statistics are clear and consistent. The problems are apparent. Previous and current research is beneficial in understanding and identifying the prevalence of bullying and how to reduce and prevent it; however, knowing is nothing without action. The flexibility of the Olweus Bullying Prevention Program's (OBPP) philosophical framework makes the program a promising intervention to put the bullying *research* into *action*.

CHAPTER 3:

ACTION RESEARCH DESIGN AND IMPLEMENTATION

Description of the Project

The purpose of this action research project was to reduce and prevent bullying at the middle school by applying the mandated South Dakota laws (Appendix A) and school district policy (Appendix B). This goal was to be accomplished through the implementation, replication, and expansion of the Olweus Bullying Prevention Program (OBPP). In the simplest of terms, this project utilized the philosophical framework of the Olweus Bullying Prevention Program and specific lessons from Olweus, Boys and Girls Town, and CHARACTER COUNTS! to target identified bullying prevention strategies (which allowed the middle school to achieve the conditions of the state laws and district policy) in order to reduce and prevent bullying at the middle school. The OBPP Readiness Assessment (Appendix E), OBPP Classroom Implementation Checklist (Appendix F), OBPP Schoolwide Implementation Checklist (Appendix G), and Class Meeting Activity Log (Appendix H), were used to monitor the fidelity of implementation; the success of the intervention (in terms of change in bullying behaviors) was measured by the Olweus Bullying Questionnaire (OBQ; Appendix I).

In 2012 the South Dakota legislature passed a “bullying bill” (Appendix A) requiring all schools to create a bullying prevention policy. As a result of the “bullying bill,” the school district revised its bullying prevention policy (Appendix B) to reflect the changes required by the laws; however, neither the state laws nor the district policy provided schools with the details necessary to implement an effective, comprehensive bullying prevention program at the school level. Additionally, while the Olweus Bullying

Prevention Program (OBPP) has proven to be a promising strategy, it only provided a philosophical framework of bullying prevention rules, level components, and Bullying Circle schema. The goal of this project was to reduce and prevent bullying by filling that void—by providing meaningful action in terms of specific actions, lessons, and strategies in order to reduce and prevent bullying at the middle school. Rather than simply fulfilling the procedures of the bullying prevention laws and policy as an empty act of compliance, this action research project sought to design and implement a meaningful, effective literature-based bullying prevention program using appropriate research design and methodology.

The Olweus Bullying Questionnaire (OBQ; Appendix I) was used to measure the intervention through the change in bullying behaviors. Using class meetings to deliver the philosophical framework of the Olweus Bullying Prevention Program (OBPP), students learned how to discern the types of bullying, recognize bullying “hot spots”/locations, and identify specific strategies to reduce and prevent bullying at the middle school (for more details on the philosophical framework see “Philosophical Framework of the Olweus Bullying Prevention Program” in Chapter Two). The overall effectiveness of the OBPP and anticipated reduction in the prevalence of bullying were measured by comparing the results of the pre/post administration of the OBQ and analyzing the change in bullying behaviors. Using the data from the OBQ, the middle school assessed the overall effectiveness of the OBPP (e.g., rules and expectations, supervision plan, teacher/staff roles, intervention protocol, etc.) and specific lessons’ impact (e.g., cafeteria, locker room, hallway, etc.) in reducing and preventing bullying. By analyzing the results of the OBQ and other data, this project assisted school personnel in identifying

the types, locations, and prevalence of bullying and ultimately determined the success of the OBPP at the middle school (including the success of specific lessons). The project also assisted the school in meeting the state laws and district policy requirements. In addition to assessing the implementation impact of the OBPP, the results of the OBQ afforded the school the opportunity to compare local bullying statistics to the national statistics in order to better gauge the bullying issues and concerns at the middle school. The results helped faculty identify potential interventions or necessary actions in order to develop bullying prevention and intervention strategies that specifically addressed concerns identified in the OBQ.

The action steps of this action research project were guided by the Implementation Flow Chart (Appendix C) and the Olweus Bullying Prevention Program Scope and Sequence (Appendix D). The first steps were to identify the members of the Bullying Prevention Coordinating Committee (BPCC), made up of administrators, counselors, and teacher representatives, and conducting a training of the BPCC with a certified Olweus trainer. Books and print material to aid with implementation were ordered and distributed. Next, the BPCC and the certified Olweus trainer guided staff members through the training process. The BPCC then completed the Olweus Bullying Prevention Program Readiness Assessment (Appendix E) with the staff, and a program kickoff was held to introduce the program to students and parents at the beginning of the year.

After securing permission from the parents and agreement to participate from the students, the project continued with the pretest administration of the Olweus Bullying Questionnaire (OBQ) to all of the students at the middle school during the first week of

school. The OBQ was used to identify the types, locations, and prevalence of bullying at the middle school. The results of the OBQ were reviewed by Hazelden/Professional Data Analysts, Inc.; the researcher; and the BPCC to identify the types, locations, and prevalence of bullying at the middle school in order to pinpoint bullying concerns, which became topics for later class meetings. Guided by the results of the OBQ, Olweus Class Meetings, Boys and Girls Town Educational Model, and Character Counts!, the BPCC developed a series of class meetings that the students participated in over the course of the next 36 weeks (2013 – 2014 school year). The class meetings outlined the philosophical framework of the OBPP (class meeting norms, bullying prevention rules, Bullying Circle schema, etc.) and identified specific bullying prevention strategies based on the results of the OBQ. (For more information on the OBPP and its philosophical framework see “Philosophical Framework of the Olweus Bullying Prevention Program” in Chapter Two and “Action Research and Pretest-Posttest Methodology” in Chapter Three). Each month the BPCC met to review the progress and productivity of the OBPP and also tracked the progress of the OBPP through the Classroom Implementation Checklist (Appendix F) and OBPP Class Meeting Activity Log (Appendix H). The project concluded during the last month of the school year with a second administration of the OBQ. The results of the pre and post OBQ were analyzed to ascertain if the goal of reducing and preventing bullying at the middle school was obtained. The program fidelity was also reviewed at the conclusion of the year by examining the Schoolwide First Year Implementation Checklist (Appendix G), staff feedback, OBPP Class Meeting Logs, and discipline data.

Organizational Context

The school district is located in a rural Midwestern state. The community is a rural, agricultural community located in South Dakota and is home to 21,482 residents. The county is home to 27,227 residents and contains four school districts. The school district is the largest school district in the county with an enrollment of 3,770 students; the school district is also the fourth largest school district in South Dakota (U.S. Census Bureau, 2013).

The school district is operated by a five-member board and led by a superintendent. An assistant superintendent and director of special services support the superintendent. There are five elementary schools, each headed by a principal; one middle school with a principal and assistant principal, and one high school headed by a principal and three assistant principals. The school district employs 498 people, 235 of which are teachers/instructional staff. The mission statement of the school district is “enabling all students to succeed in an ever-changing world” (Watertown School District, n.d.b).

The middle school houses seventh and eighth grade and has an enrollment of approximately 600 students. Each grade is divided into two large group teams of approximately 140 students each. A fifth team, comprises 15 seventh and 15 eighth graders; it serves students who are socially, emotionally, academically, or behaviorally at-risk. The middle school operates on the middle school philosophy with an emphasis on teaming, advisory, and exploratory classes (art, family and consumer science, industrial technology, and music). Additionally, all students take math, science, social studies,

science, language arts, reading, and physical education/health. There is a total of 77 staff, 51 of whom are certified/instructional staff.

Participants

The participants were the students (recipients of the intervention) and staff (collaborators in the implementation of the intervention) of the middle school. The middle school was home to approximately 600 students, with roughly 300 seventh grade students and 300 eighth grade students. Ninety-two percent of the students were white, 3% Hispanic or Latino, 3% Native American, 1% Asian, and 1% Black or African American. There was nearly a fifty–fifty split in males and females. Eleven and a half percent of the students were special education and 31.5% of students qualify for the free and reduced school lunch program.

This project utilized the entire population of seventh and eighth grade students enrolled at the middle school, and all students were invited to participate. All students present on the day of the administration of the questionnaire (either/or both the pre and post) were part of the study. Any students or parents/guardians who opted out were excluded. This number of participants likely exceeded the number of participants necessary to obtain valid and reliable results (a random sample may be a common methodological choice in this type of project); however, logistics and perception warranted the inclusion of as many subjects as possible. First, it was logistically challenging to obtain the staff, location, and time to separate a random sample from the population. Administering the questionnaire as part of a scheduled class period with staff, location, and time already allocated was much simpler and offered more meaningful results (increased reliability due to larger sample size). Additionally, it was important to

include as many subjects as possible in the project. If a student was left out of the survey, the student or his or her family may have developed a negative perception of the bullying prevention program. Students and/or their families may have perceived non-selection as a lack of concern about their bullying experiences, or they may have felt as if they did not have a voice to make a difference in the bullying prevention efforts. The advantages of including such a large percentage of the population far outweighed any potential negatives (i.e., a digression from traditional sampling selection techniques).

It was acknowledged that this project would have limited external validity due to the localized nature of the project and sample selection of a single school. This was a known and anticipated limitation of action research in general and for this project specifically, but using this population for the intervention expressly met the larger goals of this action research project. It should be noted though that the population is representative of the age, development, and culture of typical middle school students, so some transferability is plausible. Replication is recommended to ensure transferability.

While not recipients of the intervention, the certified/instructional staff at the middle school assumed the role of active agents in the action research project, and therefore, attention to a description of the staff demographics and identification of their role in the action research project is warranted. A study done by Kallestad and Olweus (2003) concluded that the teachers were key agents of change with regard to the implementation of the Olweus Bullying Prevention Program (OBPP). As noted previously, there were 77 staff members with 51 of them being certified/instructional staff (e.g., teacher, counselor, administrator, etc.); the staff gender breaks down as follows: 25 were female teachers, 17 were male teachers, one female itinerant teacher,

two male administrators, one male counselor and one female counselor, one female speech language pathologist, one female school nurse, one male school resource officer, and one female grant-funded mentor/instructor. All staff members were white. Of the 51-certified/instructional staff, the 42 classroom teachers (25 female and 17 male) were responsible for actively implementing the classroom meeting portion of the intervention through daily advisory sessions. The administrators and counselors assumed primary responsibility for individual interventions in bullying incidents. Other staff members supported the intervention by serving as positive role models; engaging in positive, warm interactions; establishing firm limits on behavior; and by enforcing bullying prevention protocols.

Project Design

Introduction to Action Research Design

This action research project utilized action research design and methodology. Action research, a process where the action and research happen simultaneously, is a prominent research methodology in the field of education. According to Burns (2005):

The *action* (emphasis added) component involves participants in a process of planned intervention, where concrete strategies, processes or activities are developed within the research context. Intervention through action occurs in response to a perceived problem, puzzle or question—a gap between the ideal and the reality that people in the social context perceive as in need of change. (p. 58)

“The *research* (emphasis added) element of [action research] involves the systematic collection of data as planned interventions are enacted, followed by analysis of what is revealed by the data, and reflection on the implications of the findings for

further observation and action” (p. 59). The linking of the terms “action” and “research” highlights the essential feature of this method: trying out ideas in practice as a means of increasing knowledge about or improving curriculum, teaching, and learning (Kemmis & McTaggart, 1988). One action research perspective suggests action research has ten choice points, one of them being “action *research*” or “*action* research” (Dick, 2002). Dick defines research as “*action* research” if the main intention is to “bring about change, with research outcomes as a desired and foreseeable bonus” (p. 162). Action research is an interventionist approach with goals of improvement in three areas: the improvement of practice, the improvement of understanding the practice, and the improvement of the situation in which the practice takes place (Carr & Kemmis, 1986). In short, action research is “the use of techniques of social and psychological research to identify social problems in a group or community coupled with active participation of the investigators in group efforts to solve these problems” (Merriam-Webster, n.d.). This project focuses on the action of implementing the Olweus Bullying Prevention Program (OBPP) for the purpose of eliciting a change in the prevalence of bullying while subsequently researching its impact or *action* research.

Action research is considered a “valuable pedagogical tool in promoting practice-based learning” (Mitchener & Jackson, 2011, p. 48). Social and organizational psychologist Kurt Lewin (1946) coined the term “action research” and described it as a method for “social management and social engineering” or “research leading to social action,” because “[r]esearch that produces nothing but books will not suffice” (Lewin, 1948, p. 202). “The theoretical foundations of action research in education are grounded in the importance that John Dewey gave to human experience in the generation of

knowledge...a short step to taking the professional experience of teachers and other practitioners and using it as a source of knowledge about teaching” (Herr & Anderson, 2005, p. 18). Dr. Stephen Corey, professor at Teachers College at the University of Columbia, was among the first to apply action research in the field of education in the 1940s and 1950s. He believed that when educators were involved as both researcher and user there would be greater change because “the real value of action research is in the change that occurs in daily practice rather than the generalization to a broader audience” (Ferrance, 2000, p. 8). As a result of Lewin, Dewey, and Corey’s work, action research has become a preferable research method in education over the last 20 years, “one of the few approaches that embraces the principles of participation, reflection, empowerment, and emancipation of people and groups interested in improving their social situation or condition” (Berg, 2004, pp. 195 - 196).

While action research clearly borrows from the research paradigms of qualitative and quantitative research (Fraenkel & Wallen, 2007) and both have the goal of knowledge production, practitioner or action research has other purposes that make it uniquely suited for the field of education—relevant and meaningful social change (Anderson, 2002).

Besides being a source of knowledge generation, practitioner research also presents (a) the potential for greater personal, professional, and organizational learning (Miller, 1990); (b) an approach to authentic staff development, professional renewal, and school reform (Gitlin et al., 1992); and (c) a new way of thinking about creation, dissemination, and utilization of knowledge in schools. (Caar & Kemmis, 1983; as cited in Anderson, 2002, p. 22)

Further, Anderson argues that practitioners do not find academic, formal, or applied research very helpful. Clandinin and Connelly (1995) concurred in that educators experience outsider research as a “rhetoric of conclusions” that provides relatively limited, useful, or applicable research. “[I]f the purpose of research is ultimately the transformation of practice to the benefit of all students, then legitimizing research for practitioners builds on the communities of critical inquiry that many teachers have already struggled to create in their schools” (Anderson, 2002, p. 24). Metz and Page (2002) stated:

Although [general] research carries honorific status, it also has a questionable record in shaping policy. Developing diverse genres of educational inquiry, including practitioner inquiry, may be critically useful in a time when the complexity of schools is not well understood by outside decision makers who are increasingly making the decisions. (p. 27)

According to the North Central Regional Education Lab (n.d.):

Action research has the potential to generate genuine and sustained improvements in schools. It gives educators new opportunities to reflect on and assess their teaching; to explore and test new ideas, methods, and materials; to assess how effective the new approaches were; to share feedback with fellow team members; and to make decisions about which new approaches to include in the team's curriculum, instruction, and assessment plans. (p. 2)

Action research has established itself as a respectable research methodology in the education field, especially in the English-speaking world (Dick, 2004, p. 432); using action research to frame the change process, researchers are wise to return to “the

ultimate purpose of preparing future researchers in the field—the improvement of education” (Young, 2001, p. 5).

Action Research Design

This project dissertation employed action research of an educational and practical nature at the schoolwide level with guidance for the design and methodology derived from *The Action Research Dissertation: A Guide for Students and Faculty* (Herr & Anderson, 2005), *How to Design and Evaluate Research in Education* (Fraenkel & Wallen, 2007), and *The Action Research Guidebook: A Four-Step Process for Educators and School Teams* (Sagor, 2011). Fraenkel and Wallen (2007) stated that action research is a useful design “for the purpose of solving a problem” (p. 567). “It is not problem solving in the sense of trying to find out what is wrong, but rather a quest for knowledge about how to improve” (Ferrance, 2000, p. 2). A broader description for action research relevant for this project defined action research as “the systematic collection of information that is designed to bring about social change” (Bogdan & Biklen, 1992, p. 223). Action research design also fulfilled the goals of the project because “it is rooted in the interests and needs of the practitioner” (Fraenkel & Wallen, p. 567). In other words, it is “a means towards creating meaning and understanding...and improving the quality of human interaction and practice within those situations” (Burns, 2005, p. 57). “[Action research] focuses specifically on the unique characteristics of the population with whom a practice is employed or with whom some action must be taken” (Mertler, 2009, p. 4). Mertler explained:

Action research deals with your problems, not someone else’s. Second, action research is very timely; it can start now or whenever you are ready and it provides

immediate results. Third, it provides the researcher with opportunities to better understand, and therefore improve, professional practices. Fourth, as a process, action research can also promote the building of stronger relationships among colleagues. Finally, and possibly most importantly, action research provides alternative ways of viewing and approaching educational questions and problems and with new ways of examining your own educational practices. (p. 19)

Additionally, “action research is an effective tool in solving problems that do not have easy answers, evaluating program effectiveness, improving professional practices and enhancing student learning and achievement” (Johnson, 2011, p. 84). This project addressed the gap in the current laws and policy and practice through the implementation of the Olweus Bullying Prevention Program (OBPP), which seeks to reduce and prevent bullying at the middle school; the program effectiveness was measured by the Olweus Bullying Questionnaire (OBQ).

Other research designs, such as case study or experimental design, commonly provide only theoretical answers, while action research is designed specifically for practitioners *and* is to be utilized for the purpose of solving problems; for that reason, action research was selected over other design possibilities. Because the goal of this project was to reduce and prevent bullying at the middle school, the use of action research to provide solutions was preferable to the theoretical insights other designs may provide. Further, this action research project not only addressed the bullying issues at the middle school, but the project also expanded the research on bullying and the results have the potential of being transferable to other schools or general contributions in the realm of bullying research (see below for more information on transferability), making action

research a preferable research design.

Sagor’s (2011) four steps of action research were utilized to guide the project (see Figure 2). The steps are:

1. clarifying your vision/targets (determining what you want to see—precise outcomes);
2. articulating your theory (planning the best way to achieve or get to the outcomes);
3. implementing your theory (acting out the plan and collecting data);
4. reflecting on results (examining the data to see what it tells and deciding how to act on it). (p. 6 - 7)

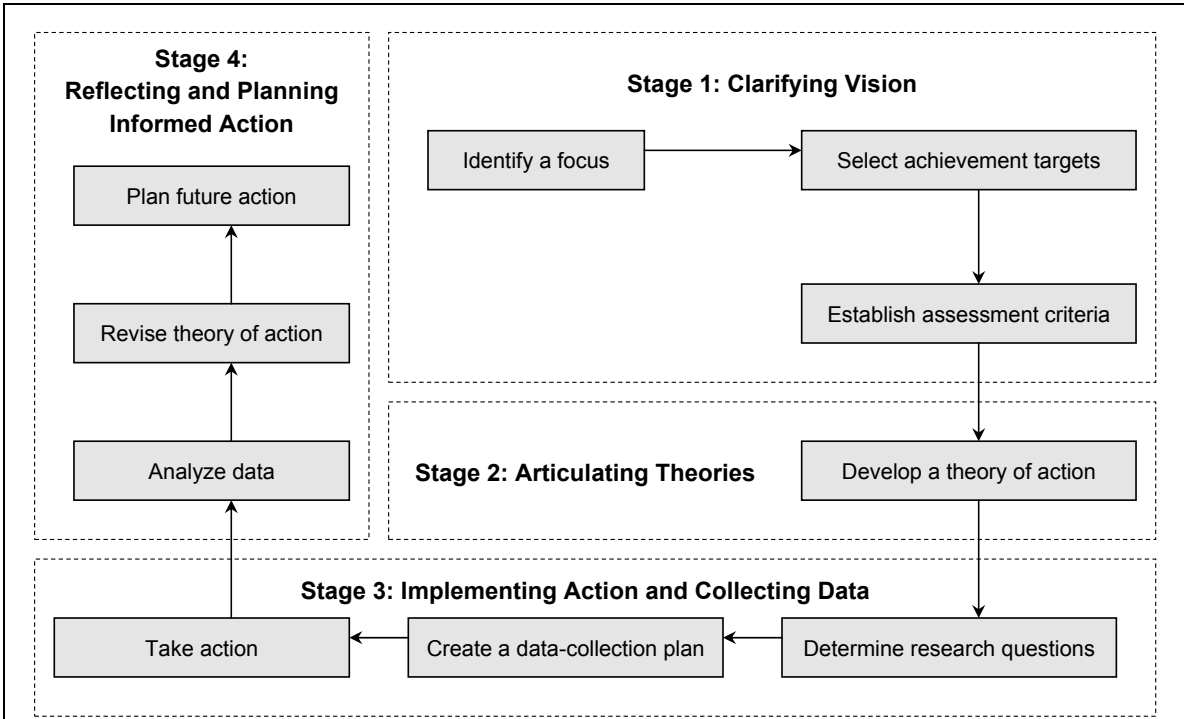


Figure 2. Sagor’s Model: The Action Research Cycle—Sagor’s Model outlines a four-step process for action research. This process outlines “investigations conducted *by* and *for* the people taking the *action*, on their *own action* to inform their future *actions*.” (Sagor, 2011)

The vision/target of the action research project was to follow the South Dakota laws (Appendix A) and school district policy (Appendix B) pertaining to bullying prevention and to ultimately reduce and prevent the prevalence of bullying at the middle school through the implementation of a comprehensive bullying prevention program. These efforts were assessed through a review of the bullying prevention program to ensure all aspects of the laws and policies have been addressed and by the analysis of the results of the Olweus Bullying Questionnaire (OBQ; Appendix I). The guiding theory for accomplishing the vision of this action research project was provided by the philosophical framework of the Olweus Bullying Prevention Program (OBPP). It was anticipated that the OBPP was to be the means to the intended outcomes of the project—the fulfillment of the laws and policy and a measureable reduction in the prevalence of bullying at the middle school. This theory was achieved by implementing the OBPP as outlined in the Olweus Bullying Prevention Program Implementation Flow Chart (Appendix C) and the Olweus Bullying Prevention Program Scope and Sequence (Appendix D).

Finally, the results of the action research project were summarized and analyzed by the researcher and reviewed by the Bullying Prevention Coordinating Committee (BPCC), the school district, and the dissertation committee. The members of the BPCC were considered content experts as a result of the OBPP training they received from a certified OBPP trainer and their certification and training as classroom teachers. The school district's basis of judgment was rooted in the legal and policy training and responsibilities which would allow the district to determine if the action research project followed the requirements outlined in the laws and policy. The dissertation committee

was charged with ensuring that the dissertation adhered to high quality research standards, a responsibility bestowed upon them by Saint Mary's University of Minnesota based on their education, training, and expertise. Recommendations and future actions were derived from the analysis of the OBQ and other data results.

More specifically, this project employed educational and practical action research at the school wide level. Educational action research was pioneered by education reformer John Dewey, who believed "professional educators should become involved in community problem solving" (Virkus, 2010, p. 253). Educational action research better informs curriculum, professional development, and learning in the social context (O'Brien, 2001, p. 10). Through an educational lens (as opposed to a strictly research based perspective), this project better informed the effectiveness of bullying prevention strategies, how to implement a bullying prevention program, and the social context of bullying at the middle school.

Further, this project employed what Mills (2000) referred to as practical action research or research that is intended to address a specific problem with "its primary purpose is to improve practice in the short term as well as to inform the larger issues" (Fraenkel & Wallen, 2007, p. 568). Creswell (1998) defined practical action research as "educators [who] seek to enhance the practice of education through the systematic study of a local problem" (p. 7) practical action research ultimately aids in "understanding practice and solving immediate problems" (McKernan, 1991, p. 20). Given the lack of operational details in the current laws and policy and no clear intervention program to reduce or prevent bullying, the middle school needed a practical solution to the bullying issues.

Finally, this project was a schoolwide action research project. Ferrance (2000) describes schoolwide research as a focus on issues common to everyone in the school community, where teams of staff work together to address organizational issues. Sagor (2000) suggests that a “common focus and strong sense of esprit de corps” by a “group of committed professionals on a single pedagogical issue will inevitably lead to program improvements” (pp. 7 - 8). In this case, the effects of bullying pertain to everyone associated with the school, especially the students and staff; thus, a schoolwide effort held the most promise for success. In summary, this project used practical action research in an educational setting at the schoolwide level to implement the laws and policy in order to reduce the prevalence of bullying at the middle school.

It is suggested that action research is ideally suited as the practitioner’s research (as compared to traditional qualitative and quantitative methods; see Herr and Anderson, 2005; Burns, 2005; Grogan, Donaldson, & Simmons, 2007; and Anderson, 2002 for a detailed comparison of action research versus traditional research for practitioners). In her role as the Director of Research and Training at the University of Wisconsin-Madison, Mary Haywood Metz (2001) stated that reflective practice (i.e., action research), rather than formal research is ideal for doctoral students (p. 12). “Unlike traditional dissertations that insist on a dispassionate, distanced attitude toward one’s research, action research is often chosen by doctoral students because they are passionate about their topic, their setting, and coparticipants” (Herr & Anderson, 2005, p. xvii). Further, Saint Mary’s University of Minnesota encouraged “dynamic and transformative scholarship” and challenged its students to “become engaged in service for a common good” through “relevant and meaningful research” while using “contemporary resources

effectively” (Saint Mary’s University, 2013, p. 2); action research methodology helped the researcher best meet the high ideals outlined by St. Mary’s University and served as a “transformative strategy,” one that has the power to “interrupt the status quo for the purpose of maximizing learning opportunities for all those involved in the organization” (Grogan, et al., p. 2).

One-Group Pretest-Posttest Design

Frankel and Wallen (2007) identify one-group pretest-posttest design as “a single group [who] is measured or observed not only after being exposed to a treatment of some sort, but also before” (p. 271). This design was a type of experimental research that “directly attempts to influence a particular variable, and when properly applied, is the best type of testing hypotheses about cause and effect relationship” (p. 267). One of the data sets of this project was a pre/post administration of the Olweus Bullying Questionnaire (OBQ), which was used to measure the success of the Olweus Bullying Prevention Program (OBPP). In this case the independent variable was the OBPP. The dependent variable or outcome variable was an expected reduction (or possible increase) in bullying. This project exposed the students of the middle school (subjects) to the OBPP (independent variable) with the intention of reducing the types, locations, and prevalence of bullying (dependent variable). Because the ultimate objective of this project was to specifically address the bullying issues of the middle school through action research and including all students was preferential to the overall design, this project intentionally omits the experimental design characteristics of comparison groups and randomization (and therefore is not a true experimental design); nonetheless, this borrowed experimental design component assisted in triangulating the conclusions of the action research project.

Validity and Reliability in Action Research

Action research does not utilize validity and reliability in the traditional terms of quantitative and qualitative research, so when looking at validity and reliability in action research, it was important to use an action research lens as opposed to a general research lens. Unlike general research, action research is not predicated on validity and reliability; however, that does not absolve action research from research issues related to quality, legitimacy, and trustworthiness. Ultimately, establishing validity in action research is achieved through “quality, goodness, validity, trustworthiness, credibility, and workability” (Herr & Anderson, 2005, p. 49). The CRASP Model, a theoretical framework for effective action research, can be used to validate the quality of action research. Zuber-Skerritt’s (1992) CRASP model identifies quality action research as:

- Critical (and self-critical) collaborative inquiry by
- Reflective practitioners being
- Accountable and making the results of their inquiry public,
- Self-evaluating their practice and engaged in
- Participative problem solving and continuing professional development (p. 2).

Further, a summary of action research literature by Zuber-Skerrit (1992) and Fletcher (2007) suggests that quality action researchers should address certain requirements, including:

- practice-oriented (improving practice);
- participative (including in the research all stakeholders and others who will be affected by the results of the research);

- focused on significant issues relevant not only to themselves but also to their community/organization or fellow human beings in the wide world;
- using multiple perspectives of knowing, triangulation of appropriate methods and theories, and connecting their own judgment to discussion in current literature;
- rigor in their action research methodology and creative, innovative, contributing something new to knowledge in theory and practice within and across systems;
- explicit about their assumptions so that readers and examiners may use appropriate criteria for judging the quality of their work; and
- reflective, critical, self-critical, and ethical. (pp. 417 - 418)

Thus, the quality of this action research project was judged by its inclusion of solutions for real, complex problems; facilitation of action; contribution to knowledge in theory and practice; a critical approach; and ethical practices.

Additionally, drawing upon the philosophy of Bernard Lonergan's *Insights* (1992), Coghlan (2008) suggested authenticity (quality) can also be achieved through self-appropriation (first person perspective); that is, as a cognitive activity of becoming aware through "experience, understanding, and judgment" and then ultimately deciding (p. 355). This is achieved through and by means of Lonergan's transcendental precepts (be attentive, be intelligent, and be reasonable). These "are imperative in that they point to what 'ought' to be" (p. 360). Coghlan (2008) stated:

We experience data so we ought to be open to experience, hence the imperative, be attentive. Avoiding issues, closing our eyes to reality, turning a blind eye,

burying our heads in the sand, refusing to inquire into some matter and so on, diminish our human authenticity. We ask questions and seek answers, so we ought to question and wonder and seek to understand. Accordingly, the imperative is, be intelligent. Refusing to question or wonder, uncritically or sheepishly following the party line, suppressing curiosity and so on destroy authenticity. We wonder whether our ideas are correct so we ought to have sound reasons for what we hold to be true and base our judgments on evidence. So the imperative is, be reasonable. Suppressing discussion or dissent, lying about facts, obscuring evidence and so on destroy authenticity. We discern what we ought to do, so we ought to be sensitive to value and choose what we believe to be right. The imperative, therefore, is be responsible. Cheating, destroying resources, being unjust and so on destroy authenticity. (p. 360)

Coghlan (2008) further pointed out that quality research is not about overcoming subjectivity and bias, “but in getting more in touch with the unique particularity of my own perspective in order to better understand both the similarities with and difference from the standpoint of other individuals” (p. 356), which can be done through experience and being attentive, seeking understanding and being intelligent, judging and being reasonable, and finally, making a decision in conformity with the real and therefore, being responsible. Thus, all conclusions have to be critical as the researcher’s conclusions turn to insights, judgments, and decisions to the critique of others. What needs to be remembered is the fact that when we are engaged in first person practice, we are not viewing ourselves as objects as if from the inside out; rather, we in fact possess, with direct awareness, the ways in which we act and thus gain knowledge of “our own interiority” (p. 353).

Aside from the quality and goodness criteria, action research must also be trustworthy and workable. In action research, “internal validity is generally defined as the trustworthiness of inferences drawn from the data” (Herr & Anderson, p. 50), or in other words, internal validity is equal to trustworthiness which is equal to credibility. Trustworthiness is achieved through a comprehensive and transparent reporting of results, and credibility is achieved by accurate reporting of results. “Trustworthiness involves the demonstration that the researcher’s interpretations of the data are credible, or ‘ring true,’ to those who provided the data” (p. 50). Interpretations and conclusions should be drawn directly from the data and supported by clear rationale in order to be considered trustworthy. Additional trustworthiness comes from the participative nature of a project, including multiple perspectives; and using triangulation increases trustworthiness (Dick, 1999). Other indicators of trustworthiness or credibility include adherence to research methods of action research, understanding of the research environment, triangulation, questioning and discussion, peer scrutiny, reflective commentary by the researcher, and detailed descriptions of research (Shenton, 2004). Workability is demonstrated through a detailed analysis of the findings, or operationalizing the standards of trustworthiness. Maintaining quality, goodness, validity, trustworthiness, credibility, and workability provide validity and reliability to action research.

Validity. Anderson and Herr (2005) provide an additional perspective on validity claims in action research through the goals of action research. They identify the five basic goals as: (a) “the generation of new knowledge; (b) the achievement of action-oriented outcomes; (c) the education of both researcher and participants; (d) results that are relevant to the local setting, and; (e) a sound and appropriate research methodology” (p.

54). These five action research goals have also been aligned to specific validity criteria by Anderson and Herr (2005). (See Table 4.)

Table 4

Anderson and Herr's Goals of Action Research and Validity Criteria

Goals of Action Research	Quality/Validity Criteria
1) The generation of knowledge	Dialogical and process validity
2) The achievement of action-oriented outcomes	Outcome validity
3) The education of both research and participants	Catalytic validity
4) Results that are relevant to the local setting	Democratic validity
5) A sound and appropriate research methodology	Process validity

Note. Anderson and Herr tie each of the goals of action research to quality/validity criteria. Linking the goals of action research identifies indicators of quality for action research studies. (Anderson and Herr, 2005, p. 54 - 55)

This project was rooted in an action-oriented outcome, so a primary measure of quality and validity can be provided through outcome validity. Outcome validity is “synonymous with the ‘successful’ outcome of the research project” (Anderson & Herr, 2005, p. 55). This project sought to achieve two outcomes: the creation of a written plan to implement the law and policy and a reduction in the prevalence of bullying as measured by the Olweus Bullying Questionnaire (OBQ). Outcome validity was achieved by realizing the project outcomes (enactment of laws and policy and reduction of bullying through the implementation of the Olweus Bullying Prevention Program).

A second and third action research goal included in this project was the generation of knowledge on how to reduce and prevent bullying at the middle school, making process and dialogical validity additional means for establishing the validity and trustworthiness of the project. (Process and dialogic validity were used to establish validity and trustworthiness in the terms of the action research goal of knowledge

generation.) Dialogic validity or “the ‘goodness’ of research was monitored through a form of peer review” (Anderson and Herr, 2005, p. 57). This project provided three levels of third party/peer review: the Bullying Prevention Coordinating Committee (BPCC), the school district, and the dissertation committee. Further, the BPCC and the school district reviewed the written plan to ensure it adequately fulfilled the laws and policy.

Third, process validity was achieved through sound and appropriate methodology, which was achieved by adhering to the principles of action research; a transparent and clearly described research process; and triangulation or use of multiple perspectives. Action research methodology as a sound and appropriate methodology was outlined previously. The methodology was openly and clearly described. (For more information on methodology see “Project Methodology” below), and triangulation was provided through multiple perspectives (researcher, students, BPCC, school district, and dissertation committee; for more information on triangulation see “Project Assessment, Validation, and Analysis” below.)

The fourth goal of action research was to provide results that are relevant and to allow participation and input in the local setting. Achieving this goal provides democratic validity, which was provided through the monthly meetings of the BPCC and staff feedback that guided the change process and provided for a direct and relevant process. The significance of the change process and active participation by both students and staff enhanced the relevance and importance of the project. Finally, catalytic validity is a reorientation of the view of reality and a move to some action to change perspective; it “highlights the transformative potential of [the] action research [process]” (Anderson and Herr, 2005, p. 57). Since this project was focused on change (to reduce and eliminate

bullying through the fulfillment of the laws and policy), outcome validity was instrumental in the assessment of the project and determined by the results of the OBQ and other data.

Further, quality action research is that which is meaningful, practical, relevant, and improves practice (Braydon-Miller, 2003). In the pursuit of reducing and preventing bullying, a real and significant problem for adolescents, this project had inherent meaning and significance for the students and staff. In addressing a practical or manageable portion of the problem (law, policy, and workable population/portion of the problem), the research project was practical in its search of a resolution for the local condition. Given that the focus of the research was determined by a practitioner seeking to improve professional practice, Sagor (2000) argued that relevance is guaranteed in action research. (For more information on relevance see “Justification/Need for Project in Chapter One.) According to Hope and Waterman (2003), relevance comes from measuring something that matters and is a quality indicator of validity; the relevance, or validity, of this project was measured in terms of the reduction and prevention of bullying and fidelity of implementation. Other factors that show relevance include triangulation, respondent validation, and a clear explanation of methods of data collection and analysis (Pope, Ziebland, & Mays, 2000); this project included all three factors of validation identified by Pope Ziebland, and Mays. (2000). As a final quality indicator, this project fulfilled the current laws and policy, which led to the creation of a comprehensive bullying program that will have the additional benefit of improving the professional practice of the staff at the middle school. The plan review provided an additional layer of assurance that the goals of the project were aligned to the outcomes. Conventional researchers worry about

objectivity, distance, and controls; action researchers worry about relevance, social change, and validity tested in action by the most at-risk stakeholders (Brydon-Miller, et. al., 2003, p. 25). This project demonstrated meaning, practicality, relevance, and improved practice.

External validity. An often-identified limitation to action research is external validity or generalizability (Fraenkel & Wallen, 2007). Again, action research does not measure validity in the same way as general research.

In general research, validity is measured by the extent to which the research actually investigates what it is supposed to investigate, and because of this, research design and data analysis are crucial. In action research, on the other hand, validity can be measured by the extent to which the research produces findings, which are useful in developing the classroom setting. (Todd, 2010, para. 10)

This action research project was not designed specifically to develop and test larger theories or have wide generalizability; it was directly designed to address the local bullying issues at the middle school. While there may not be generalizability due to the localized nature of the project, there is potential for transferability. In other words, the project could be replicated or applied in other school environments. (Transferability is action research's equivalent to external validity—the potential to be generalized or transferred to another setting (Trochim, 2006, para. 4)). Further, while it is understood that bullying is a ubiquitous problem for all schools, it is not feasible to arrive at results that solve the entire bullying problem with one research project. However, the goal of this project was not to solve the global problem of bullying, but to address the bullying concerns at the middle school. Thus, what was lost in generalizability was gained in

responsiveness, practicality, and potential transferability. This project addressed the specific needs, sought a holistic solution, and did so in a responsible, useful manner. Finally, it should also be noted that the results of this project expanded the practical field of bullying research and also provided the possibility of transferability, especially to local schools or those with similar demographics (given the representative nature of the population, especially the comparable middle schools in the state). The project could also be replicated in other schools or districts to ensure acceptable transferability.

Internal validity. Frankel and Wallen (2006) provided four overarching themes to consider when controlling for internal validity in action research:

1. “standardize the conditions under which the study occurs,
2. obtain more information on the subjects of the study,
3. obtain more information on the details of the study,
4. choose an appropriate design” (p. 182).

First, the pre and post assessment had standardized instructions and were completed electronically (without assistance from data collectors) and therefore represented a true perception of the subject without outside interference (with a reminder of the flaws of self reporting). While the delivery of the individual lessons was left up to the teacher, the philosophical framework of the lessons outlined a consistent message for all subjects, which provided at least a rudimentary level of standardization. Second, because the study included all students in the population, the researcher was able to obtain more information about the overall student body and draw better-informed conclusions as a result of the broader perspective. Third, because anything that happened in the school (or community at large) could have affected all students, this project design,

and the inclusion of all students, allowed for greater ease in identifying and minimizing of the effect of external events on the project and its results, which better informed the study. Fourth, this design was rooted in the needs of the practitioner, improved practice by expanding bullying research, and provided practical versus theoretical solutions making action research a valid and appropriate research design. (For more information on the characteristics of action research design see “Introduction to Action Research Design” above.)

This action research sought to obtain construct validity, content validity, and face validity. The action research project addressed the types, location, and prevalence of bullying and addressed the spectrum of the bullying issue identified in the literature review (e. g., types, locations, roles, etc.) and in the Olweus Bullying Questionnaire (OBQ), thus providing construct/content validity. One key to achieving construct validity was adhering to the tenets of the Olweus Bullying Prevention Program (OBPP) and implementing the intervention with fidelity. (For more information on the fidelity of the OBPP see Appendix C and Appendix D.) Further construct validity was established through adherence to the research outcomes identified (fulfillment of laws and policy and reduction of bullying through the implementation of the OBPP). Additional construct and content validity was provided through the OBQ, which has been psychometrically established as a valid measure of the bullying construct (Olweus & Hazelden Foundation, 2007, p. 71). Face validity was obtained through adherence to the bullying definition and implementation and subsequent review of the written plan to ensure it adequately addresses the laws, policy, and program.

Reliability. The very nature of action research is to solve a specific problem; therefore, reliability, or a consistent result over time, may be unlikely in action research. Even those who attempt to replicate results may not achieve, or even desire, similar results due to differing circumstances. Issues such as reliability and generalizability are not of major concern in action research because action research seeks to produce findings that are useful for a specific time and environment rather than findings that are applicable across many different settings. However, a level of reliability, or dependability, can be achieved through triangulation, the consideration of alternate perspectives, testing through practice, practical comparability, and ethical justifiability (Feldman, 1994). Triangulation, multiple perspectives, measuring the intervention, practicality, and ethical reasoning were all part of the research design and methodology of this project. Trochim (2006) also suggested dependability, or the ability to account for the ever-changing context within which research occurs, as another method for addressing reliability. The assessment and support of the social context were outlined in the Olweus Bullying Prevention Program (OBPP) Scope and Sequence and Schoolwide Implementation Checklist included in the research design and methodology. Further, additional reliability in the local environment was realized through the extensive level of feedback (responsiveness) from the whole population rather than a representative sample. (With such a deep sample, there was increased confidence in the accuracy of the data obtained.) Finally, while there may not be broad generalizability, the reader is reminded of the promise of the possible transferability of the research project.

A final perspective on validity and reliability. One final measure of validity and reliability for assessing action research was offered by Sagor (2011) who suggested

researchers look at the concepts of validity and reliability from the perspective of a juror deliberating a criminal trial: are the claims credible, can I believe the evidence, what does the evidence mean, are the eyewitnesses accurate, etc.? Sagor pondered “how do legal researchers (defense lawyers and prosecutors) convince a jury of the essential truth and accuracy (validity and reliability) of their cases? They do so by the twin processes of *corroboration* and *impeachment*” (p. 113). In order to provide validity and reliability, the project must have independent witnesses to corroborate the conclusions (i.e., third party/peer review) and evidence (i.e., data) to build trust in the truthfulness and accuracy of the claims. Conversely, the conclusions and evidence must be able to stand up to impeachment; specifically, it must be able to withstand credibility challenges through transparent data accompanied by clear explanations and rationale. This form of validity is echoed by what Dewey called “warranted assertability” or the reasons we have for believing truth claims” (Moghaddam 2007; Norris, 1997; Phillips, 1987;). Defense against impeachment, or “warranted assertability,” would be achieved through triangulation (third party/peer review); the Olweus Bullying Questionnaire (OBQ) data; and transparent, clear explanations and rationale (see Table 6).

In conclusion, “the action research dissertation is an essential component in any educational leadership curriculum that aspires to foster the critical, reflective learning that is the hallmark of human and organizational transformation” (Grogan, Donaldson, & Simmons, 2007, p. 6). “Action research projects test knowledge in action” and therefore “meet the test of action, something generally not true of other forms of social research” (Brydon-Miller, et al., 2003, p. 25). “Action research is much more able to produce valid results” because “expert research knowledge and local knowledges are combined and

because the interpretation of the results and the design of actions based on those results involve those best positioned to understand the processes: the local stakeholders”

(Brydon-Miller, et al., p. 25).

Action research is not a library project where we learn more about a topic that interests us. It is not problem solving in the sense we are trying to find out what is wrong, but rather a quest for how to improve. It involves working with people to improve their skills, techniques, and strategies. Action research is not about learning why we do certain things, but rather how we can do things better. It is about how we can change our instruction to impact students. (Ferrance, 2000, p. 3)

Validity and Reliability of One-Group Pretest-Posttest Design

According to Frankel and Wallen (2006), there are nine uncontrolled-for threats to internal validity in one-group pretest-posttest: history, maturation, instrument decay, data collector characteristics, data collector bias, testing, statistical regression, attitude of subjects, and implementation (p. 271). While there was no direct way to control for history threats, the project monitored and was alert to any influences that may occur during the course of the study (p. 176). If any such events did occur, they will be addressed in the conclusions. Again, there was no way to prevent maturation during the course of the study, but maturation is only a serious threat “in studies that span a number of years” (p. 177). Also, this threat was controlled for by means of comparison to national statistics; the Olweus Bullying Questionnaire (OBQ) has been normed which will allow for evaluation of local and national statistics.

Instrumentation threats are of minimal concern as the OBQ has been psychometrically validated, and no changes in the instrument were made between the pre

and post assessment (instrument decay); the instrument was administered electronically, so individual questionnaire proctors had a minimal impact on the results (i.e., bias from data collector characteristics), and the results were tabulated electronically by a third party thus reducing potential distortions or researcher bias in the data (data collector bias). It was possible that exposure to the testing (along with history, maturation, and attitude of subjects) could alert students to the intended outcome and influence the results of the project. However, there was no specific way to control for this threat, but because the pre- and post-tests are part of the overall action research project and are considered data, their influence in reducing bullying fulfilled an intended outcome and are a desirable result given that this is a value based project. Because the selected “sample” to be studied was actually the entire population and representative of typical middle school students (for national comparison), a statistical regression threat was not anticipated. While attitudes of the subjects may typically be a threat to internal validity in pretest-posttest research, the creation of a “Hawthorne effect” (also known as the “observer effect”) was an intended outcome and desired result due to the unique nature of this project (value-based action research project designed to solicit a change in behavior).

The final threat to internal validity, implementation threat, was also of minimal impact primarily because the large number of participants and individuals involved in the intervention minimized any potential bias. Also, each individual who implemented the weekly classroom intervention lessons had a choice in the way he or she implemented the philosophical framework of the Olweus Bullying Prevention Program (OBPP), thus reducing the implementation threat.

Project Methodology

Action Research and Pretest-Posttest Methodology

This project utilized the Olweus Bullying Prevention Program (OBPP) as the intervention in order to fulfill the state laws and school district policy pertaining to bullying prevention. The Olweus Bullying Prevention Program was used to reduce and prevent bullying at the middle school through replication and corroboration of previous OBPP research. The intervention used the Olweus Bullying Prevention Program Implementation Flow Chart (2007; Appendix C) and the Olweus Bullying Prevention Program Scope and Sequence (2007; Appendix D) to guide the action research process. The various accolades, endorsements, and philosophical framework identified previously validated the OBPP as a suitable intervention strategy for this action research project. Additionally, the OBPP is not a curriculum; therefore, its core principles, rules, and support materials could be modified to meet the needs of each school, which made it useful and effective as an individualized intervention. The Olweus Bullying Questionnaire (OBQ) was used to assess the project's effectiveness through a pre- and post-administration (the researcher secured permission from the cooperating school district, the university research review board, and participants prior to the administration of the intervention). The OBQ was also used to identify the success of individual class meeting lessons.

Again, the Olweus Bullying Prevention Program (OBPP) is a philosophical framework (as opposed to a structured curriculum); thus, rather than following a rigid timeline of "canned steps," target dates were suggested. Those target dates are outlined in Table 5. Two of the key early steps were to identify and select the members of the

Bullying Prevention Coordinating Committee (BPCC) and to administer the initial Olweus Bullying Questionnaire (OBQ). The BPCC consisted of members of the school administration, counselors, teacher leaders, support staff, and parents/community members. The primary responsibility of the BPCC was to oversee the communication and coordination of the OBPP program; the team met at least once per month using an agenda to guide meetings and take minutes to report to the schoolwide community.

Table 5

Target Dates for Fall Launch

Target Dates	Activity
Late winter/early spring	Select members of the BPCC and on-site program coordinator.
March/April	Administer the Olweus Bullying Questionnaire.
April/May	Hold a two-day training with members of the BPCC; have the committee meet every two weeks to work out the details of program implementation.
May/June	Input data (if using the manual entry version) or obtain data (if using scannable version) of the Olweus Bullying Questionnaire; review data from the questionnaire.
August/September	Conduct a one-day training with all school staff. Also hold your school kick-off event(s) with students and parents.
Beginning of the fall semester, following the one-day staff training	Plan, schedule, and launch other elements of the schoolwide program: <ul style="list-style-type: none"> • Introduce school/class rules against bullying • Begin class meetings. • Increase supervision; review and coordinate your supervisory system. • Initiate individual interventions with students. • Start regular staff discussion groups (scheduled before the school year starts). • Hold parent meetings.

Note. Because the OBPP is a program, not a curriculum, it is guided by target dates. The target dates and corresponding activities provide a timeline to assist in the fidelity of implementation. (Hazelden Foundation, 2007, p. 9)

The BPCC participated in a two-day training with an Olweus-certified trainer in order to become prepared to guide and support the implementation of the OBPP. The first step of the BPCC was to complete the Olweus Bullying Prevention Program Readiness Assessment (Appendix E). This assessment helped gauge how prepared the middle school was to implement the OBPP and assisted in identifying action steps the middle school should take to ensure the fidelity of the program.

The second early but key step was the first administration of the Olweus Bullying Questionnaire (OBQ; Appendix I). The OBQ process was led by the researcher as the on site coordinator. Students and parents completed an informed assent/consent prior to completing the OBQ. The initial OBQ provided the baseline data regarding the types, location, and prevalence of bullying at the middle school and that data was the basis of comparison in determining the success of the Olweus Bullying Prevention Program (OBPP) at the middle school. Hazelden/Professional Data Analysts, Inc. provided statistical computation, reporting, and analysis of results. The Bullying Prevention Coordinating Committee (BPCC) guided the implementation of the program and training of all staff. Staff were also expected to participate in weekly discussion groups, led by a member of the BPCC, to review materials in order to maintain fidelity of the program and to sustain motivation and commitment for the OBPP. Certified/instructional staff were informed and enlisted as active agents in the implementation of the OBPP. Other early steps for the BPCC included:

- Contacting a certified Olweus trainer to assist in planning.
- Ordering materials
- Scheduling and conduct training for BPCC and staff.

- Review of schoolwide policies.
- Review of school's supervisory system.
- Review of discipline system to address bullying consequences.
- Scheduling regular meetings for BPCC (Implementation Flowchart, 2007).

Once the Bullying Prevention Coordinating Committee (BPCC) and instructional/certified staff had been trained and the initial Olweus Bullying Questionnaire (OBQ) had been administered, the crux of the implementation of the Olweus Bullying Prevention Program (OBPP) began. The three key steps at this stage were introducing the bullying prevention rules, beginning class meetings, and initiating individual interventions with students. The bullying prevention rules taught the students to how to deal directly/indirectly with bullying (Rule 1), include others in social situations (Rule 2), avoid exclusion (Rule 3), and address the silence and increase communication about bullying (Rule 4). The bullying prevention rules were posted in all classrooms and in common spaces. The first seven class meetings were outlined to introduce the philosophical framework of the OBPP to the students. (Meeting one outlines class meetings and establishes norms, meetings two through five explain the bullying prevention rules, meeting six describes the Bullying Circle, and meeting seven serves as a review of the philosophical framework; See Appendix J for complete scripts of the first seven lessons.) Students also utilized role-playing exercises to assist in identifying and dealing with bullying. During the first seven weeks, the BPCC met to establish the lessons for the remaining class meetings. The lessons expanded upon the philosophical framework and utilized data from the initial OBQ to determine lesson topics and programming. In order to increase understanding of the effectiveness of the class meeting

lessons, the lessons presented during class meetings were correlated with the questions on the OBQ (e.g., types, locations, and prevalence of bullying). The lessons were literature-based using three sources: Olweus' *Class Meetings that Matter 6 – 8 and Class Meetings that Matter 9 - 12*, CHARACTER COUNTS! (*the preeminent character development clearinghouse*), and the Boys Town Educational Model (based on the research base of Father Flannigan's work at Boys Town and the behavior management plan utilized by the district). These lessons were correlated with questions on the OBQ.

Subsequent class meetings explored issues such as:

- “What is bullying?
- What are the different forms bullying can take?
- What are the different roles students can take in a bullying situation?
- What are possible consequences of bullying for the student who is bullied?
- How may bullying affect bystanders?
- Why is there reason to be concerned about students who bully?
- What should you do if bullying happens to you?
- Who should you talk to if you see or experience bullying?
- What should you do when you see bullying happen?
- How can you support someone who is being bullied?
- What are some ways you can resist peer pressure to participate in bullying others?
- What are some positive ways to include students who are often excluded in activities? (Hazelden Foundation, 2007, p. 9)

Finally, the BPCC reviewed and established a protocol for processing and intervening in bullying episodes, including logging, reporting, documenting, processing, and disciplining. Staff also identified positive and negative rewards that can be used to reduce and prevent bullying. Other steps taken when introducing the OBPP included:

- Holding a kickoff event.
- Sending home information to parents (monthly newsletter).
- Hosting a schoolwide parent meeting (parent forum at back-to-school dance).

Once the Olweus Bullying Prevention Program (OBPP) was underway, the Bullying Prevention Coordinating Committee (BPCC) continued to monitor the program. The BPCC met at least monthly, hosted weekly feedback and lesson reviews with staff in team meetings, and conducted monthly booster training on the philosophical framework of the OBPP during inservice. The BPCC also reviewed the OBPP Classroom Implementation Checklist (Appendix F) and OBPP Class Meeting Activity Logs (Appendix H) in order to monitor the progress and success of the OBPP. The BPCC continued to review and monitor the supervision system/monitoring of “hot spots” and individual interventions. The “hot spots” were reviewed by the administration and BPCC. Staff discussed the supervision and intervention plans at inservice, including identifying various behaviors (e.g., bullying, teasing, rough-and-tumble play, and fighting) that could contribute to an unsafe environment. Staff also identified a way to communicate with their colleagues about bullying behaviors at the middle school.

The final step of the action research project was to evaluate the project. Students participated in a second administration of the Olweus Bullying Questionnaire (OBQ; Appendix I). The pre- and post-results of the OBQ were compared and analyzed to

determine the success of the Olweus Bullying Prevention Program (OBPP) in reducing bullying at the middle school. The OBQ afforded students the opportunity to provide input (i.e., respondent validation) into the project assessment. Statistical computation and reporting of results was provided by Hazelden/Professional Data Analysts, Inc. and triangulated by the researcher and the Bullying Prevention Coordinating Committee (BPCC). The OBQ results also provided feedback on the impact of individual lessons (questions and lessons were aligned to link feedback opportunities). Additional program evaluation, specifically in terms of fidelity of implementation, were derived from the OBPP Schoolwide Implementation Checklist First Year of Implementation (Appendix G) and additional Class Meeting Activity Logs (Appendix H), staff feedback, and a review of discipline data. Recommendations and adjustments to the process, policies, and procedures of the bullying laws and policies were also made based on the results of the OBQ and other data sources starting with the researcher and triangulated through review by the Bullying Prevention Coordinating Committee (BPCC), the school district, and the doctoral dissertation committee. Finally, the project's workability or ability to produce an outcome in the form of the fulfillment of the bullying prevention laws and policy and implementation of the Olweus Bullying Prevention Program (OBPP) supported validity and reliability claims.

Olweus Bullying Questionnaire

The primary measure of this project's success was the Olweus Bullying Questionnaire (OBQ; Appendix I). The OBQ is the most widely used instrument to measure bullying (Lee & Cornell, 2009) and has been used by over one million students (Olweus & Hazelden Foundation, 2007). Further, the OBQ has several key characteristics

including:

- a detailed definition of bullying,
- questions that refer to a specific time or reference period,
- response alternatives that have specific phrasing to avoid subjective interpretation,
- parallel questions,
- perspective on a wide range of reactions as perceived by the subject (Olweus & Hazelden Foundation, 2007).

The Olweus Bullying Questionnaire (OBQ) is a 40-question survey designed to measure the types, location, and prevalence of bullying and is completed online. The OBQ has been psychometrically validated (Kyriakides, Kaloyirou, & Lindsay, 2006) and allows the results to be compared to the national database of OBQ results. The OBQ was completed anonymously and results are confidential; no identifying personal information or personal responses are tracked (all data is aggregated). Students received a random login and password to complete the survey electronically; responses were transmitted directly to Professional Data Analysts, Inc. After Professional Data Analysts, Inc. collected the pre- and post-assessment, the school requested a standard or trends report. Hazelden/Professional Data Analysts, Inc. then produced an electronic report that compiled and tabulated the results on a standard report or calculated the relative change (RC) from the first and current administration on a trends report. These results provided organization, basic mathematical computation, and national comparison, but analysis, interpretation, and conclusions were determined by the school and researcher.

The OBQ has an established construct validity and has yielded internal consistent reliabilities (Cronbach's alpha) of 0.80 or higher and in larger units (i.e., an entire school)

reliabilities have been in the range of 0.85 – 0.90 (Hamburger, et al., 2011; Solberg & Olweus, 2007). “These validity correlations are approximately the same as those of the best personality questionnaires” (Olweus & Hazelden Foundation, 2007). Independent analysis found the OBQ to be a “psychometrically sound instrument” (Kyriakides, et al., 2006). The OBQ was preferable to other assessment instruments due to its popularity, design, reliability, validity, affordability, and accessibility.

Role of the Researcher

For the purpose of this action research project, it is important to briefly touch on the role of the researcher. Like other aspects that differentiate action research from general research, the researcher assumes a different role in action research. In the case of this project, I assumed the role of active insider. Insider researcher is when one who is immersed in the institution is an active participant in the research process (Herr & Anderson, 2005). As an insider in the research, the researcher’s roles will include everything from “planner, leader, catalyzer, teacher, listener, synthesizer, facilitator, designer, observer, and reporter” (O’Brien, 1998, p. 12). O’Brien asserted that the main role is to “nurture local leaders to the point where they can take responsibility for the process” (p. 12). Specifically, and the principal, I was responsible for the implementation of the law and policy. As the researcher, I was responsible for the implementation of the program as the chair of the Bullying Prevention Coordinating Committee (BPCC), obtaining materials, coordinating the administration of the Olweus Bullying Questionnaire (OBQ), and summarizing the results. Other roles emerged as the project developed, but it is important to note that I was an active change agent in both the action and the research. It should also be noted that as an active insider (and administrator of the

building), the possibility of competing interests on behalf of me as the researcher did exist; this was controlled through respondent input via the Olweus Bullying Questionnaire (OBQ) and third party/peer review by the Bullying Prevention Coordinating Committee (BPCC), the middle school staff/school district, and the dissertation committee.

I think it is important to interject a personal note on my role as the researcher in this project. In my nearly 20 years as an educator, I have personally witnessed the trials and tribulations experienced by the adolescent learner. The needs of the middle level learner are unique, unlike those of the elementary or high school student; this is a time when the physical and mental development of student undergoes significant change. All while their developing body and evolving brain are constantly betraying them, the students must navigate the complex social and political world of the middle school hierarchy. I have witnessed first hand how the slightest difference or even perceived difference can lead to social ostracism, which in turn, can destroy the fragile ego and psyche of the developing adolescent. Thus, school leaders, specifically me as principal at this school, have a duty and responsibility to ensure the school environment is a safe, inviting, and hospitable one. I viewed my duty as researcher and active agent in implementing this project a moral imperative. While bullying is not unique to middle school, the frequency and intensity at this level make it a major issue that middle schools must address. However, this project is not about fulfilling the requirements of the state law and district policy; this project is about reducing and preventing bullying for the 600 kids in my school.

Ethical Issues

First and foremost, completion of this project addressed a major ethical issue—reduction and prevention of bullying at the middle school. Completion of this project helped the middle school make the necessary strides in order to create a caring school culture with a safe learning environment, an ethical, human rights, and legal imperative.

The research project involved two components: 1) the Olweus Bullying Questionnaire (OBQ), which measured the types, locations, and prevalence of bullying and 2) class meetings, where students received instruction on bullying prevention strategies. First, the students' perspective was assessed through the Olweus Bullying Questionnaire (OBQ). The OBQ was administered electronically and completed anonymously, so student privacy and confidentiality are protected; additionally, disclosure would not be reasonably expected to cause harm. The OBQ involved no deception and carried no known physical or expected emotional risk. It was possible that the OBQ could elicit an emotional response from a victim/target of bullying; so counseling support and administrative intervention were made available during the administration of the OBQ. All students completed a signed consent/assent, and because all of the students who completed the OBQ were under the age of 18, parental consent was obtained prior to the administration of the survey (Appendix K). The consent indicated the nature and purpose of the research, the anonymous and confidential nature of the survey, that participation was voluntary, and that the subject and/or family had the right to withdraw from the OBQ at any time. Consent/Assent forms were stored with the principal/researcher in a locked cabinet. Finally, students were reminded (verbally and through the written directions) that participation was voluntary and that they had the right

to withdraw prior to and at any time during the administration of the OBQ.

Second, students participated in weekly class meetings. While there was potential that a bullying issue or discussion during the class meeting could result in emotional distress, there was no known physical or expected emotional risk for participating in the class meeting. It is important to note that students were protected in class meetings by classroom rules of confidentiality and the right to pass/not respond to questions and prompts during the class meetings. Students had access to counseling support or administrative intervention if the class meeting resulted in emotional distress. Students had the right to withdraw from participation in the weekly bullying prevention class meeting pursuant to district policy (Policy IFG or Policy IGBG). Additionally, because the questionnaire and class meetings were completed at school, students were afforded privacy rights under the Protection of Pupil Rights Amendment (PPRA) and the Family Educational Rights and Privacy Act (FERPA). Lastly, staff were fully briefed, trained, and informed in order to maintain transparency of the research process and to signify agreement to participate as an active agent in the implementation of the action research project.

Any data collected on bullying incidents and used in this project were coded or aggregated to protect the identity of participants. Reported data was aggregated by grade level and gender, protecting the identity of individuals involved in bullying incidents. Individual bullying data was also protected in the administrative office or in a password-protected program (Infinite Campus). Only school administration had access to the individual bullying reports.

Finally, as additional layers of ethical protection, the researcher completed Collaborative Institutional Training Initiative (CITI) Human Subjects Research Curriculum on research ethics education, the action research project was authorized by the superintendent of the school district, and the research review board of the University of St. Mary's, Minnesota approved the action research project, including the Olweus Bullying Questionnaire (OBQ) and informed consent/assent forms.

Project Assessment, Validation, and Analysis

The purpose of this action research project was to reduce and prevent bullying at the middle school by fulfilling the mandated South Dakota laws and school district policy via the Olweus Bullying Prevention Program (OBPP). The first measure of success of this project was the Olweus Bullying Questionnaire (OBQ) both in overarching terms (an expected 20% - 70% in the first year as purported by Olweus et al. (2007, p. 4)) and in specific terms as measured by alignment of class meeting lessons with specific questions from the OBQ. For example, question two, which asks about friends, corresponds with a lesson on friendship and question 18, dealing with where bullying happens, parallels with lessons on bullying hot spots such as the locker room, hallway, cafeteria, and classroom. The item analysis of lessons and questions provided specific feedback on the impact of class meeting lessons (see Table 6). Along with a review of statistical results, the fidelity of implementation was also monitored. The primary measure of fidelity of implementation was derived from the OBPP Schoolwide Implementation Checklist First Year of Implementation (Appendix G), a checklist that assesses how closely the tenets of the program were followed.

Table 6

Class Meeting Lesson/Olweus Bullying Questionnaire Alignment

Question	Lesson
1. Feel about school	The Masks We Wear
3. Number of friends	Friends—Who Needs Them?
5. and 25. Name calling/teasing	Just Kidding
6. and 26. Exclusion	Rule 3
7. and 27. Physical bullying	Rule 1 and Rule 2
8. and 28. Lies/rumors	Rumors
9. and 29. Money or items stolen	Rule 1 and Rule 2
10. and 30. Threatened or forced	Rule 1 and Rule 2
12. and 32. Cyber	Cyberbullying
13. and 33. Other bullying	Character Counts!
14., 15., and 16. Age/Gender/Number of bullies	Facts and Myths
18. Location of bullying	Hot Spots
19. Reporting bullying	To Report or Not Report?
20., 34., and 39. Response/Impact by teachers/school	Whom Do You Trust?
21. Response by students	Bullying Circle
22. and 35. Response/Talked at home	Rule 4
23. Feeling/thoughts on bullying	Bullying Rule Round Up
24. Participating in bullying	Positive and Negative Peer Pressure
36. Join bullying	Never a Lemming Be
37. React to bullying	Rule 2 and Bullying Circle
38. Afraid of being bullied	Respect? Who Gets It?
2. Gender of participant	N/A—Demographic questions
40. Race/Ethnicity of participant	N/A—Demographic questions
4. Frequency and 17. Duration of bullying	N/A—Demographic questions
11. and 31. Racial/Sexual	N/A—Not addressed due to sensitive nature of topics

Note. In order to better gauge the identify the connection between the class meeting lessons and the changes in bullying behavior, the class lessons were designed to specifically address the questions asked on the Olweus Bullying Questionnaire (OBQ). This chart shows the connection between the lessons and the OBQ questions.

The primary validation of the effectiveness of the Olweus Bullying Prevention Program (OBPP) was provided by an analysis of the data from the Olweus Bullying Questionnaire (OBQ). The OBQ provided local statistics and national comparisons on bullying problems (prevalence, forms, location, duration, and reporting), feelings and attitudes regarding bullying, how others react, and friends and general (dis)satisfaction with school (Hazelden Foundation, 2007). A review of this data, with computation and

tabulation assistance from Hazelden/Professional Data Analysts, Inc., provided comparison data and a basis for judging the success of the intervention. Additional insight on the effectiveness of the OBPP came from students through class meetings, the Bullying Prevention Coordinating Committee (BPCC) and staff via informal feedback in staff meetings, a review of discipline data at the middle school, the OBPP Readiness Assessment, OBPP Schoolwide Implementation Checklist, the OBPP Classroom Implementation Checklist, and the Class Meeting Activity Log.

According to McNiff (2011), action research is not about definite answers to research questions, it is about commitment to and improving their practice following Stenhouse's (1975) systematic inquiry made public. Vezzosi (2006) offers three criteria for a public validation of action research:

(1) self validation which is founded on:

- intentional critical reflection;
- disciplined inquiry; and
- keeping of records and documents.

(2) peer validation which is founded on:

- peer observation; and
- use of discussion and validation groups.

(3) learner validation which is founded on:

- students' feedback on the learning activity; and
- students' perceptions of their own learning. (p.293)

Ultimately, quality action research is research that is meaningful, practical, relevant, and solves a problem through improved practice. This action research project

accomplished that goal through the enactment of the pertinent bullying laws and policy and subsequent assessment of the written comprehensive bullying prevention intervention program and analysis of the Olweus Bullying Prevention Program (OBPP) by the Olweus Bullying Prevention Questionnaire (OBQ). It was anticipated that the implementation of the OBPP would reduce the prevalence of bullying at the middle school, which would serve as a catalyst for meaningful change in the lives of students at the middle school.

The action research project was practical, addressing both a workable and manageable portion of the bullying problem (enacting the law and policy) and utilizing a realistic population/portion of the problem. Bullying is a foremost topic of concern and angst for schools and educators; this research addressed one of the most relevant issue in the education field. There was a current void in the research, a gap between *knowing* about bullying and *doing* something about it—this project filled that gap through a planned intervention and a systematic collection of data. The action research design provided the most flexibility and responsiveness, attributes necessary when working in the unpredictable school environment.

The action research design also fulfilled the practitioner's need to fulfill the laws and policy while, more importantly, reducing and preventing bullying at the middle school. This action research project tackled the specific local goal by addressing the central themes of the bullying construct; as a systematic study, it resolved an immediate issue and informed the larger issue. This project offered the potential to reduce and eliminate bullying for the students and helped to inform and improve the practice of the staff of the middle school. By coupling what we know about bullying with doing something about bullying, this project empowered the staff to create social change,

improved their understanding of bullying and how the staff at the middle school dealt with bullying, and achieved better peer relations at school by reducing and preventing bullying. This project put the *research* into *action*. The libraries are full of research, books, journals, and articles that produce knowledge; this project generated to knowledge with a purpose, a “transformative strategy” through research *and* action.

CHAPTER 4

DESCRIPTION OF PROJECT RESULTS AND FINDINGS

Introduction

The goal of the action research project was to reduce and prevent bullying at the middle school by fulfilling the mandated South Dakota laws and school district policy via the Olweus Bullying Prevention Program (OBPP). The objective of Chapter Four is to describe the results and findings of the project's action steps, which were guided by the OBPP Implementation Flowchart (Appendix C) and OBPP Scope and Sequence (Appendix D) and the Olweus Bullying Questionnaire (OBQ; Appendix I). This action research project was endorsed by the school district (Appendix L) and approved by the Research Review Board of the School of Graduate and Special Programs at Saint Mary's University of Minnesota (Appendix M).

OBPP Implementation Flowchart and Scope and Sequence

Before Starting With Students

The Olweus Bullying Prevention Program (OBPP) Implementation Flow Chart and the OBPP Scope and Sequence guided the action steps of this research project. The building principal (who is also the researcher) was identified as the OBPP onsite coordinator. The site coordinator made contact with a certified Olweus trainer. The certified Olweus trainer served as the mentor for the middle school team. Next, using the Bullying Prevention Coordinating Committee and Related Tasks (Appendix N) as a guide, the Bullying Prevention Coordinating Committee (BPCC) was assembled. The BPCC included one representative from each of the five teams, an Encore representative, a paraprofessional, two counselors, the assistant principal, and the principal committee

members. No parents, community members, or students were included on the BPCC. Regular monthly meeting dates were scheduled for the BPCC (fourth Thursday of the month).

The initial Bullying Prevention Coordinating Committee (BPCC) attended a two-day training with a certified Olweus trainer at a prevention center in the community. According to the Hazelden Foundation (2013e), the purpose of the training was to introduce the committee members to the research about bullying behaviors, the impact of bullying on students, the importance of bullying behavior prevention and intervention, and the key strategies to address bullying, making them the resident bullying prevention experts. (More information on the complete goals and objectives of the OBPP training for the BPCC can be found at <http://www.violencepreventionworks.org/public/faqs.page>.) Several print and media resources were also ordered to better prepare the BPCC to lead the schoolwide bullying prevention efforts. Titles included:

- *Olweus Bullying Prevention Program Schoolwide Guide with DVD/CD-ROM* (2007);
- *Olweus Bullying Prevention Program Teacher Guide with DVD/CD-ROM* (2007);
- *Class meetings that matter: A Year's Worth of Resources for Grades 6 - 8.* (2009);
- *Class meetings that matter: A Year's Worth of Resources for Grades 9 – 12* (2012);
- *Class Meetings and Individual Interventions: A How-To Guide and DVDs* (2008);
- *Bullying 6 - 8: Introductory Videos For Middle School Students, Teacher, and Parents* (2010); and
- *No Room for Bullies: Lesson Plans for Grades 5 - 8* (2012).

These resources, along with the expertise of the certified Olweus trainer, were the

primary sources for the training of the remainder of the middle school instructional staff on the philosophical framework and implementation plan. The training with the instructional staff focused on a wide array of bullying aspects including the OBPP components, the definition of bullying, types of bullying, myths and realities, characteristics of bullies and victims/targets, the Bullying Circle (including bystanders), supervision, on-the-spot interventions, and class meetings.

One of the important initial steps taken by the Bullying Prevention Coordinating Committee (BPCC) was the establishment of bullying prevention rules. Given their simplicity and breadth, the BPCC opted to adopt the rules posited by Dr. Olweus. The Middle School Bullying Prevention rules adopted were:

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

Further, since these rules were derived directly from the OBPP, the BPCC believed that utilizing these rules would improve the fidelity of the implementation efforts and Olweus Bullying Questionnaire (OBQ) results. The bullying prevention rules were posted in each classroom, the lunchroom, locker rooms, and common areas. The rules were also printed on the cover of the student handbook. Rules were not posted in the bathrooms, on the busses, or around the community. These rules, along with an introduction to and overview of the OBPP, were shared with parents in the school newsletter, at back-to-school meetings and parent forums, and conferences (Appendix O).

The next step for the Bullying Prevention Coordinating Committee (BPCC) was to look at the state laws, district policies, and building procedures pertaining to bullying prevention. The BPCC started with the state law and district policy. The first item that was derived from the state law and district policy was a concrete definition of bullying. The middle school defined bullying (as recommended by Dr. Olweus) as having three key factors:

1. an intentional, negative, or aggressive act,
2. a pattern of behavior repeated over time, and
3. an imbalance of power or strength.

A specific definition was instrumental in labeling the scope and parameters of expected behavior and necessary interventions. The BPCC also noted that the state law and district policy on bullying included both physical harm and psychological distress (covering the entire range of bullying behaviors from physical to verbal and emotional/relational to cyber), so lessons were designed accordingly. According to the state law requiring an outline of expected behavior, the district also noted that all students “be treated with respect and dignity” and “conduct themselves in a cooperative manner through their interactions,” which again helped frame the conversation with students and parents.

From the review of the state law and policy, the Bullying Prevention Coordinating Committee (BPCC) then turned its attention to the school level. While there had always been a reporting and investigation process, the BPCC took two steps to formalize the process—a procedure for individual interventions and the development of a Harassment/Bullying/Intimidation Incident Report. With guidance from the Olweus Bullying Prevention Program (OBPP) and the certified Olweus trainer, the school

adopted a six-step process for on-the-spot bullying interventions for staff to follow (Appendix P). The six steps are as follows:

When you see bullying happening:

Step 1: Stop the bullying.

Step 2: Support the student who has been bullied.

Step 3: To the student(s) who bullied: Name the bullying behavior and refer to the four bullying prevention rules.

Step 4: Empower the bystanders with appreciation if they were supportive to the student who was bullied or with information about how to act in the future.

Step 5: Impose immediate and appropriate consequences for the student(s) who bullied.

Step 6: Take steps to make sure the student who was bullied will be protected from future bullying (Hazelden, 2007, p.1).

Staff members were supported in their instruction of on-the-spot intervention with role-playing scenarios facilitated by the certified Olweus trainer and examples from the *Class Meetings and Individual Interventions* DVD (Flerx et al., 2008). Additional guidance on how to process the bullying incident was directed by the Follow-Up Intervention with a Student Who Has Been Bullied (Appendix Q) for the victim/target and Follow-Up Interventions with a Student Who Has Bullied Others (Appendix R) for the bully.

In order to better deal with the reporting and investigation of bullying incidents, the Bullying Prevention Coordinating Committee (BPCC) developed the Harassment/Bullying/Intimidation Incident Report or Incident Report (Appendix S). The

Incident Report provided more clarity in terms of the roles of those in the Bullying Circle, how often it happened, where it happened, type of bullying, injuries, and responses. Further, it provided for a formal, documented investigation process from identifying the behavior in terms of the bullying definition, collecting evidence, and informing the necessary parties to the consequences and follow up. The middle school recorded a total of 18 Incident Reports during the 2013 – 2014 school year. None of the reports met the definition of bullying. Most involved “conflama” (conflict and/or drama) among friends. Several were single, isolated incidents; two involved single incidents with unnamed/unknown/unidentified bullies. The BPCC felt that having a detailed reporting mechanism made investigating and disciplining in the incidents much more systematic and complete.

While the middle school has adopted procedures for reporting, investigating, and disciplining bullying incidents, the Bullying Prevention Coordinating Committee (BPCC) has not implemented a positive reinforcement system. Although administrators do occasionally award “coupons” for students exhibiting good character choices and there has been discussion on implementing an “Arrow of Character” or “I am an Upstander” program, no formal program has been implemented.

The Bullying Prevention Coordinating Committee (BPCC) also took their knowledge from the training with certified Olweus trainer and used that knowledge to review the supervision system at the middle school in order to better address “hot spots.” Intuitively, the BPCC surmised that the lunchroom, hallways, common areas, and bathrooms would be areas of concern. The results of the fall Olweus Bullying Questionnaire (OBQ) confirmed those suspicions. As a result, a morning supervision

schedule was crafted in order to better cover the common areas, lunchroom, and hallways. A concerted effort was made to post supervision outside or near the bathrooms during lunchtime. While not perfect, the BPCC felt the school was better prepared to reduce and prevent bullying incidents through better positioning of staff and utilization of on-the-spot interventions.

Due to the large task of establishing the foundation and parameters of the Olweus Bullying Prevention Program (OBPP) within the walls of the middle school, the Bullying Prevention Coordinating Committee (BPCC) neither established a community strategy nor engaged the wider community. The BPCC maintained contact with the certified Olweus trainer, who also serves as a local prevention specialist, and had a presence on the local prevention board; however, aside from an article published in the family tab of the local newspaper and a presence on the Watertown Healthy Youth board, no real, concerted effort was made to engage the larger community due to the magnitude of implementing the program at the school level.

Finally, during the planning stages, the Bullying Prevention Coordinating Committee (BPCC) completed the Olweus Bullying Prevention Program (OBPP) Readiness Assessment (Appendix E). The purpose of the OBPP Readiness Assessment is to gauge how prepared the school is to implement the program. The Readiness Assessment consists of 16 questions. The BPCC was able to answer “yes” to all 16 questions, suggesting the school was ready to begin the implementation process at the time of the program’s launch. Bullying was a concern for the staff. The BPCC at the middle school had secured commitment from district and building-level administrators. The BPCC had been assembled, and they had partnered with a certified Olweus trainer to

include training for the BPCC and instructional staff. Funding sources were identified and secured. Appropriate materials were ordered, including online Olweus Bullying Questionnaires (OBQ). The middle school was committed to class meetings through advisory, regular staff discussion groups during team time and was willing to make an ongoing commitment to the OBPP. Through the OBPP Readiness Assessment, the middle school had demonstrated it was fully prepared to implement the OBPP.

Getting Started With Students

With the groundwork of the Olweus Bullying Prevention Program (OBPP) established, the next stage of implementing the OBPP was to introduce the program to the students. Students were invited to participate via a letter (Appendix T) and accompanying program description (Appendix U). Students were asked to complete a consent/assent form (Appendix K) agreeing to participate in the study. Those who completed the consent form completed the fall administration of the Olweus Bullying Questionnaire (OBQ). While over 500 ($n = 521$) students agreed to participate in the study, only 473 ($n = 473$) students completed the fall OBQ.

Three complications marred the fall administration—access codes were inadvertently duplicated (not only were some students not able to gain access, but grade level numbers were skewed), there were not enough machines for all students to complete the questionnaire online in the first sitting, and some students experienced connectivity issues. Nonetheless, aside from the grade level identification (which was never used to discuss any fall administration statistics), the school was able to collect solid numbers from the fall administration (see Olweus Bullying Questionnaire Results below for a complete description of results).

Following the administration of the Olweus Bullying Questionnaire (OBQ) students participated in the fall kickoff event. Speakers from the Midwest Center for School Safety conducted 90-minute grade level assemblies on various aspects of bullying and bullying prevention. The Midwest Center for School Safety program provided training to school staff and educated students regarding bullying and cyberbullying and their dangers in order to gain support for school policies on bullying prevention. The team addressed “all of the groups involved with bullying/sexual harassment activities, including bullies, victims/targets, their peers, and adults” (Midwest Center for School Safety, 2012, para. 2). Presenters discussed the verbal and nonverbal, direct and indirect, physical and emotional expressions of bullying, the legal ramifications of these behaviors, [bullycide], and technological (cyberbullying) and other vehicles for these behaviors (para. 2). Students were particularly captivated by the issues related to the role of cell phones in bullying. The bystander role was a point of emphasis, and the main points of the presentation focused on respect and compassion for those who are victims/targets (para. 2 – 3).

Communication continued to be of vital importance as the Olweus Bullying Prevention Program (OBPP) was rolled out to students. The school continued to communicate with parents. A parent forum was held in conjunction with a school dance. The purpose of the forum was to explain the OBPP to parents. Approximately 75 parents attended the forum. The forum covered the definition, types, and effects of bullying; different levels and core components of the program; bullying prevention rules; the Bullying Circle; and the overall format of the OBPP, including class meetings. Class-level meetings with parents were not conducted due to traditional challenges

(conferences, open house nights, orientation, celebrations, etc.) of engaging parents in small group meetings. As the program was rolled out and throughout the year, regular communication with the staff was crucial. Staff conversations occurred weekly in team meetings where team leaders prepared the group for the upcoming week's class meeting, discussed concerns, and engaged in troubleshooting efforts.

Staff also continued to dialogue and receive additional training at monthly inservices. Inservice topics included bullying v. teasing, rough and tumble play v. fighting, on-the-spot interventions, role-playing, class meetings, and the Bullying Circle. The Bullying Prevention Coordinating Committee (BPCC) continued to meet monthly to plan for upcoming needs and troubleshoot concerns. While it was the intention to develop formal agendas and minutes, informal interaction seemed more conducive to business; thus, the BPCC did not keep formal agendas. (It should be noted that missing agendas and minutes are potentially significant lost data points.) While further consultation was not necessary, the BPCC stayed in contact with the certified Olweus trainer, which was helpful in continuing to stay abreast of available resources and implementation tips. Finally, administration also made contacts with bullies, victims/targets, and parents when individual Incident Reports were submitted or where other on-the-spot incidents were reported.

Students were directly introduced to the Olweus Bullying Prevention Program (OBPP) through class meetings. Class meetings were held twice per week during advisory (typically Tuesday and Wednesday), which were scheduled for 17 minutes each day. The purpose of the first set of class meetings was to establish the foundation of the OBPP (see Appendix J for a complete script of the first class meetings). The first class

meeting established the norms and parameters that guided the class meeting sessions. Meetings two through five provided an overview of the bullying prevention rules (one class meeting for each rule). Meeting six explained the roles individuals play in the bullying incident through the Bullying Circle. This lesson saw students participate in a role-play and a discussion surrounding each of the roles in the Bullying Circle. The final introductory meeting was a rules round up, or review, of the foundation, rules, and Bullying Circle; the lesson's goal was to ensure all students had a common understanding of the bullying prevention program and its expectations. The rules were reinforced visually; they were posted in all classrooms and common spaces, as well as printed in the student handbook. Teachers were asked to complete a Class Meeting Activity Log (Appendix H) at the end of each class meeting. While administrative walk-throughs were completed to ensure weekly lessons were completed, the Class Meeting Activity Logs were not collected and could not be coded; this is also a valuable piece of missing data as it would have helped identify strengths and weaknesses and provided a better sense of the fidelity of implementation at the classroom level. Finally, while the OBPP recommends curriculum integration, outside of advisory time and a schoolwide literature circle in reading, there were no other ties between the classroom level and the concepts of the OBPP. The student rollout was seamless and adhered very closely to the parameters outlined in the OBPP Flowchart and Scope and Sequence.

After the First Few Months of Implementation

The next series of items on the Olweus Bullying Prevention Program (OBPP) Implementation Flowchart pertained to program maintenance and called for more follow up or a more detailed focus on previous actions. With a clear state mandate and well

established district policy outlining procedures and practice, the Bullying Prevention Coordinating Committee (BPCC) focused on supervision/“hot spots” and reporting. Through one of the class meetings lessons, the BPCC asked students to identify the locations they felt were bullying “hot spots.” Students were given a map of the school and simply asked to place an “X” on the map designating spots they felt bullying occurred the most. As with the Olweus Bullying Questionnaire (OBQ), the students identified the common area, the lunchroom, and the hallways; however, with the map, students were able to identify specific locations in the hallway, based on the placement of their “X,” where bullying was a concern. Staff was then able to identify a particular cross hallway that had minimal supervision and a bank of lockers where a particularly boisterous group of individuals gravitated as “hot spots.” Supervision was adjusted to provide additional adult eyes in these areas. The students also identified in front of the building before school and in the locker rooms as “hot spots.” To combat these problems, instead of allowing students to wait outside, the school now requires students to come into the school building in the morning (where there is assigned and scheduled supervision) and educated the physical education teachers on supervision techniques and adjusted the supervision schedule in order to better address bullying concerns in the locker rooms. The BPCC also reviewed the Incident Report, but believed the format and information it generated were appropriate and adequate.

As stated previously, communication at a variety of levels was instrumental to the program’s success and continued throughout the year. The Bullying Prevention Coordinating Committee (BPCC) continued to hold monthly morning meetings throughout the year. The staff continued weekly conversations at team meetings,

specifically focused on the upcoming class meeting, and addressed various topics to aid implementation at monthly inservices. The on-site coordinator continued to communicate with the certified Olweus trainer. The staff continued to intervene in on-the-spot bullying incidents, both reported and perceived. The principal and assistant principal continued to investigate bullying incidents and dialog about Incident Reports and bullying consequences, including making parent contacts when necessary. Communication with parents continued through parent forums (one on chemical use and one on decision making, but both included a conversation on the OBPP) and monthly newsletter articles. OBPP newsletter article topics included Dangers of Bullying, Overview of OBPP, What is Bullying?, Bullying Circle, What is a Class Meeting?, Tips for Parents, Cyberbullying, Bullying Policy, and the Future of Bullying Prevention. Most importantly, communication continued with students through class meetings (see Table 7 for a complete list of class meeting topics).

Table 7

Class Meeting Topics by Grade Level

7 th Grade	8 th Grade
1. First Class Meeting	1. First Class Meeting
2. Rule 1	2. Laws and Policies
3. Rule 2	3. Hot Spots
4. Rule 3	4. What's My Role?
5. Rule 4	5. After Hours
6. Rule Round Up	6. Pushing the Limits
7. Bullying Circle	7. Ethics are for Everybody
8. Hot Spots	8. Closing in on Cliques
9. Cafeteria	9. Respect Differences/Eliminate Stereotypes
10. Locker Room	10. Power, Influence, & Making a Difference
11. Hallway	11. Reciprocity May Be Golden
12. To Report or Not Report?	12. Got Empathy
13. Empathy	13. What Would You Do?
14. Caring Project	14. Caring Project
15. Rule Round Up and Review	15. A Christmas Story/Babe
16. Stereotypes	16. Back to the Future/Terabithia
17. Positive and Negative Peer Pressure	17. WWYD—Downs Syndrome/Cheaper

Table 7, Cont.

7 th Grade	8 th Grade
18. Masks We Wear	18. WWYD—Senior Citizen/Dead Poets
19. Rumors	19. WWYD—Stuttering/Drumline
20. Never a Lemming Be	20. WWYD—Ginger/Forrest Gump
21. Just Kidding	21. Hoot
22. Respect—Who Gets It?	22. WWYD—English Speaker
23. Facts and Myths	23. WWYD—Online/Mean Girls
24. Friends—Who Needs ‘Em	24. Remember the Titans/Sky High
25. Whom Do You Trust	25. Teen Wolf
26. Introduction to Character Counts!	26. The Ant Bully
27. Trustworthiness	27. Bystander
28. Respect	28. Bystander
29. Responsibility	29. Bystander
30. Fairness	30. Bystander
31. Caring	31. Bystander
32. Citizenship	32. Bystander

Note. Table 7 identifies the title of the lesson taught at each grade level. Most lessons were drawn from *Class Meetings that Matter* (Flerx et al., 2009).

The final midyear checkpoint to assess the progress of the implementation of the Olweus Bullying Prevention Program (OBPP) was the OBPP Classroom Implementation Checklist (Appendix F). The objective of the Classroom Implementation Checklist was to keep track of how closely the school was maintaining the fidelity of the program during implementation. The Classroom Implementation Checklist included 16 questions. Response choices included completed, making good progress, progress needed, and not applicable. In measuring the implementation efforts of the middle school, the Bullying Prevention Coordinating Committee (BPCC) marked completed on 14 of the 16 checklist items and progress needed on two. The middle school participated in further training and materials were reviewed. Rules were posted, discussed, and enforced. Students participated in class meetings and role-plays. Bullying incidents were reported and investigated, and follow up was completed on all known bullying incidents. Staff continued to engage in discussions and education opportunities regarding the OBPP. Two areas where the BPCC identified “progress needed” were “positive consequences for

students who followed rules” and “holding two to three classroom-level meetings with parents about bullying.” At the midpoint of the school year, the OBPP began to become part of the routine, and the middle school continued to demonstrate the necessary actions for fidelity as outlined by the OBPP Flowchart and Scope and Sequence.

Ending the First Year of Implementation

The Bullying Prevention Coordinating Committee (BPCC) conducted two final steps to wrap up the Olweus Bullying Prevention Program, (OBPP)—the spring administration of Olweus Bullying Questionnaire (OBQ) and the analysis of the results and a check on the fidelity of implementation via the Schoolwide First Year Implementation Checklist. The spring OBQ was administered to 515 (n = 515) participants (see Olweus Bullying Questionnaire Results below for a complete description of results). No complications or difficulties occurred during the spring administration of the OBQ. The results of the fall and spring administration were submitted to Hazelden/Professional Data Analysts, Inc. for tabulation (see Chapter Five for evaluation, conclusions, and recommendations on results).

The final analysis of the Olweus Bullying Prevention Program (OBPP) was conducted in terms of fidelity of implementation by comparing the school’s actions against the Schoolwide First Year Implementation Checklist (Appendix G). The Schoolwide First Year Implementation Checklist was a 32-question checklist designed to track how closely the school maintained the fidelity of the program. Completed, making good progress, and progress needed were the response choices. The middle school checked completed on 29 of the items and progress needed on three. Many of the items

on the Schoolwide First Year Implementation Checklist were a repeat of the Readiness Assessment and Classroom Implementation Checklist.

The middle school has commitment from district administration, building administration, and staff, including an existing Bullying Prevention Coordinating Committee (BPCC). The BPCC was trained by and consulted with a certified Olweus trainer, including the completion of the committee workbook; the trainer also led training for school staff. Staff had access to and utilized program materials. The BPCC met regularly, and the staff held regular discussion groups and participated in monthly inservices. The Olweus Bullying Questionnaire (OBQ) was administered. A kickoff event with the Midwest Center for School Safety was held. The rules were posted and explained and class meetings on the rules were held and included role-plays. The supervision system was reviewed and refined. A schoolwide parent forum was held and bullying prevention rules were addressed (including in the newsletter, at conferences, and via handouts). Bullying consequences were enforced, and staff members used on-the-spot intervention protocol. Bullying incidents were investigated using the Incident Report, and parents were contacted when necessary. The areas where progress was needed included positive consequences, classroom level parent meetings, and integrating bullying prevention across the curriculum. Overall, the final assessment by the OBPP First Year Checklist shows that the middle school and the BPCC successfully implemented the program as described by the OBPP Flowchart and Scope and Sequence.

Olweus Bullying Questionnaire Results

The Olweus Bullying Prevention Program (OBPP) was reviewed by looking at comparison data from the fall administration (FA) and spring administration (SA) of the

Olweus Bullying Questionnaire (OBQ). The goal of this comparison data was to examine the change in the prevalence, types of bullying, and attitudes and perceptions of students over time. The results of the fall administration are considered the baseline data. The reader is reminded that the results on the Olweus Bullying Questionnaire (OBQ) were collected, compiled, and tabulated by Hazelden/Professional Data Analysts, Inc.; however, all summaries, analysis, synthesis, and conclusions in this section are that of the researcher unless quoted, cited, or otherwise referenced.

Calculation of Results

The results are expressed in terms of relative change (RC) or the percentage of change that occurred from the fall administration (FA) to the spring administration (SA) of the Olweus Bullying Questionnaire (OBQ). The relative change was calculated as $RC = (FA\% - SA\%)*100/FA\%$. For some questions, an improvement (positive change) resulted in an increase in the percentage from the fall administration to the spring administration; to avoid problems in interpreting the results; the relative change was reversed for such questions ($RC = (SA\% - FA\%)*100/FA\%$). As a result, all improvement (i.e., positive changes) over time was expressed as a positive relative change. (Negative percentages mean the prevalence, type, or attitude and perception actually increased from the fall to spring administration.) Such reversal of the relative change measure is made for the following tables: Tables 13A and 13B (the row for not involved); Tables 18A, 18B, and 18C; Table 20; Table 22; Table 23, and Table 24. Below these tables, there is a note indicating that $RC = (SA\%-FA\%)*100/SA\%$. For some of the tables, (Tables 26, 27, and 28 corresponding to Questions 22, 34, and 35), no relative change figures are provided. (Since the results in these tables are based on the

responses of those students who are considered the “unsuccessful cases,” an ordinary relative change percentage is not likely to directly capture what one would like to measure. Among other things, the tables do not include bullying students whose teachers, parents, or guardians have talked with them and have been successful in getting the bullying behavior stopped. The tabulations in the tables provided by Hazelden/Professional Data Analysts, Inc. (Hazelden Foundation, 2014) do not include bullied students whose parents/guardians have contacted the school and have been successful in getting the bullying stopped. What one would like to measure would be changes in parents having positive results when they have tried to contact or work with the school to address the bullying their child is experiencing. Hazelden/Professional Data Analysts, Inc. recommends more research and experience is needed with the data in Tables 26, 27, and 28 to find out if and how the data can be used meaningfully in some kind of change score. The results in these tables are nonetheless important in showing the extent to which parents/guardians know about their child being bullied and have made active contact with the school to get the bullying stopped.

Hazelden/Professional Data Analysts, Inc. (Hazelden, 2014) cautions readers to not over-interpret the meaning of a percentage or a percentage difference based on small numbers (p.7). They encourage readers “to look not only at percentages or percentage differences, but also the total number of students who provided the response” (p. 7). The “reported percentages are not always based on the same number of students, so percentages will have to be interpreted somewhat differently” (p. 7). Their basic message is that it is “important to consider not only the magnitude of a possible percentage or percentage difference (relative change), but also the number(s) of students on which the

figure or figures are based” (p.7). As a final point of emphasis, Hazelden/Professional Data Analysts, Inc. encouraged that the interpretation of the results focus on regularities and patterns and encouraged critical judgment (i.e., comparison to national average, looking at overall number of students versus simply percent, considering percentages in context of overall picture, etc.) in order to avoid drawing too strong of conclusions.

Demographics of Participants

521 of the roughly 600 students at the middle school agreed to participate in the Olweus Bullying Questionnaire (OBQ). Of the 521 (n = 521) students, 473 (n = 473) students completed the OBQ during the fall administration. (Fall participation numbers were impacted by technical difficulties and duplication of survey codes.) 515 (n = 515) students completed the OBQ during the spring administration (six students were absent). The gender representations in both the fall and spring administration were representative of the overall gender breakdown of the school (see Table 8). While race and ethnicity were reported on question 40, results are not reported due to sample size being too small; these results were omitted to protect anonymity.

Table 8

Olweus Bullying Questionnaire Demographics

Fall Administration	7th	8th	Total	Spring Administration	7th	8th	Total
Girls	45.3%	53.2%	47.1%	Girls	46.1%	50.8%	48.3%
	(164)	(59)	(223)		(123)	(126)	(249)
Boys	54.7%	46.8%	52.9%	Boys	53.9%	49.2%	51.7%
	(198)	(52)	(250)		(144)	(122)	(266)
Girls and boys	100.0%	100.0%	100.0%	Girls and boys	100.0%	100.0%	100.0%
	(362)	(111)	(473)		(267)	(248)	(515)

Note. Percentage (and number) of questionnaires completed by grade, gender, and date of administration.

Bullying Problems: Prevalence, Forms, Location, Duration, and Reporting

The first major section of the Olweus Bullying Questionnaire (OBQ) provided the results of the prevalence, forms, location, duration, and reporting of bullying, including the levels and types of bullying, to whom it is happening, and where it is happening. The results also include changes in how often bullying is being reported to school staff, parents/guardians, or others. Using a clearly outlined definition of bullying, the students responded to question four: “How often have you been bullied at school in the past couple of months?,” making question four a key question on the OBQ. The percentages and numbers of answers in the five response categories shown in Tables 9A, 9B, and 9C, were divided according to gender and grade by Hazelden/Professional Data Analysts, Inc. The values for the middle school as a whole are presented in the total column along the right-hand side of the tables. There are separate tables for fall and spring administration and for girls and boys combined, girls only, and boys only.

Table 9A

Frequency of Bullying—Girls and Boys Combined

Fall Administration	7th	8th	Total	Spring Administration	7th	8th	Total
I have not been bullied	73.8%	73.0%	73.6%	I have not been bullied	64.8%	67.3%	66.0%
	(267)	(81)	(348)		(173)	(167)	(340)
Once or twice	18.0%	18.9%	18.2%	Once or twice	24.3%	22.6%	23.5%
	(65)	(21)	(86)		(65)	(56)	(121)
2 or 3 times per month	4.1%	2.7%	3.8%	2 or 3 times per month	4.9%	3.2%	4.1%
	(15)	(3)	(18)		(13)	(8)	(21)
About once a week	2.5%	2.7%	2.5%	About once a week	4.1%	3.6%	3.9%
	(9)	(3)	(12)		(11)	(9)	(20)
Several times a week	1.7%	2.7%	1.9%	Several times a week	1.9%	3.2%	2.5%
	(6)	(3)	(9)		(5)	(8)	(13)

Note. “How often have you been bullied at school in the past couple of months?” (Q4) Percentage (and number) of girls and boys by date of administration.

Table 9B

Frequency of Bullying—Girls

Fall Administration	7th	8th	Total	Spring Administration	7th	8th	Total
I have not been bullied	71.3%	69.5%	70.9%	I have not been bullied	61.0%	59.5%	60.2%
	(117)	(41)	(158)		(75)	(75)	(150)
Once or twice	20.1%	20.3%	20.2%	Once or twice	23.6%	27.8%	25.7%
	(33)	(12)	(45)		(29)	(35)	(64)
2 or 3 times per month	3.7%	1.7%	3.1%	2 or 3 times per month	7.3%	4.0%	5.6%
	(6)	(1)	(7)		(9)	(5)	(14)
About once a week	3.7%	3.4%	3.6%	About once a week	5.7%	4.8%	5.2%
	(6)	(2)	(8)		(7)	(6)	(13)
Several times a week	1.2%	5.1%	2.2%	Several times a week	2.4%	4.0%	3.2%
	(2)	(3)	(5)		(3)	(5)	(8)

Note. “How often have you been bullied at school in the past couple of months?” (Q4)
Percentage (and number) of girls by date of administration.

Table 9C

Frequency of Bullying—Boys

Fall Administration	7th	8th	Total	Spring Administration	7th	8th	Total
I have not been bullied	75.8%	76.9%	76.0%	I have not been bullied	68.1%	75.4%	71.4%
	(150)	(40)	(190)		(98)	(92)	(190)
Once or twice	16.2%	17.3%	16.4%	Once or twice	25.0%	17.2%	21.4%
	(32)	(9)	(41)		(36)	(21)	(57)
2 or 3 times per month	4.5%	3.8%	4.4%	2 or 3 times per month	2.8%	2.5%	2.6%
	(9)	(2)	(11)		(4)	(3)	(7)
About once a week	1.5%	1.9%	1.6%	About once a week	2.8%	2.5%	2.6%
	(3)	(1)	(4)		(4)	(3)	(7)
Several times a week	2.0%	0.0%	1.6%	Several times a week	1.4%	2.5%	1.9%
	(4)	(0)	(4)		(2)	(3)	(5)

Note. “How often have you been bullied at school in the past couple of months?” (Q4)
Percentage (and number) of boys by date of administration.

The overall results reflected a 7.6% reduction in students reporting that they “have not been bullied,” but a 5.3% increase in students bullied “once or twice,” and a 2.3% increase in students bullied “regularly.” The results for girls reflected a 10.7% reduction in students reporting that they “have not been bullied,” but a 5.5% increase in students bullied “once or twice,” and a 5.5% increase in students bullied “regularly.” The

results for boys reflected a 4.5% reduction in students reporting that they “have not been bullied,” but a 5.0% increase in students bullied “once or twice” and a 0.5% increase in students bullied “regularly.” These numbers suggest that only between 2% and 9% of students report that they are targets/victims of bullying at the middle school. The numbers do not show a significant difference by grade.

In Table 10, response categories have been combined into two main groups for students who have been bullied. Classifying students as victims/targets means that the student responded “two or three times a month” or more often to question four. Table 10 and corresponding Figure 3 provide an overview of how the percentage of bullied students varies for girls, boys, and girls and boys together and how this has changed over time.

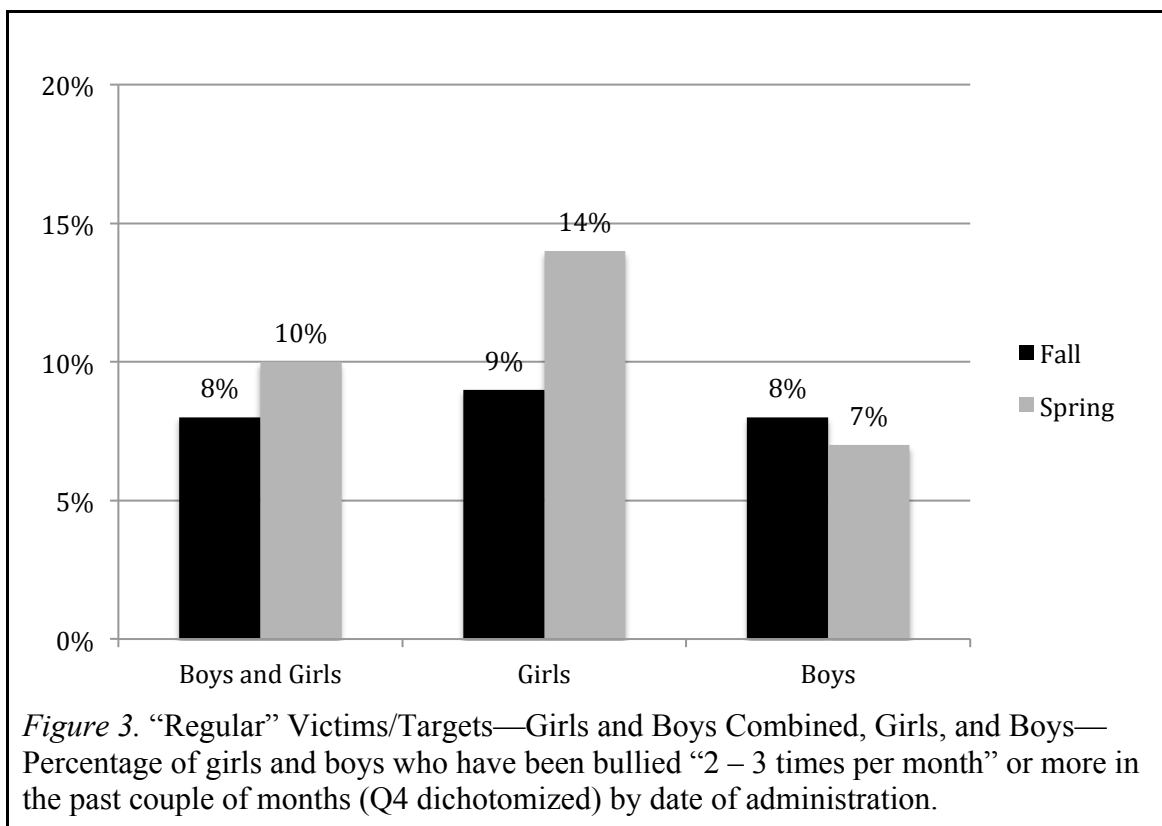
Table 10

“Regular” Victims/Targets—Girls and Boys Combined, Girls, and Boys

	FA	SA	RC
Girls	9.0%	14.1%	-56.7%
	(20)	(35)	
Boys	7.6%	7.1%	6.0%
	(19)	(19)	
Girls and boys	8.2%	10.5%	-27.2%
	(39)	(54)	

Note. Relative change (RC) is the percentage change from the fall administration (FA) to the spring administration (SA) and is calculated using the formula $(FA\% - SA\%) * 100 / FA\%$.

Note. Percentage (and number) of girls and boys who have been bullied “2-3 times per month” or more in the past couple of months (Q4 dichotomized) by date of administration.



While the intended outcome of the Olweus Bullying Prevention Program (OBPP) would be a positive relative change in these tables and figures, the results from fall to spring show an overall increase of 27.2% (-27.2%) in bullying for all students and a 56.7% increase (-56.7%) for girls and a 6.0% decrease for boys. The increase in bullying for girls, while undesirable, should be kept in perspective (an increase of 15 targets/victims ($n = 15$) represents 2.5% of the total student population and may have resulted from one or two alleged or perceived bullying episodes). On the positive side, national comparison numbers provided by Hazelden/Professional Data Analysts, Inc. show that repeated bullying at the middle school is below average; national numbers show that 15% (10.5%) of girls and boys, 15.9% (14.1%) of girls, and 14.2% (7.1%) of boys are bullied (the middle school numbers provided in parenthesis; Hazelden, 2014). As

mentioned earlier, because the OBPP teaches students and adults to recognize bullying and encourages them to report it, the current administration of the questionnaire may actually show an increase in the rates of being bullied after one year, not necessarily because incidents have increased, but because recognition and reporting have increased, a known side effect reported by Hazelden/Professional Data Analysts, Inc.; these results appear to support that conclusion.

Another significant question in the Olweus Bullying Questionnaire is question 24: “How often have you taken part in bullying another student(s) at school in the past couple of months?” The percentages and numbers of answers in the five response categories are shown in Tables 11A, 11B, and 11C, divided according to gender and grade by Hazelden/Professional Data Analysts. The values for the middle school as a whole are presented in the total column along the right-hand side of the tables.

Table 11A

Taken Part in Bullying—Girls and Boys Combined

<u>Fall Administration</u>	<u>7th</u>	<u>8th</u>	<u>Total</u>	<u>Spring Administration</u>	<u>7th</u>	<u>8th</u>	<u>Total</u>
I have not bullied	85.0%	84.7%	84.9%	I have not bullied	86.4%	85.8%	86.1%
	(301)	(94)	(395)		(229)	(212)	(441)
Once or twice	13.3%	10.8%	12.7%	Once or twice	10.2%	11.7%	10.9%
	(47)	(12)	(59)		(27)	(29)	(56)
2 or 3 times per month	1.1%	2.7%	1.5%	2 or 3 times per month	1.5%	2.0%	1.8%
	(4)	(3)	(7)		(4)	(5)	(9)
About once a week	0.3%	1.8%	0.6%	About once a week	0.4%	0.0%	0.2%
	(1)	(2)	(3)		(1)	(0)	(1)
Several times a week	0.3%	0.0%	0.2%	Several times a week	1.5%	0.4%	1.0%
	(1)	(0)	(1)		(4)	(1)	(5)

Note. “How often have you taken part in bullying another student(s) at school in the past couple of months?” (Q24) Percentage (and number) of girls and boys by date of administration.

Table 11B

Taken Part in Bullying—Girls

Fall Administration	7th	8th	Total	Spring Administration	7th	8th	Total
I have not bullied	84.6%	83.1%	84.2%	I have not bullied	84.6%	85.7%	85.1%
	(137)	(49)	(186)		(104)	(108)	(212)
Once or twice	14.2%	15.3%	14.5%	Once or twice	13.0%	14.3%	13.7%
	(23)	(9)	(32)		(16)	(18)	(34)
2 or 3 times per month	0.6%	1.7%	0.9%	2 or 3 times per month	2.4%	0.0%	1.2%
	(1)	(1)	(2)		(3)	(0)	(3)
About once a week	0.6%	0.0%	0.5%	About once a week	0.0%	0.0%	0.0%
	(1)	(0)	(1)		(0)	(0)	(0)
Several times a week	0.0%	0.0%	0.0%	Several times a week	0.0%	0.0%	0.0%
	(0)	(0)	(0)		(0)	(0)	(0)

Note. “How often have you taken part in bullying another student(s) at school in the past couple of months?” (Q24) Percentage (and number) of girls by date of administration.

Table 11C

Taken Part in Bullying—Boys

Fall Administration	7th	8th	Total	Spring Administration	7th	8th	Total
I have not bullied	85.4%	86.5%	85.7%	I have not bullied	88.0%	86.0%	87.1%
	(164)	(45)	(209)		(125)	(104)	(229)
Once or twice	12.5%	5.8%	11.1%	Once or twice	7.7%	9.1%	8.4%
	(24)	(3)	(27)		(11)	(11)	(22)
2 or 3 times per month	1.6%	3.8%	2.0%	2 or 3 times per month	0.7%	4.1%	2.3%
	(3)	(2)	(5)		(1)	(5)	(6)
About once a week	0.0%	3.8%	0.8%	About once a week	0.7%	0.0%	0.4%
	(0)	(2)	(2)		(1)	(0)	(1)
Several times a week	0.5%	0.0%	0.4%	Several times a week	2.8%	0.8%	1.9%
	(1)	(0)	(1)		(4)	(1)	(5)

Note. “How often have you taken part in bullying another student(s) at school in the past couple of months?” (Q24) Percentage (and number) of boys by date of administration.

The results show that 86.1% of all students reported that they do not participate in bullying and a slight increase (-1.2%) in bullying behavior by all students from the fall to spring administration. The numbers also suggest an encouraging number of five (n = 5) students that take part in bullying several times a week, which means less than 1% of all students report being bullies. National comparisons provided by Hazelden/Professional

Data Analysts, Inc. suggest up to 6% of girls and boys report being bullies (Hazelden, 2014). The self-reporting did not reveal significant differences by grade level or gender.

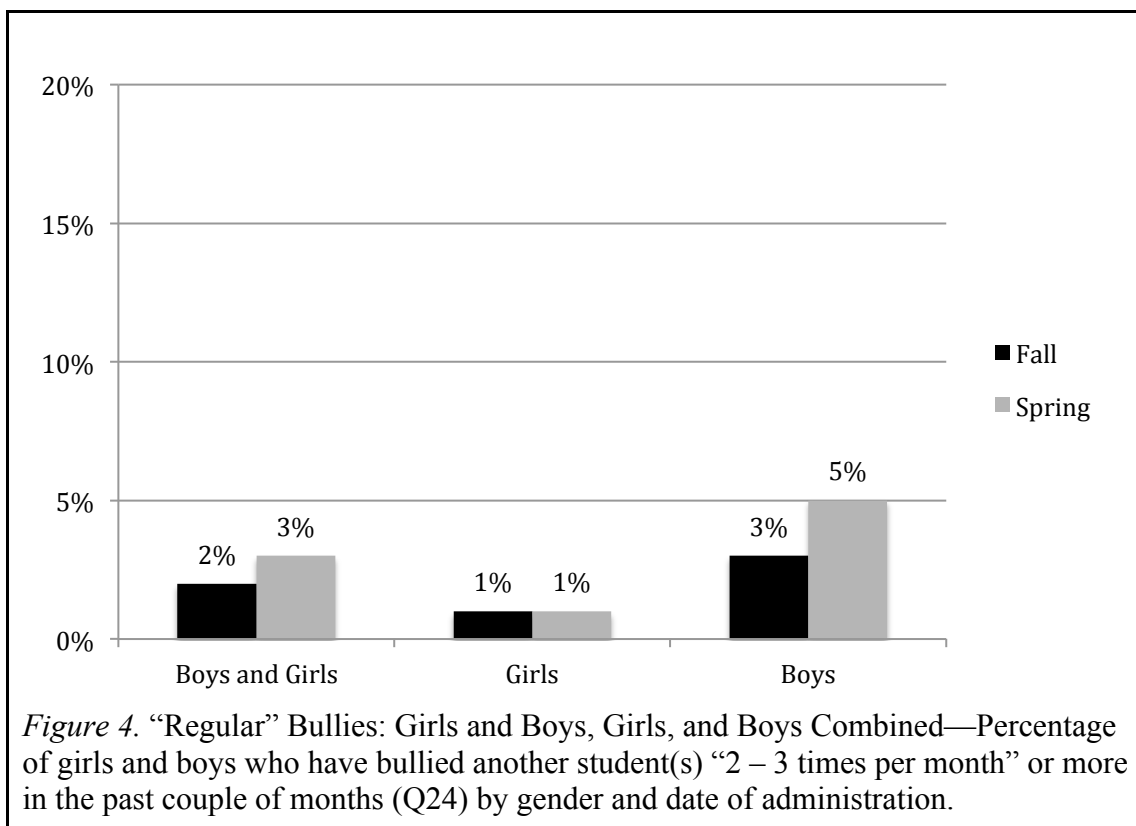
Classifying students as bullies (Tables 5a through c) means that the student self-reported on the Olweus Bullying Questionnaire (OBQ) that they bullied another student “two or three times a month” or more often to question 24. As with students who have been bullied, response categories have been combined into two main groups by Hazelden/Professional Data Analysts to show students who have bullied other students.

Table 12

“Regular” Bullies—Combined Girls and Boys

	FA	SA	RC
Girls	1.4%	1.2%	11.2%
	(3)	(3)	
Boys	3.3%	4.6%	-39.2%
	(8)	(12)	
Girls and boys	2.4%	2.9%	-23.8%
	(11)	(15)	

Note. Percentage (and number) of girls and boys who have bullied another students(s) “2-3 times per month” or more in the past couple of months (Q24 dichotomized) by date of administration.



Tables 11A, 11B, and 11C, and Figure 4 show changes in the numbers and percentages of students who are bullying others (by grade and gender). Again, while it is desirable for the results on bullying behaviors to be positive, the results show an overall increase of 23.8% (-23.8%) in reporting of students who are bullies for all students and an 11.2% decrease for girls and a 39.2% increase (-39.2%) for boys. As with the target/victim numbers, it is important to keep these numbers in perspective; these percentages represent an increase of four (n = 4) bullies.

Victims only, bully-victims, and bullies only. According to Hazelden/Professional Data Analysts, Inc. (2014), “it is not possible to get a correct estimate of the changes in the total “volume” of bullying problems...by adding the percentages of bullied students” in Tables 10 and the percentages of bullying students in

Table 12 (p. 13). This is because there is a certain percentage of students who are both bullied and bully other students (“two or three times a month or more”). This group of students is usually called “bully-victims” or “provocative victims,” and they are part of both the percentage of bullied students in Table 10 and the percentage of bullying students in Table 12 (p. 13).

To get a correct estimate of the total “volume” of bullying problems at the middle school at a particular time, it was helpful to separate and add together the students who (at that particular administration) are “victims only” (students who have been bullied but have not bullied other students “two or three times a month” or more), “bullies only” (students who have bullied other students but have not been bullied “two or three times a month” or more), and “bully-victims” (students who have been bullied and also have bullied other students “two or three times a month” or more). This has been done in Tables 13A and 13B (Hazelden Foundation, 2014, p. 14).

Table 13A

Not Involved in Bullying—Girls and Boys Combined

	FA	SA	RC
Not involved	90.5% (421)	86.7% (444)	-4.2%
Victim only	7.1% (33)	10.4% (53)	-45.9%
Bully-victim	1.3% (6)	0.2% (1)	84.9%
Bully only	1.1% (5)	2.7% (14)	-154.0%

Note. RC=(SA%-FA%)*100/FA% for "not involved"; for the other three rows RC=(FA%-SA%)*100/FA%.

Note. Percentage (and number) of combined girls and boys who are not involved, victim only, bully-victim, and bully only by time of administration (combination of Table 10 and Table 12).

Table 13B

Not Involved in Bullying—Separate Girls and Boys Tables

Girls Results	FA	SA	RC	Boys Results	EA	CA	RC
Not involved	91.0%	85.1%	-6.4%	Not involved	90.2%	88.2%	-2.2%
	(201)	(212)			(220)	(232)	
Victim only	7.7%	13.7%	-77.5%	Victim only	6.6%	7.2%	-10.2%
	(17)	(34)			(16)	(19)	
Bully-victim	1.4%	0.4%	70.4%	Bully-victim	1.2%	0.0%	**
	(3)	(1)			(3)	(0)	
Bully only	0.0%	0.8%	**	Bully only	2.0%	4.6%	-122.0%
	(0)	(2)			(5)	(12)	

Note. $RC=(SA\%-FA\%)*100/FA\%$ for "not involved"; for the other three rows $RC=(FA\%-SA\%)*100/FA\%$.

** Unable to calculate the Relative Change (RC) value due to lack of Fall Administration or Spring Administration data or a 0% value for the Fall Administration.

Note. Percentage (and number) of girls and boys who are not involved, victim only, bully-victim, and bully only by date of administration (combination of Table 10 and Table 12).

Over time, it is desirable to see increases in the percentages of students in the “not involved” category and decreases in the percentages of students in the “victim only,” “bully-victim,” and “bully only” groups. The results show a slightly lower percentage of students (-4.2%) reported that they were not involved in bullying. Victimization increased by 45.9% (-45.9%), and bullying behavior increased slightly (-1.54%). More troubling, was that the number of bullies increased from 5 to 14 (an increase of $n = 9$). This should be kept in perspective, however, as the increased recognition and reporting is known to impact results, and the overall number of the reported bullies represents a very small portion of the overall student population.

Ways of being bullied. Thus far, the main focus of the Olweus Bullying Questionnaire (OBQ) has been on any changes in the results from the general questions about being bullied (question four) and bullying other students (question 24). Shifting gears, Tables 14A through 14C, 15A through 15C, and Table 16, and Figures 5 and 6

show changes in the various forms of being bullied. As before, a student is classified as being bullied in a particular way, such as verbal bullying, if he or she has reported to have been verbally bullied (question five) “two or three times a month” or more often.

Table 14A

Ways of Being Bullied: Girls and Boys Combined

	Verbal Exclusion	Physical	Rumors	Damage	Threat	Racial	Sexual	Cyber	Another way	
Fall Admin.	10.6% (50)	10.3% (48)	2.6% (12)	10.0% (47)	1.1% (5)	1.8% (8)	2.9% (13)	5.6% (26)	3.9% (18)	4.7% (22)
Spring Admin.	16.5% (84)	11.2% (57)	5.7% (29)	12.2% (62)	2.4% (12)	3.6% (18)	4.2% (21)	6.4% (33)	5.3% (27)	5.7% (29)
Relative Change	-54.8%	-9.2%	-118.0%	-22.0%	-120.0%	-103.0%	-45.2%	-16.0%	-37.9%	-20.4%

Note. Ways of being bullied, for girls and boys who reported being bullied "2-3 times a month or more (Q4). Percentage (and number) of girls and boys who reported being bullied in various ways by other students (Q5 to Q13) by date of administration.

Table 14B

Ways of Being Bullied: Girls

	Verbal Exclusion	Physical	Rumors	Damage	Threat	Racial	Sexual	Cyber	Another way	
Fall Admin.	11.7% (26)	10.4% (23)	1.8% (4)	11.8% (26)	0.5% (1)	1.4% (3)	3.2% (7)	4.1% (9)	5.9% (13)	3.2% (7)
Spring Admin.	20.6% (51)	14.6% (36)	3.2% (8)	17.5% (43)	1.2% (3)	3.3% (8)	3.7% (9)	6.5% (16)	7.7% (19)	6.1% (15)
Relative Change	-75.6%	-40.7%	-76.5%	-48.6%	-168%	-137%	-14.8%	-59.1%	-31.4%	-92.5%

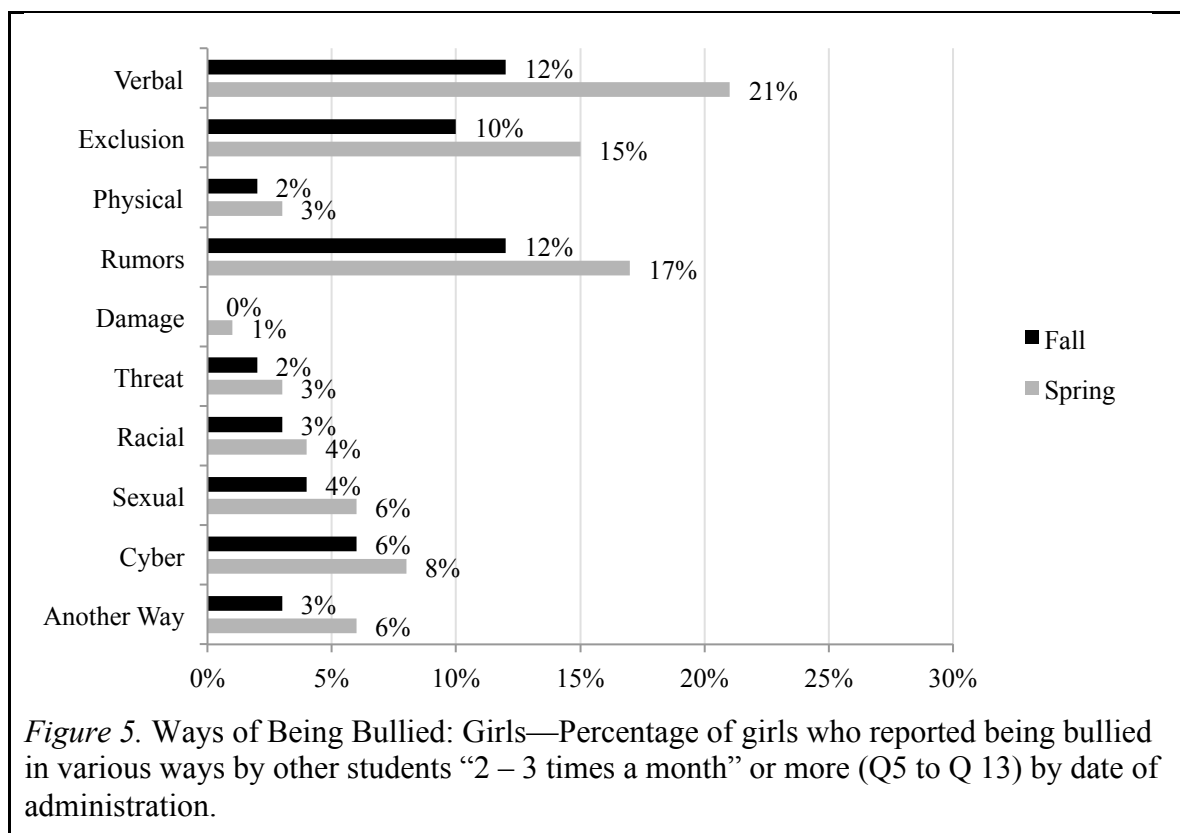
Note. Ways of being bullied, for girls who reported being bullied "2-3 times a month or more (Q4). Percentage (and number) of girls who reported being bullied in various ways by other students (Q5 to Q13) by date of administration.

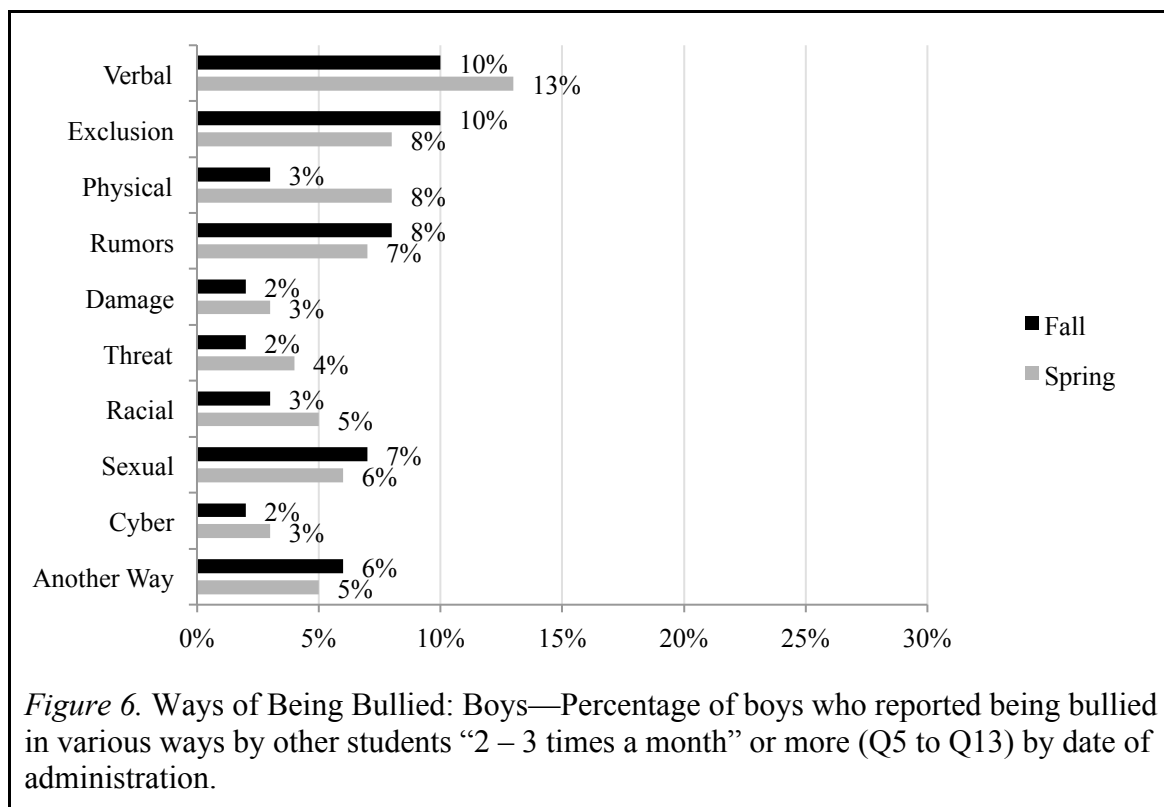
Table 14C

Ways of Being Bullied: Boys

	Verbal	Exclusion	Physical	Rumors	Damage	Threat	Racial	Sexual	Cyber	Another way
Fall Admin.	9.7% (24)	10.2% (25)	3.3% (8)	8.5% (21)	1.7% (4)	2.1% (5)	2.5% (6)	6.9% (17)	2.0% (5)	6.1% (15)
Spring Admin.	12.6% (33)	8.0% (21)	8.0% (21)	7.3% (19)	3.5% (9)	3.8% (10)	4.6% (12)	6.4% (17)	3.1% (8)	5.3% (14)
Relative Change	-30.2%	21.1%	-143%	14.0%	-111%	-83.3%	-81.0%	6.8%	-50.2%	13.4%

Note. Ways of being bullied, for boys who reported being bullied "2-3 times a month or more (Q4). Percentage (and number) of boys who reported being bullied in various ways by other students (Q5 to Q13) by date of administration.





A conclusion of these results appears clear—there was an increase in reporting of bullying behaviors from the fall administration to the spring administration. The percentages for all students show an increase in verbal (-54.8%), rumors (-22.0%), racial (-45.2%), and cyber (-37.9%) bullying. Of note are the actual numbers of physical (29), threats (18), and sexual (33) bullying reports. The fall to spring administration results show that girls identified the same top three types of bullying—verbal, exclusion, and rumors (also consistent with the literature). In addition to verbal, exclusion, and rumors, boys also reported more physical bullying (also consistent with the top forms of bullying in boys reported in the literature). While these results clearly did not produce the “typical” Olweus Bullying Prevention Program reductions, one must consider that the program outcomes of increased recognition and reporting may have significantly impacted the results.

In Tables 15A, 15B, and 15C, the analyses of changes in possible gender differences have been carried a step further by taking into account who is bullied by whom. These data are important in terms of finding out what forms of bullying are particularly used by each gender. The results provided by Hazelden/Professional Data Analysts, Inc. (2014) in 15A, 15B, and 15C show possible changes in the results for girls mainly bullied by girls (Table 15A), girls mainly bullied by boys (Table 15B), and boys mainly bullied by boys (Table 15C).

Table 15A

Ways of Being Bullied—Girls Bullying Girls

	Verbal	Exclusion	Physical	Rumors	Damage	Threat	Racial	Sexual	Cyber	Another way
Fall Admin.	1.8%	2.3%	0.0%	2.8%	0.0%	0.0%	0.9%	0.5%	1.4%	0.0%
	(4)	(5)	(0)	(6)	(0)	(0)	(2)	(1)	(3)	(0)
Spring Admin.	5.3%	5.3%	0.4%	6.1%	0.0%	0.8%	0.4%	0.8%	1.6%	1.6%
	(13)	(13)	(1)	(15)	(0)	(2)	(1)	(2)	(4)	(4)
Relative Change	-186.0%	-131.0%	**	-121.0%	**	**	55.6%	-77.2%	-18.1%	**

Note. ** Unable to calculate the Relative Change (RC) value due to lack of Fall Administration or Spring Administration data or a 0% value for the Fall Administration.

Note. Ways of being bullied, for girls who reported being bullied "2-3 times a month" or more (Q4). Percentage (and number) of girls who reported being mainly bullied by other girls in various ways (Q5 to Q13) by date of administration.

Table 15B

Ways of Being Bullied—Boys Bullying Girls

	Exclusion	Physical	Rumors	Damage	Threat	Racial	Sexual	Cyber	Another way	
Fall Admin.	1.4% (3)	1.4% (3)	0.0% (0)	1.4% (3)	0.0% (0)	0.0% (0)	0.0% (0)	1.4% (3)	0.5% (1)	
Spring Admin.	3.6% (9)	0.4% (1)	0.0% (0)	0.8% (2)	0.0% (0)	0.0% (0)	0.4% (1)	0.8% (2)	0.4% (1)	
Relative Change	-168.0%	70.0%	**	40.1%	**	**	**	**	**	10.2%

Note. ** Unable to calculate the Relative Change (RC) value due to lack of Fall Administration or Spring Administration data or a 0% value for the Fall Administration.

Note. Ways of being bullied, for girls who reported being bullied "2-3 times a month" or more (Q4). Percentage (and number) of girls who reported being mainly bullied by boys in various ways (Q5 to Q13) by date of administration.

Table 15C

Ways of Being Bullied—Boys Bullying Boys

	Verbal	Exclusion	Physical	Rumors	Damage	Threat	Racial	Sexual	Cyber	Another way
Fall Admin.	5.2% (13)	4.9% (12)	1.7% (4)	4.0% (10)	1.2% (3)	1.2% (3)	0.8% (2)	4.1% (10)	1.2% (3)	4.1% (10)
Spring Admin.	4.6% (12)	3.1% (8)	4.2% (11)	2.7% (7)	1.2% (3)	2.3% (6)	1.9% (5)	2.3% (6)	2.3% (6)	2.3% (6)
Relative Change	12.6%	37.4%	-155%	33.5%	6.2%	-83.3%	-126%	44.1%	-87.7%	44.3%

Note. Ways of being bullied, for boys who reported being bullied "2-3 times a month" or more (Q4). Percentage (and number) of boys who reported being mainly bullied by other boys in various ways (Q5 to Q13) by date of administration.

While no bullying behaviors are desirable, the study revealed relatively low numbers of targets/victims and mainly nonviolent reports. Due to the small number of students reporting, it is difficult to make generalized judgments based on who is bullying whom; however, when this data is lined up with discipline data and incident reports, the picture of who is bullying whom becomes much clearer (emphasis on triangulation of the data). Data is not interpreted in more detail here due to the protection of subjects due to relatively low number of reports. (Of note is that the Olweus Bullying Questionnaire

(OBQ) does not ask boys to report being mainly bullied by girls in various ways.)

Being bullied over time. Table 16 presents changes in the results for question 17, “How long has the bullying lasted?” Over time, it is desirable to see a decrease in the percentages and numbers of students who have been bullied for “one year or more.” With the trials and tribulations of adolescents, there are bound to be peaks and valleys, but the ongoing struggle of repetitive bullying is particularly alarming. Some of this is to be expected when you require 600 kids with diverse backgrounds and interests into one building and ask them to get along. Also, there are occasional festering relationships that spill over from elementary school, the neighborhood, or summer interactions. Nonetheless, 23 students reported repetitive bullying. These are the cases that the school should be particularly concerned about; identification and intervention efforts are paramount.

Table 16

“Regular” Victims/Targets of Bullying

	FA	SA	RC
Percentage of all girls	5.8%	5.2%	10.4%
	(13)	(13)	
Percentage of all boys	3.2%	3.8%	-17.5%
	(8)	(10)	
Percentage of all girls and boys	4.4%	4.5%	-.6%
	(21)	(23)	

Note. Percentage (and number) of girls, boys, girls and boys who have been bullied "2-3 times per month" or more for "one year" or more (Q17) by date of administration.

Where bullying occurs. The data in Tables 17A, 17B, and 17C show changes in the results for question 18 concerning the places where bullying has occurred. Since it is possible for students to be bullied in several different places, the Olweus Bullying Questionnaire (OBQ) instructed them to mark any response alternatives that applied. The

results provided by Hazelden/Professional Data Analysts, Inc. (2014) in Tables 17A, 17B, and 17C are based on the percentage calculations of the subgroup of students who have responded “only once or twice” to question 4. The tables serve to reveal current and potential “hot spots,” where bullying is happening more often, and changes in the “geographical distribution” of the bullying in the school environment over time. Positive relative change figures indicate decreases in the percentages of students who were bullied in each location at school from the fall administration to the spring administration. This information will be valuable in the continual evaluation, review, and refinement of the school’s supervisory system. This data may lead to adjustments in supervision locations, access, and placement of surveillance equipment.

Table 17A

Where Bullying Occurred—Girls and Boys Combined

	Playground (recess/breaks)	Hallways/stairwells	In class (teacher in room)	In class (teacher not in room)	Bathroom	Gym class or locker room/shower	Lunchroom	To and from school	School bus stop	On school bus	Somewhere else (at school)
Fall Admin.	38.4% (48)	30.4% (38)	16.8% (21)	24.8% (31)	18.4% (23)	20.8% (26)	37.6% (47)	13.6% (17)	6.4% (8)	15.2% (19)	24.0% (30)
Spring Admin.	14.3% (25)	35.4% (62)	24.0% (42)	29.1% (51)	16.0% (28)	16.6% (29)	34.3% (60)	8.0% (14)	2.3% (4)	10.9% (19)	25.1% (44)
Relative Change	62.8%	-16.5%	-42.9%	-17.5%	13.0%	20.3%	8.8%	41.2%	64.3%	28.6%	-4.8%

Note. Where the bullying occurred, for girls and boys who reported being bullied "once or twice" or more (Q4). Percentage (and number) of girls and boys who reported being bullied in various places (Q18) by times of administration.

Table 17B

Where Bullying Occurred—Girls

	Playground (recess/breaks)	Hallways/stairwells	In class (teacher in room)	In class (teacher not in room)	Bathroom	Gym class or locker room/shower	Lunchroom	To and from school	School bus stop	On school bus	Somewhere else (at school)
Fall Admin.	36.9% (24)	26.2% (17)	20.0% (13)	27.7% (18)	12.3% (8)	20.0% (13)	41.5% (27)	12.3% (8)	7.7% (5)	12.3% (8)	23.1% (15)
Spring Admin.	13.1% (13)	40.4% (40)	22.2% (22)	28.3% (28)	18.2% (18)	14.1% (14)	39.4% (39)	10.1% (10)	2.0% (2)	11.1% (11)	26.3% (26)
Relative Change	64.4%	-54.5%	-11.1%	-2.1%	-47.7%	29.3%	5.2%	17.9%	73.7%	9.7%	-13.8%

Note. Where the bullying occurred, for girls who reported being bullied "once or twice" or more (Q4). Percentage (and number) of girls who reported being bullied in various places (Q18) by date of administration.

Table 17C

Where Bullying Occurred—Boys

	Playground (recess/breaks)	Hallways/stairwells	In class (teacher in room)	In class (teacher not in room)	Bathroom	Gym class or locker room/shower	Lunchroom	To and from school	School bus stop	On school bus	Somewhere else (at school)
Fall Admin.	40.0% (24)	35.0% (21)	13.3% (8)	21.7% (13)	25.0% (15)	21.7% (13)	33.3% (20)	15.0% (9)	5.0% (3)	18.3% (11)	25.0% (15)
Spring Admin.	15.8% (12)	28.9% (22)	26.3% (20)	30.3% (23)	13.2% (10)	19.7% (15)	27.6% (21)	5.3% (4)	2.6% (2)	10.5% (8)	23.7% (18)
Relative Change	60.5%	17.3%	-97.4%	-39.7%	47.4%	8.9%	17.1%	64.9%	47.4%	42.6%	5.3%

Note. Where the bullying occurred, for boys who reported being bullied "once or twice" or more (Q4). Percentage (and number) of boys who reported being bullied in various places (Q18) by date of administration.

In terms of location, both boys and girls reported a significant reduction in bullying on the playground. This is most likely due to a transition from the elementary school with scheduled recess to no scheduled recess time at the middle school. The results show reductions ranging from 8.8% to 64.3% in many areas of the building including the playground, bathroom, gym class/locker room, lunchroom, to and from school, at the school bus stop, and on the school bus. There was also a 5.3% reduction in the general category of somewhere else at school; however, more information on specific locations is needed. Intuitively, one would expect the increased recognition and reporting would lead to a reduction in bullying in the classroom, but the results show a 42.9% (-42.9%) increase in bullying in the class with the teacher in the room. For girls, was an increase of 54.5% (-54.5%) in bullying reported in the hallway and a 47.7% (-47.7%) increase in bullying in the bathroom. Girls saw meager reductions in bullying behaviors to and from school, at the school bus stop, and on the school bus. Boys also saw an increase of bullying behavior in the classroom with the teacher present 97.4% (-97.4%) and an increase of 39.7% (-39.7%) in the classroom when the teacher was not present. Boys saw a reduction in bullying behavior in the bathroom (47.4%), to and from school (64.9%), and, while small in term of actual numbers, also saw reductions at the bus stop and on the bus. The intricacies and complexities of where bullying happens will require an in depth conversation and strategic planning on the part of the Bullying Prevention Coordinating Committee (BPCC) and the middle school staff.

Reporting of bullying. Tables 18A through 18C present the changes in the percentages of bullied students who have reported bullying, telling either a teacher or another adult at school (Table 18A), a parent/guardian (Table 18B), and/or a brother,

sister, or friend (Table 18C) about the bullying they have experienced. Successful class meeting efforts in encouraging bullied students to report bullying will show increases in these percentages over time. In each case, increases in these percentages will be revealed by positive relative change percentages in the tables. Table 18D displays changes in the percentages of students who have told no one about the bullying they are experiencing. The goal would be to see decreases in these percentages (represented in the table by positive relative change figures). This would indicate that fewer students are keeping quiet about their bullying experience.

Table 18A

Told Teacher or Another Adult at School

	FA	SA	RC
Girls	35.0% (7)	34.3% (12)	-2.0%
Boys	47.4% (9)	26.3% (5)	-44.4%
Girls and boys	41.0% (16)	31.5% (17)	-23.3%

Note. RC = (SA%-FA%)*100/FA%

Note. Percentage (and number) of bullied students (according to Table 10) who have told a teacher or another adult at school about the bullying (Q19a and Q19b combined) by of administration.

Table 18B

Told Parent or Guardian

	FA	SA	RC
Girls	35.0%	40.0%	14.3%
	(7)	(14)	
Boys	42.1%	47.4%	12.5%
	(8)	(9)	
Girls and boys	38.5%	42.6%	10.7%
	(15)	(23)	

Note. $RC = (SA\% - FA\%) * 100 / FA\%$

Note. Percentage (and number) of bullied students (according to Table 10) who have told a parent or guardian about the bullying (Q19c) by date of administration.

Table 18C

Told Brother, Sister, or Friend

	FA	SA	RC
Girls	60.0%	57.1%	-4.8%
	(12)	(20)	
Boys	31.6%	26.3%	-16.7%
	(6)	(5)	
Girls and boys	46.2%	46.3%	0.3%
	(18)	(25)	

Note: $RC = (SA\% - FA\%) * 100 / FA\%$

Note. Percentage (and number) of bullied students (according to Table 10) who have told a brother, sister or friend about the bullying (Q19d and Q19e combined) by grade groupings and date of administration.

Table 18D

Not Told Anyone

	FA	SA	RC
Girls	25.0%	28.6%	-14.3%
	(5)	(10)	
Boys	26.3%	26.3%	0.0%
	(5)	(5)	
Girls and boys	25.6%	27.8%	-8.3%
	(10)	(15)	

Note. Percentage (and number) of bullied students (according to Table 10) who have not told anyone about the bullying (Q19d and Q19e combined) by grade groupings and date of administration.

The goal of rule four is to increase reporting of bullying by asking students to tell an adult at school and an adult at home. Through class meeting discussions about the importance of telling others about bullying and following the bullying prevention rules, these results should see a decrease in bullying over time; however, these results show an increase in students not reporting bullying, an undesired result. 44.4% (-44.4) more boys are not reporting bullying to teachers or adults at school. According to the Hazelden Foundation (2014), national comparisons show “the percentage of bullied students who do not tell anybody can be quite high in the middle school/junior high school grades and higher, particularly for boys” (p. 15). The number of girls reporting to teachers and adults at school decreased slightly (-2.0%). The results do show modest improvement in reporting to adults at home (10.7% - 14.3%). Given the importance of peers with this age group, worth noting is that even reporting to peers showed no significant improvement. Finally, the results for those who have not told anyone about the bullying did not improve; the numbers for boys were flat at 0.0%, and numbers for girls increased by 14.3% (-14.3%) and increased by 8.3% (-8.3%) overall.

Feelings and Attitudes Regarding Bullying

The next section of questions on the Olweus Bullying Questionnaire (OBQ) deals with general attitudes and feelings middle school students may have regarding various aspects of bullying. Those attitudes and feelings include joining bullying, empathy for others, and fear of being bullied.

Joining in bullying. Table 19 presents possible changes in the results of students who responded “yes” or “yes, maybe” to question 36: “Do you think you could join in bullying a student whom you don’t like?” It is the hope that the results would show

decreases over time in the frequency with which students indicate that they could join in bullying another student. According to Hazelden/Professional Data Analysts, Inc., the results in Table 19 can be seen as a rough indication of the changes in the strength of the school population's tendencies or propensity for bullying. It would be very natural to have a discussion with students about the findings in this table and to relate these findings to the various roles described in the "Bullying Circle," particularly conversations about the students who answered "yes, maybe," and "I don't know," because many of them are likely to be "passive bullies," "passive supporters," and "disengaged onlookers" who might become more actively involved in bullying other students at some later point in time (Hazelden Foundation, 2014, p. 38) (See Bullying Circle in Chapter 2 for a complete description of the roles.) Given rule one, "I will not bully others" and the intensive focus on the Bullying Circle, one would not expect to see the results show an increase in those willing to participate in bullying across the board.

Table 19

Joining in Bullying

	FA	SA	RC
Girls	3.6% (8)	8.4% (21)	-133.0%
Boys	10.7% (26)	20.8% (54)	-94.1%
Girls and boys	7.3% (34)	14.8% (75)	-101.0%

Note. Percentage (and number) of students who responded "yes" or "yes, maybe" to Q36: "Do you think you could join in bullying a student whom you do not like?" by grade groupings and date of administration.

Empathy for others. Table 20 shows the changes in the percentages of students who say they “feel a bit sorry” or “feel a bit sorry and want to help” in response to question 23: “When you see a student your age being bullied, what do you feel or think?” Over time, data should show increases in the percentages of students that express empathy for children who are bullied. Such increases would be reflected in positive relative changes in Table 20 (reversal of the calculation of relative change). These results show small decreases (-5.6% to -11.6%) in students who display empathy for victims/targets, which again is an undesired result. It is important to note though that the vast majority of students (84.7%), including 91.9% of girls, feel empathy when they witness bullying. The results for the middle school are very comparable to national results that show 86.6% of girls and boys, 92.6% of girls, and 80.9% of boys feel empathy when they witness bullying (Hazelden, 2014).

Table 20

Empathy with Victims

	FA	SA	RC
Girls	97.3% (216)	91.9% (226)	-5.6%
Boys	88.1% (215)	77.9% (201)	-11.6%
Girls and boys	92.5% (431)	84.7% (427)	-8.4%

Note. RC = (SA%-FA%)*100/FA%

Note. Percentage (and number) of students who responded "feel a bit sorry" or "feel sorry and want to help" to Q23: “When you see a student your age being bullied at school, what do you feel or think?”

“It is often found that students in higher grades, particularly among boys, have a more negative attitude toward bullied students than students in lower grades” (Hazelden Foundation, 2014, p. 38). It is important to emphasize, however, that the research done by the Hazelden foundation has found that levels of empathy with students who are being bullied are generally quite high among students (p. 38). It is suggested that these results can be useful in class meetings to “talk about how feeling empathy toward a bullied student can be turned into actions more effectively so the bullied student will get support” and help and to talk with students about why most students feel empathy for a bullied student but relatively few take action to stop the bullying (Hazelden Foundation, 2014). This information should be used to remind students of the four bullying prevention rules and the Bullying Circle.

Afraid of being bullied. Table 21 displays the changes in the percentages of students in the school population who are to some degree (varying from “sometimes” to “very often”) afraid of being bullied by other students (question 38). Over time, a school should see reductions in the percentages of students who are afraid of being bullied. According to Hazelden/Professional Data Analysts, Inc., the results of this question are related to the results for question 4 about how often the target/victim is bullied; question 38 has a wider scope and “it is designed to identify not only students who are actually bullied but also students who feel they might easily become bullied” (Hazelden Foundation, 2014, p. 39). Hazelden/Professional Data Analysts, Inc. explain that the results in Table 21 can be seen as an indication of a significant aspect of school climate and the following questions were posed: To what extent is the climate or school culture one of fear and negative expectations? Have any marked changes occurred in this area? If

large percentages of students are afraid of being bullied, it will also very likely impact their learning (e.g., ability to concentrate, etc.) and cause them to not want to go to school and to dislike the school environment. Of note is that the middle school results are above the national average, 31.5% to 41.6% for girls and boys, 24.6% to 31.7% for girls, and 18.1% to 22.2% for boys (Hazelden Foundation, 2014). Also, the overall reduction in students feeling afraid of being bullied (31.0%) is a strong indication that the school does not have a caustic school climate or culture, nor the underlying factors that could contribute to a wide scale bullying epidemic.

Table 21

Feeling Afraid of Being Bullied

	FA	SA	RC
Girls	47.9% (104)	31.5% (78)	34.4%
Boys	24.7% (60)	18.1% (47)	26.8%
Girls and boys	35.7% (164)	24.6% (125)	31.0%

Note. Percentage (and number) of students who responded "sometimes," "fairly often," "often," or "very often" to Q38: How often are you afraid of being bullied by other students in your school?

How others react. The questions in this section of the Olweus Bullying Questionnaire (OBQ) “dealt with changes in the reactions and behavior of three important groups of people who can decrease or increase and prevent or enhance bullying problems in a school setting: teachers and other adults at school, the peer group, and parents/guardians” (Hazelden Foundation, 2014, p. 41). Some of the questions (questions 20, 21, and 39) were designed to capture the perceptions of all students; others concerned the perceptions of students who are bullied (question 22) or students who bully other

students (question 34); and one question (question 37) aimed to reflect the students' views of their own reactions (attitudes and behavior) to a bullying situation (Hazelden Foundation, 2007).

The answers to this set of questions on the Olweus Bullying Questionnaire (OBQ) provide important information about the success of the school's efforts to counteract bullying. Research by the Hazelden Foundation (2014) has found that "there is generally an inverse relationship between the strength or magnitude of such efforts and the levels of bullying problems in the school" (p. 41). "Schools that have high values (scores) on several or most of the questions in this section are likely to have lower levels of bullying problems in their schools" (p. 41). As the Olweus Bullying Questionnaire (OBQ) is given over time, the Hazelden Foundation suggests that "positive changes on these questions are usually associated with decreased levels of bullying problems" (as measured in Tables 10 and 12) and "with continued implementation of the Olweus Bullying Prevention Program (OBPP), the questions in this section will provide important information about how well the program is being implemented in the school and where additional efforts may be needed" (p. 41).

Interventions by Teachers, Other Adults, and Peers

Tables 22 and 23 and accompanying graphs provided by Hazelden/Professional Data Analysts, Inc. (2014) show changes in the percentages of teachers or other adults at school (question 20) or other students (question 21), respectively, who "try to put a stop to it when a student is being bullied at school," as perceived by the students. According to the Hazelden Foundation (2014), results typically show that teachers and adults at school tend to intervene more often than peers (p. 41). However, both boys and girls usually

agree that “the tendency to intervene declines markedly in higher grades for both groups” (p. 41). The results reported by the students regarding interventions were contrary to the expected results. In contrast, the results from the middle school show the opposite. Students noted an overall decrease in students reporting interventions by adults (-14.8% to -29.4%) and an increase (48.5% to 92.3%) in reporting to peers. With the development of the Incident Report and on-the-spot interventions, the middle school would have expected for better results on question 20, but the Bullying Prevention Coordinating Committee (BPCC) was lifted somewhat by the increase in intervention by peers, showing at least the incidents are being shared. Nonetheless, the overall perception is that intervention is not occurring as students desire or expect it to occur.

Table 22

Intervention by Teachers or Other Adults

	FA	SA	RC
Girls	55.2%	39.0%	-29.4%
	(122)	(97)	
Boys	55.3%	47.1%	-14.8%
	(135)	(124)	
Girls and boys	55.3%	43.2%	-21.9%
	(257)	(221)	

Note: RC = (SA%-FA%)*100/FA%

Note. Percentage (and number) of students who responded "often" or "almost always" to Q20: “How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school?” by grade groupings and date of administration.

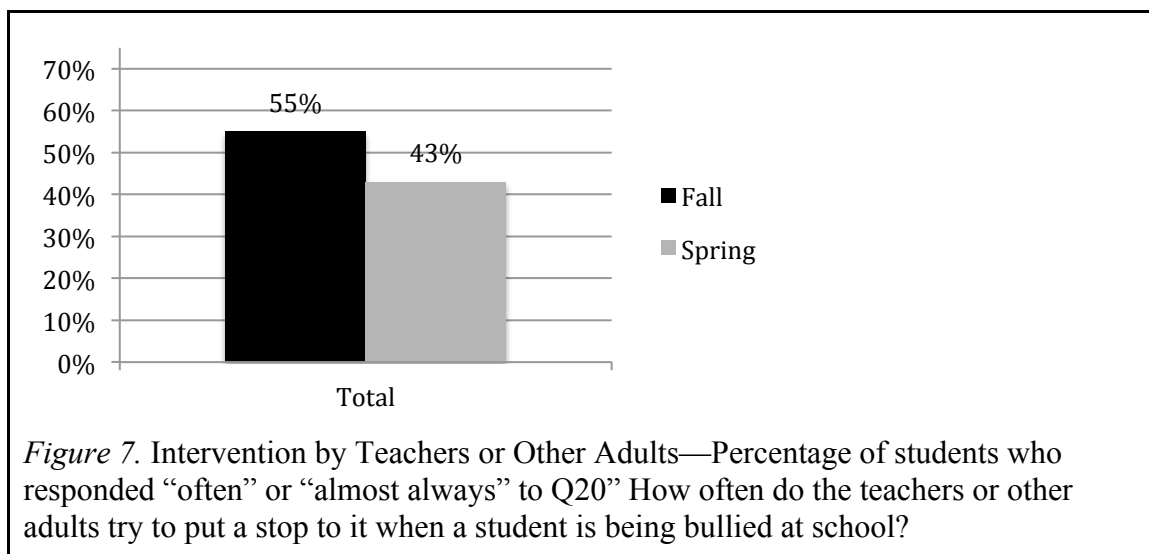


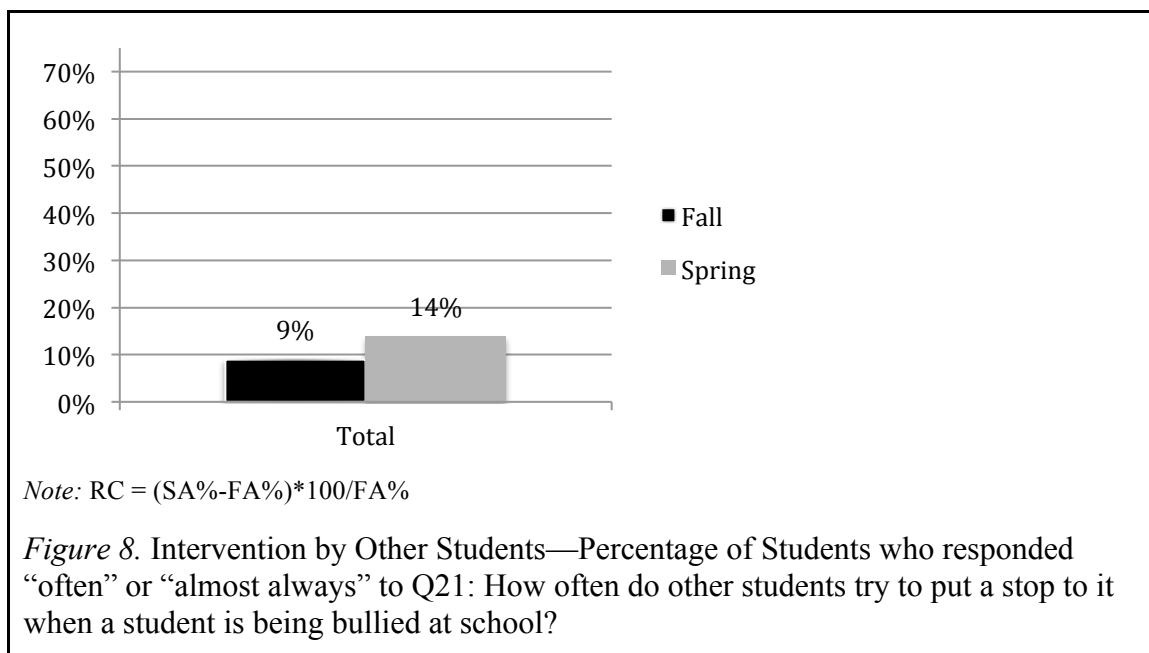
Table 23

Interventions by Other Students

	FA	SA	RC
Girls	8.1% (18)	12.1% (30)	48.5%
Boys	8.4% (20)	16.1% (42)	92.3%
Girls and boys	8.3% (38)	14.1% (72)	71.2%

Note. RC = (SA%-FA%)*100/FA%

Note. Percentage (and number) of students who responded "often" or "almost always" to Q21: How often do other students try to put a stop to it when a student is being bullied at school? by grade groupings and date of administration.



Over time, the school should see increases in the percentages of students who report that teachers, other adults, and peers frequently try to stop bullying that occurs. Such increases will be reflected in positive relative change figures (reversal of the calculation of RC). One should note that such changes reflect *student’s perceptions* and may not necessarily be consistent with teachers’ or peers’ own perceptions of their behavior.

Tables 24 and 25 show the change in the percentages of students who say that they “try to help the bullied student” and those who “just watch what goes on” (question 37) in response to a possible bullying situation or relationship (disengaged onlookers in the Bullying Circle). After implementing the program, the hope is that the school will see decreases in the percentages of students who are “disengaged onlookers” with more students taking active roles to stop bullying.

Table 24

Help from the Peer Group (The Bullying Circle)

	FA	SA	RC
Girls	44.5%	58.6%	31.7%
	(73)	(102)	
Boys	48.3%	53.8%	11.4%
	(73)	(84)	
Girls and boys	46.3%	56.4%	21.6%
	(146)	(186)	

Note. RC = (SA%-FA%)*100/FA%

Note. Percentage (and number) of students who responded that they "try to help the bullied student" to Q37: How do you usually react if you see or learn that a student your age is being bullied by another student(s)? by grade groupings and date of administration.

Table 25

Watch from the Peer Group (The Bullying Circle)

	FA	SA	RC
Girls	5.5%	3.4%	37.2%
	(9)	(6)	
Boys	6.0%	7.7%	-29.1%
	(9)	(12)	
Girls and boys	5.7%	5.5%	4.5%
	(18)	(18)	

Note. Percentage (and number) of students who responded, "I just watch what goes on" to Q37: How do you usually react if you see or learn that a student your age is being bullied by another student(s)? by grade groupings and date of administration.

The overall number of boys and girls who "try to help the bullied student" showed an improvement of 21.6% (n = 146 to n = 186), a respectable and desired improvement. In terms of disengaged onlookers, the overall numbers showed a modest improvement of 4.5%, but the gain in girls (37.2%) was tempered by the decrease in boys (-29.1%); the disengaged onlookers should be kept in perspective given the overall number of respondents was low. The number of "disengaged onlookers" generally increases with the higher grades, particularly for boys; this trend is related to the pattern of finding less

empathic and engaged attitudes towards bullied students in higher grades (Table 20; Hazelden Foundation, 2014, p. 42).

School-Home contact. Table 26 provided by Hazelden/Professional Data Analysts, Inc. displays the percentages of bullied students (“two or three times a month” or more) whose parents/guardians have contacted the school “once or more often” to try to get the bullying stopped, as perceived by the bullied students. Results are reported separately for fall and spring administration, but there are no relative change figures in the table. These figures suggest a moderate increase in the amount of school-home contact (13 to 17). It is positive to note that communication increased; however, with a small number of reports, it is difficult to draw larger conclusions.

Table 26

Contact with School from Adults at Home

	FA	SA
Girls	20.0% (4)	28.6% (10)
Boys	47.4% (9)	38.9% (7)
Girls and boys	33.3% (13)	32.1% (17)

Note. Percentage (and number) of students (out of those who have been bullied according to Table 10) who responded that an adult at home has contacted the school “once or more” in the past couple months in order to stop their being bullied at school (Q22) by grade groupings and date of administration.

Since the results in this table are based on the responses of those students who are still being bullied at the time of the (fall or spring) administration, who are the “unsuccessful cases” in a sense, an ordinary relative change percentage is not likely to directly capture what one would like to measure. It would be desirable to measure changes in parents having positive results when they have tried to contact or work with

the school to address the bullying their child is experiencing. As mentioned above, the data provided by Hazelden/Professional Data Analysts, Inc. does not include bullied students whose parents/guardians have contacted the school and have been successful in getting the bullying stopped (data was not measured by Olweus Bullying Questionnaire).

The results in this table do, however, show the extent to which parents/guardians know about their child being bullied and have made active contact with the school to get the bullying stopped. Within each additional administration of the Olweus Bullying Questionnaire (OBQ), meaningful comparisons in this regard can be made between girls and boys and between students at different grade levels. Usually, the data in the table indicates that parents/guardians of bullied students in higher grades know less about their children's problems and have made fewer contacts with the school in that regard than parents in the elementary grades, for example.

Talks with bullying students. The structure of Tables 27 and 28 is the same as that of Table 26, and the results are reported in the same way without relative change figures. Table 27 displays the percentages of bullying students ("two or three times a month" or more) who report that their class (homeroom) teacher or another teacher has talked with them "once" or more often about their bullying other students at school. Table 28 shows parallel changes in the percentages for "an adult at home." As with Table 26, both teachers and adults at home tend to have less knowledge about their student's or children's bullying problems and have talked less with them about these problems when the students are in higher grades compared to lower grades. Given the low number of reports, it appears that adults (both at school and home) are having very few conversations with bullying students, though the results reflect a positive relative change.

Table 27

Interventions from Teacher(s) at School with Bullying Students

	FA	SA
Girls	66.7% (2)	0.0% (0)
Boys	37.5% (3)	25.0% (3)
Girls and boys	45.5% (5)	20.0% (3)

Note. Percentage (and number) of students (out of those who have bullied other students according to Table 12) who responded that the class (homeroom) teacher or any other teacher has talked with them "once" or more in the past couple months about their bullying other students at school (Q34) by grade groupings and date of administration.

Table 28

Interventions from Adult(s) at Home with Bullying Students

	FA	SA
Girls	66.7% (2)	0.0% (0)
Boys	0.0% (0)	41.7% (5)
Girls and boys	18.2% (2)	33.3% (5)

Note. Percentage (and number) of students (out of those who have bullied other students according to Table 12) who responded that an adult at home has talked with them "once" or more in the past couple months about their bullying other students at school (Q35) by grade groupings and date of administration.

The reasons for not reporting relative change figures are parallel to what was explained with regard to Table 6. A relative change percentage is not likely to measure directly what one wants to measure. Among other things, the tables do not include bullying students whose teachers or parents or guardians have talked with them and have been successful in getting the bullying behavior stopped. More research on the data in Tables 26 through 28 would need to be done to find out if and how it can be used meaningfully in some kind of change score.

The class (homeroom) teacher's efforts to counteract bullying. The final table in this section, Table 29, provides information on possible changes in the students' perceptions of the class (homeroom) teacher's efforts to counteract bullying in the classroom (question 39). It should be noted that the percentages provided by Hazelden/Professional Data Analysts, Inc. represent the two most negative response alternatives (the teacher has done "little or nothing" or "fairly little"). Over time, students' perceptions that the teacher has done "little or nothing" or "fairly little" to counteract bullying in the past couple of months should decrease. With an increase in girls (-96.4%) and boys (-45.1%) for a combined of a 66.2% (-66.2%) increase, there appears to be a pattern of student perception regarding teachers' efforts, especially given the middle school's emphasis on the middle school concept and advisory.

Table 29

Teacher's Effort to Counteract Bullying

	FA	SA	RC
Girls	21.3% (47)	41.8% (104)	-96.4%
Boys	27.3% (68)	39.6% (103)	-45.1%
Girls and boys	24.5% (115)	40.7% (207)	-66.2%

Note. Evaluation of class (homeroom) teacher's effort to counteract bullying in the classroom. Percentage (and number) of students who responded "little or nothing" or "fairly little" to Q39: "Overall, how much do you think your class or homeroom teacher has done to cut down on bullying in your classroom in the past couple of months?" by grade groupings and date of administration.

Friends and General Satisfaction or Dissatisfaction With School

This section of the Olweus Bullying Questionnaire (OBQ) provided a general sense of change in the social networks in the school and the students' general satisfaction or dissatisfaction with school. According to the Hazelden Foundation (2014), the questions related to Tables 30 and 31 about the number of friends students have and the students' dislike of school, respectively, are both related to the general question about being bullied (Table 10) but have a wider scope. The results in these tables tell something about the overall school climate and students' sense of community or connection with the school.

Number of friends. Table 30 shows changes in the percentages of students who report that they have no or only one friend in their class(es). According to Hazelden/Professional Data Analysts, Inc., this result can be seen as a rough indication of possible changes in social isolation in the school. The results should show a decrease in the percentages of students who have few friends. While this question is helpful in identifying social isolation, it should be noted that there is an inherent bias in assuming "one good friend" is an indicator of social isolation. (Some students at this age count one good friend as more than enough to satisfy their social needs.) Again, while the overall relative numbers are small, it can be noted that the girls showed a 4.0% improvement, and the boys showed a 30.3% improvement for an overall improvement of 17.5% in terms of social isolation. As with question 38 (Table 21), the results for this question also suggested there is not an overall toxic climate or culture fertile for fostering the growth of bullying behaviors.

Table 30

Social Isolation

	FA	SA	RC
Girls	12.6% (28)	12.0% (30)	4.0%
Boys	12.4% (31)	8.6% (23)	30.3%
Girls and boys	12.5% (59)	10.3% (53)	17.5%

Note. Percentage (and number) of students who responded "none" or "one good friend" to Q3: "How many good friends do you have in your class(es)?" by grade groupings and date of administration.

Disliking school. Being bullied may also be related to disliking school. Research by the Hazelden Foundation (2014) has shown that of those students who dislike school, as many as 40 to 50 percent report being bullied (p. 48). With time, the school will hope to see decreases in the percentages of students who dislike school. According to the Hazelden Foundation (2014), "no change over time or increases in students' dislike of school may a possible reflection of the bullied students' continuing problems with academics and their bullying peers, as well as their animosity towards the adults at school who have not succeeded in stopping the bullying" (p. 48). The results of this question would seem to be the most significant in terms of meaningful results (schools must intervene as soon as possible to address cases of disenfranchisement). While difficult to tie solely and directly to bullying behaviors, the fact that 70 students, or 13.6% of the respondents replied that they "dislike very much" or "dislike" school is highly disconcerting. Granted, adolescence can be a difficult and trying time, but a 46.4% (-46.4%, n = 26) increase is an issue the school must address. Perhaps a focus group, survey, or other open-ended means of collecting information could reveal more data on why a sizable segment of the middle school population does not like school. However, a

general disregard for school, adults, and authority is a known developmental factor and may be a contributing factor to these results.

Table 31

Students Who Dislike School

	FA	SA	RC
Girls	8.1% (18)	12.1% (30)	-49.9%
Boys	10.4% (26)	15.0% (40)	-44.6%
Girls and boys	9.3% (44)	13.6% (70)	-46.4%

Note. Percentage (and number) of students who responded, "dislike very much" or "dislike" to Q1: "How do you like school?" by grade groupings and date of administration.

Change in Bullying by Class Meeting Lesson

One of the other indicators identified to assess the success of the implementation effort was a measure of the class meetings based on the results to specific question on the Olweus Bullying Questionnaire (OBQ). Lessons were designed to correspond to questions on the OBQ with the expectation that the class meeting lesson would lead to the reduction and prevention of bullying at the middle school. However, the results on the lessons were mixed making it difficult to draw global conclusions due to the mixed results and limited information from only one lesson. Also, it should again be noted that because the Olweus Bullying Prevention Program (OBPP) teaches students and adults to recognize bullying and encourages them to report it, the current administration of the questionnaire may actually show an increase in the rates of being bullied after one year, not necessarily because incidents have increased, but because recognition and reporting have increased, an identified side effect reported by Hazelden/Professional Data Analysts, Inc.

Table 32

Change in Bullying by Class Meeting Lesson

Question	Lesson	Change
1. Feel about school	The Masks We Wear	-46.4%
3. Number of friends	Friends—Who Needs Them?	17.5%
5. and 25. Name calling/teasing	Just Kidding	-54.8%
6. and 26. Exclusion	Rule 3	-9.2%
7. and 27. Physical bullying	Rule 1 and Rule 2	-118%
8. and 28. Lies/rumors	Rumors	-22%
9. and 29. Money or items stolen	Rule 1 and Rule 2	-66.2
10. and 30. Threatened or forced	Rule 1 and Rule 2	-103%
12. and 32. Cyber	Cyberbullying	37.9%
13. and 33. Other bullying	Character Counts!	-20.4%
14., 15., and 16. Age/Gender/Number of bullies	Facts and Myths	**
18. Location of bullying	Hot Spots	14.3%
19. Reporting bullying	To Report or Not Report?	-20.6%
20., 34., and 39. Response/Impact by teachers/school	Whom Do You Trust?	-8.1%
21. Response by students	Bullying Circle	71.2%
22. and 35. Response/Talked at home	Rule 4	32.7%
23. Feeling/thoughts on bullying	Bullying Rule Round Up	-8.4%
24. Participating in bullying	+ and - Peer Pressure	-23.8%
36. Join bullying	Never a Lemming Be	-101%
37. React to bullying	Rule 2 and Bullying Circle	13.05%
38. Afraid of being bullied	Respect? Who Gets It?	31.0%
2. Gender of participant	N/A—Demographic questions	N/A
40. Race/Ethnicity of participant	N/A—Demographic questions	N/A
4. Frequency and 17. Duration of bullying	N/A—Demographic questions	N/A
11. and 31. Racial/Sexual	N/A—Not addressed due to sensitive nature of topics	N/A

Note. **In order to protect anonymity of students, relative change not calculated due to count less than 10.

Note. In order to better gauge the identify the connection between the class meeting lessons and the changes in bullying behavior, the class lessons were designed to specifically address the questions asked on the Olweus Bullying Questionnaire (OBQ). This chart shows the connection between the lessons and the OBQ questions.

Summary

The objective of Chapter Four was to describe the results and findings of the project's action steps that were guided by the Olweus Bullying Prevention Program (OBPP) Implementation Flowchart and OBPP Scope and Sequence and the Olweus Bullying Questionnaire (OBQ) in order to identify the fidelity of implementation and establish a basis for measuring the OBPP's effectiveness. The overall effectiveness of the OBPP in terms of fidelity of implementation and effectiveness as measured by the OBQ will be addressed in Chapter Five.

CHAPTER 5

EVALUATION, DISCUSSION, AND RECOMMENDATIONS

Introduction

The purpose of this action research project was to reduce and prevent bullying at the middle school by fulfilling the mandated South Dakota laws and school district policy through the implementation of the Olweus Bullying Prevention Program (OBPP). The objective of Chapter Five is to evaluate and discuss the results of the action research project and suggest recommendations for follow up and further study. Unless quoted, cited, or otherwise referenced, all analysis, conclusions, and recommendations in this chapter are those of the researcher.

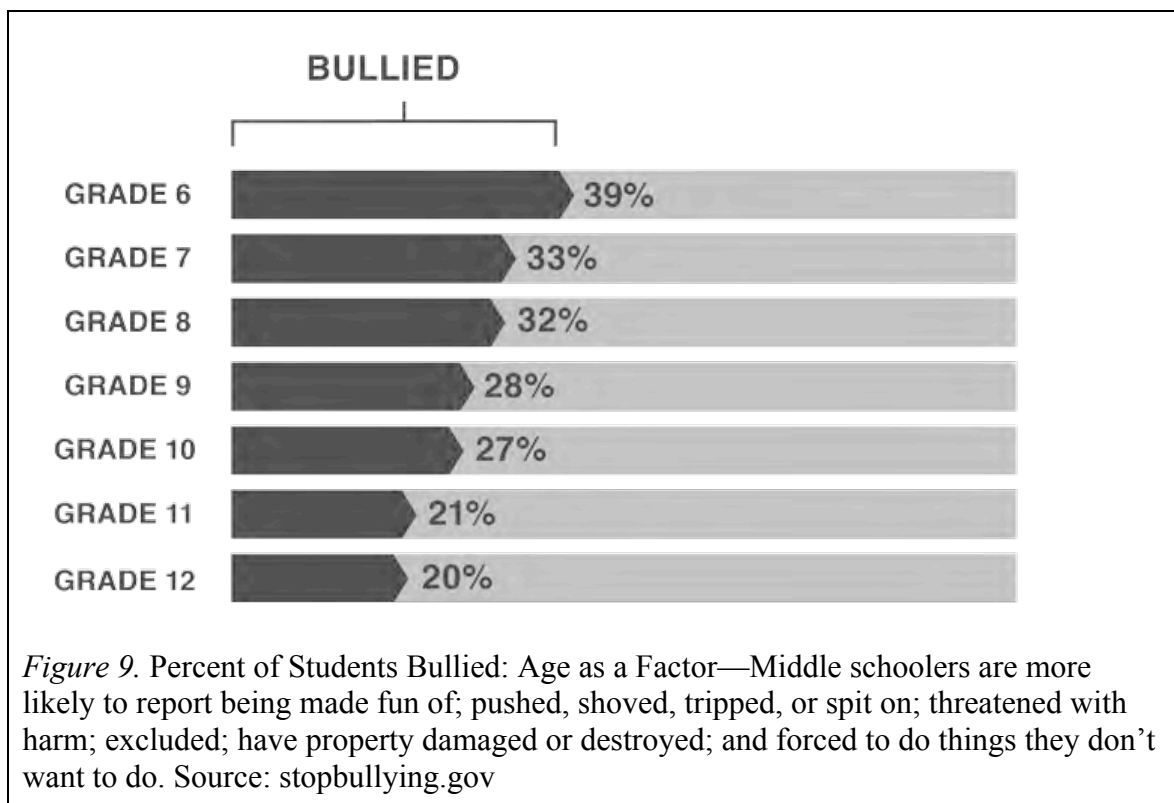
Evaluation and Discussion

The Olweus Bullying Prevention Program: An Overall Perspective

What good resulted from the implementation of the Olweus Bullying Prevention Program (OBPP) at the middle school? The OBPP heightened awareness and started a conversation that brought bullying to the forefront. It led to a concrete definition of bullying, an intervention protocol, and a formal reporting mechanism through the Incident Report; it also led to opening a dialogue among students, staff, and parents. In short, it improved everything from recognition and awareness to reporting and intervention; in addition, the OBPP improved the climate and culture and increased conversation at the middle school. The strengths of the OBPP were the rules, class meetings, interventions, and overall holistic/wrap-around approach; however, the absence of sequential lessons left a sense of ambiguity and created a feeling that made the program seem, at least in the eyes of this researcher, reactive rather than proactive. Also,

the narrow focus, i.e., just bullying behaviors or reacting to bullying incidents after they have occurred, did not seem to get to the core of the issue—changing peer behavior and improving peer relationships. (This issue will be addressed further below through discussion of the need for the addition of a character education component.) That being said, what bad or negative resulted from the implementation of the OBPP? Arguably, nothing, aside from a dramatic increase in many non-bullying behaviors being labeled bullying, the program produced no discernable negatives.

While the Olweus Bullying Prevention Program (OBPP) appears to be a promising practice, one has to wonder what role-confounding variables such as time and maturity have on the results of bullying prevention programs; anyone who has worked with adolescents knows how much of an impact time has on growth and maturity throughout a student's middle school tenure. Research suggests that most bullying occurs in middle school (see Figure 8); ironically this is where most bullying prevention programs are targeted and supposed to be reducing and preventing bullying. However, the numbers differ greatly and are not dependent on a bullying prevention program, so one has to wonder if the bullying prevention programs bring about the reduction in bullying behavior, or is it a simple byproduct of adolescents transitioning into young adulthood?



Despite the role of time, anecdotal evidence suggests that the OBPP resulted in an elevated conversation about bullying, its effects, and how to prevent it. It increased awareness and recognition; and improved reporting and intervention at the middle school. Programs like the OBPP are an important start, but at best are a Band-Aid and do not consistently bring about real, substantive change without additional supports and a wider focus. A more proactive solution, one rooted in the school's true mission of education, rather than reacting, is needed. Based on this study alone, it seems schools would be better served spending time focusing on prosocial and character skills rather than simply focusing on bullying behavior and reacting to bullying incidents.

Implementation Flowchart and Scope and Sequence

How did the middle school do in regard to implementing the Olweus Bullying Prevention Program (OBPP) with fidelity? Looking at the OBPP Implementation

Flowchart in terms of numbers, the middle school completed 39.5 of the 47 or 84% of the action items. The middle school had success in implementing many of the components of the OBPP, most notably the formation of the Bullying Prevention Coordinating Committee (BPCC), the creation of schoolwide rules, and sharing the program through class meetings. The school fell short on items that involved engaging the larger community and engaging parents at the classroom level. Also, while the school did implement a negative consequence system, a positive reward system was not instituted.

The OBPP Scope and Sequence identifies action items through the General Requirements/Classroom Level Components (see Table 3) and Target Dates (see Table 5). Using Table 3 and Table 5 as guides, the middle school completed many of the components and targets. Overall, as a result of the program implementation, the middle school met the general requirement of creating awareness and involvement on the part of adults through staff trainings and parent communication. On the school-level, the efforts at the middle school hit all of the components. While there is little doubt that the staff would have liked to involve the parents more, the school was able to involve those parents who desired active involvement (through forums, conferences, PTO, etc.) and had passive communication on a number of instances. The classroom level components were a great strength for the school. The rules were prominent and class meetings were comprehensive. Again, one area where the school fell short was classroom level meetings, but similar activities conducted in the past (e.g., conferences, open houses, orientations, celebrations, etc.) have proven unsuccessful at this age level. At the individual level, the school improved supervision in targeted “hot spots,” implemented the on-the-spot intervention protocol, and had a detailed process for reporting and

investigating bullying incidents through the Incident Report. Where the school clearly fell short was the community level components; however, given the intensive effort required to introduce and implement the OBPP at the building level, the Bullying Prevention Coordinating Committee (BPCC) felt adding the community-level component was too much to take on at this stage. On the five components of the general requirements/level components, the middle school scored a 4/5 or 80%.

Looking at the Target Dates in Table 5, it seems that the middle school, while not always able to reach the goal on the recommended month, was able to accomplish each of the targets. The middle school had a Bullying Prevention Coordinating Committee (BPCC). The school administered a fall and spring Olweus Bullying Questionnaire (OBQ). Data was obtained from the OBQ with the assistance of Hazelden/Professional Data Analysts, Inc. The BPCC participated in a two-day training. The staff participated in training with a certified Olweus trainer. The middle school held a kickoff with students (presentation by the Midwest Center on School Safety) and held a parent forum to introduce the Olweus Bullying Prevention Program (OBPP) to families. The schoolwide program was successfully launched, including bullying prevention rules, class meetings, improved supervision, an on-the-spot individual intervention protocol, and regular staff discussions. The school did hold four parent meetings (three forums and conferences), but did not hold classroom-level parent meetings. Looking at this as a 12-item checklist, the middle school hit all 12 (but was assigned half credit due to the lack of classroom-level parent meetings) giving the school a “score” of 11.5/12 or 96% on the Target Dates.

In the big picture, the middle school fulfilled most of the program components of the OBPP Flowchart, OBPP Scope and Sequence, Classroom Implementation Checklist,

and Schoolwide First Year Implementation Checklist, missing only developing a positive reward system, engaging parents at the classroom level, and engaging the larger community; thus, suggesting overall the program was implemented with a high degree of fidelity.

Olweus Bullying Questionnaire Results

Through the best lens, the success of the program would be considered inconclusive based on Olweus Bullying Questionnaire (OBQ) results due to the impact the Olweus Bullying Prevention Program (OBPP) had on the subjects in terms of increased recognition and reporting; additional time and study (possibly an additional two years) would be necessary to draw a definitive conclusion. Hazelden/Professional Data Analysts, Inc. reminded those using the data that because of the OBPP's objective to teach students and adults to recognize bullying and encourage them to report it, the OBQ may actually show an increase in reports of bullying problems after the first year because behaviors that have been previously hidden or underreported are now brought to light. This does not necessarily mean that there has been an increase in these problems; rather, the results may reflect an increased awareness of and self-reporting on the questionnaire.

Despite the OBPP caveat, the one must realistically consider that, based on the results of the data (as described in Chapter Four), the middle school's initiative to implement the OBPP resulted in the opposite of the intended effect. The data from this action research project appears to refute the OBPP's claim of a 25% - 70% reduction in bullying. However, an additional caveat offered by Hazelden/Professional Data Analysts, Inc. states that previous OBPP research shows that for students in grades three/four through seven, some positive results are often obtained after eight months of intervention

work, given reasonably good implementation of the program, and for students in grades eight to ten, it may take somewhat more time, maybe two years, to achieve equally good results (Olweus, et. al 2007a; Olweus, et al., 2006). This requires one to pause and reflect on the results of the survey and provides motivation to dig into the results deeper to identify patterns and regularities; it suggests additional time, rather than drawing sweeping conclusions.

Moreover, it is important to consider the question of “real” bullying. The statistics on the Olweus Bullying Questionnaire (OBQ) are self-reporting results, and they differ significantly from actual reports and Incident Report forms received, especially upon administrative investigation of reported bullying incidents. Because the numbers are so different, deeper analysis is required to make a connection between the self-reporting and the actual observations. It is also important to remember that change usually occurs gradually and not in all areas at the same time; therefore, Hazelden/Professional Data Analysts, Inc. warns that it is important to not “over interpret the meaning of a percentage or percentage difference” (Hazelden Foundation, 2014, p. 7). “It is also important to not only look at the percentage or percentage difference, but also the total number of students who provided the responses” (p. 7). It is also important “to consider not only the magnitude of a percentage or relative change (percentage difference), but also the number of students on which the figures are based” (p. 7). For example, if there has been a reduction in the rate of being bullied from 20% to 15% from fall to spring administration (a relative change of 25%), this means fewer students were bullied at the time of the second administration; however, it is important to note that 75% of the students who reported bullying are still being bullied, meaning there is still more work to be done. In

short, in reviewing the results, it is most important to look for regularities and patterns.

Conclusions From the Olweus Bullying Questionnaire Results

The results of the spring administration of the Olweus Bullying Questionnaire (OBQ) showed four general regularities and patterns for suggested further study by the Bullying Prevention Coordinating Committee (BPCC) and the middle school staff. The themes that emerged were:

- Students at the middle school are bullied.
- Students at the middle school are bullies.
- Students at the middle school want bullying to stop.
- Adults at the middle school need to do more to prevent bullying.

First, the results of the Olweus Bullying Questionnaire (OBQ) show that students at the middle school are victims/targets of bullying. Thirty-four percent of students reported being bullied in the “past couple of months.” That means 1 in 10 (10.5%) of students are bullied on a “regular” basis. One in eight (12.4%) students at the middle school are “fairly often/often/very often” afraid of being bullied. The top locations where bullying occurred were the hallway, class (teacher in room), class (teacher not in room), lunchroom, and “somewhere else” in the school (see Table 33 for percentages by gender). The BPCC and staff need to continue to review and revise the supervisor schedule in order to target “hot spots” and have a better chance to reducing and preventing bullying. Approximately a quarter of the students report being bullied “somewhere else” in the school; the BPCC should interview students to identify the specific locations in order to better target these locations. The top types of bullying, which should continue to be discussed in class meetings, were verbal, rumors, and exclusion for girls and verbal,

exclusion, and physical for boys (see Table 34 for percentages by gender). Perhaps most disconcerting under this heading is the fact that 22.9%, or nearly 1 in 4, of the students who completed the OBQ stated that they “dislike school” or “dislike school very much.” Whether as a result of bullying behavior, social isolationism, or some other factor, the staff needs to look into strategies to increase belonging and connectedness at the middle school. Some researchers suggest “creating connections for kids is the key antidote to bullying” (Centers for Disease Control, 2009, and Holtzapple et al., 2011; Resnick et al., 1997) and increasing connectedness and belonging could have a compounding effect on many areas of bullying behavior.

Table 33: Where students were bullied

	Girls	Boys
Hallways	40.4%	28.9%
Class (teacher in room)	22.2%	26.3%
Class (teacher NOT in Room)	28.3%	30.3%
Lunchroom	39.4%	27.6%
“Somewhere Else”	26.3%	23.7%

Table 34: Ways students were bullied

	Girls	Boys
Verbal	20.5%	12.6%
Exclusion	14.6%	9.0%
Rumors	17.5%	7.2%
Physical	3.2%	8.0%
Sexual	6.4%	6.5%
Cyber	7.6%	3.1%

Second, students at the middle school indicated that they were bullies on the Olweus Bullying Questionnaire (OBQ). Ten percent or about 1 in 10 students at the middle school admit to being a bully in the past couple of months. Three percent of the middle school students stated they were active henchmen in bullying incidents. An

additional 14.8% of students would be willing to join in bullying incidents. Despite the efforts to educate students on the roles in the Bullying Circle, students still engage in bullying behaviors and, even more disheartening, is the fact that 1 in 7 students would be willing to engage in bullying as a bystander. Further education and role-playing in various bullying scenarios may aid in reducing and preventing bullying behavior and active bystanders.

Third, the results of the Olweus Bullying Questionnaire show that students want bullying to stop. 84.7% of students feel empathy and/or want to help in confronting bullies. 57.6% definitely would not join in bullying. 59.1% of students believe they should help or try to help when they witness bullying. These numbers suggest the students have empathy and compassion for victims/targets—seeds that can be cultivated to empower bystanders to take a more proactive role in reducing and preventing bullying. In addition to empowering students and giving them permission to be upstanders, the BPCC and school staff need to ensure they equip students with the tools and skills that are necessary to intervene in a productive and meaningful manner.

Finally, based on the students' responses on the Olweus Bullying Questionnaire (OBQ), the adults need to do more. Results found 40.6% of the students indicated that teachers do “nothing” or “fairly little” to cut down on bullying, and 1 in 4 (24.2%) feel teachers almost never try to put a stop to bullying behavior. One in four (27.8%) victim/targets did not tell anyone they had been bullied and there was no discernable difference in whom students reported to (38.9% to school adults, 42.6 to an adult at home, and 40.7% to friends). Despite rule four to tell an adult at home and an adult at school, only 1 of 3 (32.1%) parents contacted the school to try to stop bullying at school.

Nearly 1 of 2 (46.7%) of the bullies were not talked to by classroom teachers/advisors. The same percentage, 46.7%, of bullies reported that they were not talked to about their bullying behavior at home either. Whether perception or reality, these results indicate the adults need to assume a greater presence and role in the bullying prevention process. Additional training with the certified Olweus trainer, supplementary print and visual resources, and more instruction and role-playing scenarios with the Bullying Prevention Coordinating Committee (BPCC) could improve the staff's bullying prevention skill set and intervention efforts. One final reminder to the reader—the technology complications of the pre-administration (n = 473) of the Olweus Bullying Questionnaire led to the loss of feedback from n = 48 students in comparison to the post-administration (n = 515). The impact of the lost data points is unknown.

Project Design and Methodology

It is important to note the role of action research in the effectiveness of the project design and methodology. In a school setting, the dual role of both action and research action research made this methodology very useful to the practitioner and meaningful to the participants (students and staff). The project was practical in size, scope, and workability. The project was meaningful to the staff in terms of focus and direction and for students in terms of reducing and preventing bullying. The project was relevant, addressing the state law, school district policy, and a problem specific and local to the middle school. As Anderson and Herr (2005) outlined, the goals of action-research should be the generation of knowledge (bullying at the middle school), action oriented (reducing and eliminating bullying), relevant (specific and local), and the use of sound and appropriate methodology (action research); overall, the project was successful in

terms of those goals. In regard to generalizability or transferability, which this project never sought as an outcome, it does seem feasible that another school could use the actions and results of this action research project to guide the implementation of the Olweus Bullying Prevention Program (OBPP) on its site. One final comment in terms of validity and reliability methodology pertain to the twin process of corroboration and impeachment (Sagor, 2011). The researcher, Bullying Prevention Coordinating Committee (BPCC), doctoral dissertation committee, and school district examined the results, and the data was conspicuously provided; the conclusions have been peer-reviewed and remain publicly available for criticism, thus providing “warranted assertability” of the project.

An area of the project design warranting further pause and reflection is the one group pre-test/post-test design. Specifically, four areas require further deliberation: history, maturation, researcher bias, and subject bias. While not a historical event in traditional terms, the effect of being a middle schooler (transitioning from an elementary school to the middle school and navigating from the “tween” years to young adulthood) is a difficult threat to dismiss. It is possible that the challenges of the middle school experience and being an adolescent played a role in the results. Related to that are maturation and subject bias. Though discounted by Frankel and Wallen (2011), but noted by Hazelden/Professional Data Analysts, Inc. (2014), age and maturity over the time between the pre-test and post-test posed a potential threat to the results, as does the subject bias due to increased recognition and reporting as a result of the treatment (Olweus Bullying Prevention Program (OBPP)). Finally, the role of researcher/data collector bias in the design of the project, in terms of delimitations (other programs were

not considered, specifically character-based ones, only the OBPP and Olweus Bullying Questionnaire were pursued), restricted the options and potential outcomes.

General Conclusions

In terms of program implementation, the Olweus Bullying Prevention Program (OBPP) was systematic, user-friendly, and extensive in opportunities. The OBPP Flowchart and Scope and Sequence provided a clear and comprehensive action plan. The OBPP Readiness Assessment, Classroom Checklist, and Schoolwide Implementation Checklist helped maintain fidelity in implementation. The Olweus Bullying Questionnaire (OBQ) and subsequent working relationship with Hazelden/Professional Data Analysts, Inc. on results was both smooth and seamless. Specific OBPP related materials were ubiquitous. The cooperation and teamwork of the Bullying Prevention Coordinating Committee (BPCC) and certified Olweus trainer solidified implementation efforts. Part of the ease of implementation could be attributed to the fact that the program was part of mandated state statues and implemented at the direction of the building principal.

The Olweus Bullying Prevention Program (OBPP) is an affordable program to implement. Implementation does require the services of a Olweus certified trainer which can cost \$3,000 - \$4,500, plus expenses. A list of certified trainers can be found at <http://www.clemson.edu/olweus/trainers.html>. However, many trainers are required to provide services no cost or a reduced cost. The focus school was able to obtain an Olweus certified trainer at no cost. Schools unable to afford the services of a trainer will still find the program useful, but will not be able to be an official Olweus school. The program is intuitive and could easily be implemented by a school with a team

knowledgeable of curriculum writing. Other costs include the purchase of official Olweus training books, *Olweus Bullying Prevention Program Schoolwide Guide* (\$89.95; Olweus, 2007a) and *Olweus Bullying Prevention Program Teacher Guide* (\$59.00; Olweus, 2007b). The *Schoolwide Guide* is needed for each member of the Bullying Prevention Coordinating Committee (8 – 15 copies). The *Teacher Guide* is needed for each member of the teaching staff. The focus school purchased *Schoolwide Guides* for the BPCC and copies of the *Teachers Guide* to be shared by three teachers. The most useful component of official Olweus materials was the Olweus Bullying Questionnaire (OBQ). The cost for the OBQ is \$1.00 per survey. The focus school opted to survey the entire student body, but schools could save money by surveying a sample of the student population. Schools will need class materials to teach the skills and strategies to reduce and prevent bullying. The focus school opted to purchase copies of *Class meetings that matter: A year's worth of resources for grades 6 – 8* (\$69.00; Flerx, 2009) and *Class meetings that matter: A year's worth of resources for grades 9 – 12* (\$79.00; Snyder, 2012) written by the Olweus team. Again, schools wishing to implement the OBPP could opt to use bullying prevention, prosocial, or character materials they already own or free online resources. One other resource helpful in implementation was the *Bullying Prevention Program: Blueprints for Violence Prevention* (Olweus, 2006), which outlines the OBPP in its entirety. By obtaining donated services from the certified Olweus trainer and sharing print resources, the focus school was able to implement the program for \$2926.80, the primary cost allocated to purchasing the OBQ.

Another great advantage of the Olweus Bullying Prevention Program (OBPP) is the limited time commitment in implementation training and daily instruction. In terms of

training, the Bullying Prevention Coordinating Committee will need to participate in a two-day training with the certified Olweus trainer. The BPCC, along with support from the certified Olweus trainer, will need to present the OBPP to the staff, usually a maximum of a one-day training. Once the staff is trained, the only other time that is needed is for the class meeting, which can be done as part of advisory or homeroom. Otherwise, schools will need to carve out time for class meetings in order to teach the skills and strategies of bullying prevention. Finally, schools should make a three-year commitment to the implementation of the OBPP. Shorter term measures may lead to increased bullying behaviors due to increased recognition and reporting as a result of the skills and strategies learned in class meetings.

The only major drawback, at this point (pending additional implementation time), was the disappointing results on the Olweus Bullying Questionnaire (OBQ). The results indicate that the OBPP actually increased bullying, or maybe more accurately, increased them during the timeframe of this project. The poor OBQ results provoked additional research on the effectiveness of the Olweus Bullying Prevention Program (OBPP). Despite being named Blueprints Model Program, a Level 2 Program, SAMHSA Model Program, and an effective program for the Office of Juvenile Justice and Delinquency Prevention, the OBPP has never truly replicated the results seen in Norway; results in the United States have admittedly been mixed at best. In fact, “the majority of programs evaluated to date have yielded nonsignificant outcomes on measures of self-reported victimization and bullying, and only a small number have yielded positive outcomes” (Smith, Schneider, Smith, & Ananiadou, 2004, p. 547). A 2013 study that found wide acclaim in the media outlets (though discounted by some researchers for its statistical

analysis) looked at 7001 students in 195 schools and found that students attending schools with bullying prevention programs were *more* likely to have experienced peer victimization compared to those attending schools without bullying prevention programs (Jeong & Lee, 2013). The authors suggest that behavior-based programs may be “teaching” bullies new ways to bully by showing them examples of bullying in videos and other materials.

Another study by Ferguson, San Miguel, Kilburn, and Sanchez (2007) looked at bullying prevention efforts from 1980 – 2004 and found that “the effectiveness of bullying prevention programs was modest at best and mostly impacted knowledge and attitudes rather than actual bullying behavior.” The authors elaborated further stating, “many such programs seemed targeted toward adults fears and misconceptions and failed to truly understand bullying from children’s perspectives.” While one would be hard-pressed to find researchers who would suggest schools abandon bullying prevention efforts, it is important to consider the programs potential impact, and the best advice is to not embrace “the whole-school approach to the exclusion of any other modality (Smith, et al., p. 558).

One final item of note, as mentioned earlier, was the tendency of students, parents, and even staff to label all inappropriate behavior as bullying. Drawing clear and definitive conclusions from the data are difficult with the mislabeling of behavior; this phenomenon was not anticipated. Bullying became “vague, unspecific, and covered a wide range of behavior from the merely annoying to the criminally culpable” (Knowles, 2011, para. 5). Further, “teachers, administrators, and parents use[d] the word ‘bully’ as a weapon, a demonizing, conclusory label that branded and convicted its target in one

stroke” (para. 5). To paraphrase Knowles, it became difficult to work with students and parents when a puff of smoke was labeled a nuclear bomb. One of the major conclusions from this project was that while the term was easy to define, it was difficult to put into practice due to misidentification and mislabeling.

As a long time educator and administrator, this researcher believes bullies are not necessarily bad kids; often, they are kids who lack prosocial skills and training on how to appropriately interact with their peers. The overall numbers of bullies at the middle school (based on self-reporting on the Olweus Bullying Questionnaire) is low, and most likely the individuals and/or their behavior has already been recognized or identified by the educators (and has possibly already been remediated through prosocial intervention, counseling, or some other type of assistance). The key is to teach, model, and expect appropriate behavior. “Just as students are taught to add, subtract, and read, they must be taught to empathize, manage their emotions, control their impulses, and solve problems effectively and appropriately” (Kansas City Public Schools, n.d., para. 1). Unfortunately, many bullying behaviors are too subtle to be noticed by the adults or go unreported by students. Perhaps adults are not the ones who should be the spearhead and focus of the bullying prevention efforts. Perhaps the real difference will come when students are equipped and empowered not only as bystanders and upstanders, but as citizens of character focused on prosocial skills, character development, resiliency, and grit.

Recommendations/Further Study

The results of this project have opened up possibilities for follow up and opportunities for further study. First and foremost, additional years of study on the implementation of the Olweus Bullying Prevention (OBPP) are recommended. The

OBPP Readiness Assessment recommends a three-year commitment before drawing definitive conclusions. Also, the OBPP research cited showed that for students in grades three/four through seven, some positive results are often obtained after eight months of intervention work, given reasonably good implementation of the program and for students in grades eight to ten, it may take somewhat more time, maybe two years, to achieve equally good results. The results after one year fall far short of the desired outcome; additional years of study would reduce the impact of recognition and reporting as the practice becomes part of the culture of the school and improve overall conclusions. During the additional years of implementation, it is recommended that the middle school continue to implement the previous actions taken and add positive rewards, start classroom-level parent meetings, and find a way to engage the larger community. Also, Class Activity Meeting Logs should be completed and collected for coding and analysis. This will give the school greater insight on the program in terms of strengths and weaknesses and on the fidelity of implementation at the classroom level. These actions will improve the overall fidelity of implementation of the OBPP. Continued implementation should include additional administrations of the Olweus Bullying Questionnaire (OBQ), monthly meetings for Bullying Prevention Coordinating Committee (BPCC) and staff, and class meetings. New staff and new students should be brought up to speed and appropriately trained. The BPCC should continue to review various practices, procedures, and policies including supervision, discipline, and intervention. The administration and staff would also benefit from correlating the current data from the Olweus Bullying Questionnaire to archive discipline and behavior data in order to shed further light on bullying issues over time.

Although the Olweus Bullying Questionnaire (OBQ) is the primary tool recommended to measure outcomes of the Olweus Bullying Prevention Program (OBPP), there are other evaluation measures the school could find useful in adding layers to its evaluation of the program. Olweus et al. (2007a) recommend several other sources of data in subsequent years including things like attendance, absentee, and/or truancy rates, test scores, assessment data, and other measures of academic success, behavior and discipline reports, and other school climate surveys, including connectedness and belonging, grit and perseverance, and character and culture. Also, additional data could be derived from process evaluations (Implementation Checklists, staff surveys, parent surveys, and focus groups) or portfolio information (BPPC meeting logs, committee workbook, Class Meeting Activity Log, and artifacts documenting implementation). Other survey instruments could be considered and may be beneficial as the middle school looks to track data. The middle school may benefit from enlisting student leaders in the bullying prevention effort. We know many students do not report bullying because they feel that intervention by school staff or other adults often makes matters worse (Willard, 2014). Willard suggests “shifting from an ‘adult-control’ approach to a ‘student-leadership’ model can lead to greater effectiveness” (p. 94).

Second, and arguably most important, the Olweus Bullying Prevention (OBPP) class meetings at the middle school could benefit from a more global message of character education. Deeper investigation into the bullying prevention efforts shows that the experts extol the virtues of character education in conjunction with a schoolwide bullying prevention program. Some may argue that it is safer to stick with bullying prevention, a universally acceptable clarion call for an evil that must be conquered and

they may also argue that character education is too controversial. The Association for Middle Level Educators has already addressed that concern for the middle school in its manifesto *This We Believe*; a major tenet of the middle school concept is that middle schools cannot be values neutral and must engage students as ethical decision makers, making bullying prevention and character education a perfect marriage in the middle school. Sojourner and Hayatt (2013) identified the *11 Principles of Effective Character Education* as “a necessary precursor to effective antibullying efforts” (p. 43). It would behoove the Bullying Prevention Coordinating Committee (BPCC) and the instructional staff to look into the *11 Principles of Effective Character Education* and the doctrines of the Josephson Institute’s CHARACTER COUNTS! program for ideas on how to improve the structure of the class meeting with the addition of character education materials. The CHARACTER COUNTS! approach to bullying is “to create a school culture in which bullying is not acceptable and not tolerated by emphasizing the Six Pillars of Character” (trustworthiness, respect, responsibility, fairness, caring, and citizenship; Josephson Institute, n.d., para. 1). The CHARACTER COUNTS! program sends a clear message to students—“bullying, or even standing by idly while it happens, is just not something a person of character does” (para. 1). Current sentiment is beginning to temper the zero tolerance and criminalization of bullying behaviors suggesting many bullying-only efforts contain policies that are too “amorphous” and do not get to the root issues, let alone address and resolve the legal implications (Cevallos, 2014; Temkin, 2014).

The researchers suggest bullying prevention is too narrow a scope and does not do justice to the true mission of the school, educating today’s youth for tomorrow’s world. Additionally, they suggest schools would be better advised to create citizens of character

by basing their bullying prevention efforts in character education, prosocial skills, resilience, and grit; this was one of the biggest takeaways from this project. According to author and former educator Jessica Lahey (2013), “schools that teach character education report higher performance, improved attendance, reduced violence, fewer disciplinary issues, reduction in substance abuse, and less vandalism” (para. 4). She goes on to suggest that character education not only “teaches children how to act and make wise decisions,” but is the “‘X factor’...integral to success both in school and in life” (para. 12). Focusing on just bullying puts the focus in the wrong spot and creates a self-fulfilling prophecy—the more you think and talk about bullying the more bullying you get. As Mahatma Gandhi said, “Your beliefs become your thoughts, Your thoughts become your words, Your words become your actions, Your actions become your habits, Your habits become your values, Your values become your destiny.”

Comprehensive bullying prevention is hard, yet absolutely essential work. One-time assemblies, hallway posters, catchy slogans, off-the-shelf programs, and zero-tolerance programs won't change a negative atmosphere that pervades a school or improve an environment that allows or condones peer cruelty, harassment, and disrespect. Rather, bullying prevention is about changing disrespectful attitudes and behaviors and replacing them with positive and caring relationship-focused behaviors, habits, and views. It's about honesty and proactively assessing school culture; collecting data; listening to students, staff members, parents, and community members; and then actively implementing comprehensive antibullying practices and procedures. (Sojourner & Hyatt, 2013, p. 45)

References

- American Academy of Child and Adolescent Psychiatry. (2011). *Facts for families: Bullying*. No. 80.
- American Psychological Association. (2012). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.
- Anderson, G. L. (2002). Reflecting on research for doctoral students in education. *Educational Researcher, 31*(7), 22-25.
- Association of Middle Level Education. (2010). *This we believe: Keys to educating young adolescents*. Westerville, OH: Author.
- Association for Middle Level Education. (2013a.). *On target: Bullying*. Retrieved from <http://www.amle.org/Publications/OnTarget/Bullying/tabid/2599/Default.aspx>
- Association for Middle Level Education. (2013b). *Research summary: Bullying*. Retrieved from www.amle.org/Research/ResearchSummaries/Bullying/tabid/709/Default.aspx
- Atlas, R. S., & Pepler, D. J. (1998). Observations of bullying in the classroom. *The Journal of Educational Research, 92*(2), 86-99.
- Banks, R. (1997). *Bullying in schools*. ERIC Clearinghouse on Elementary and Early Childhood Education. Retrieved from ceep.crc.uiuc.edu/pubs/ivpaguide/appendix/banks-bullying.pdf
- Bauer, N. S., Lozano, P., & Rivara, F. P. (2007). The effectiveness of the Olweus Bullying Prevention Program in public middle schools: A controlled trial. *Journal of Adolescent Health, 40*(3), 266-274.

- Bauman, S. (2010). Cyberbullying in a rural intermediate school: An exploratory study. *The Journal of Early Adolescence, 30*(6), 803-833.
- Berg, B. L. (2004). *Qualitative research methods for the social sciences* (Vol. 5). Boston: Pearson.
- Berlan, E. D., Corliss, H. L., Field, A. E., Goodman, E., & Austin, S. B. (2010). Sexual orientation and bullying among adolescents in the Growing Up Today Study. *Journal of Adolescent Health, 46*(4), 366-371.
- 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 and Adolescence, 38*(7), 989-1000.
- Black, S. A., & Jackson, E. (2007). Using bullying incident density to evaluate the Olweus Bullying Prevention Programme. *School Psychology International, 28*(5), 623-638.
- Bogdan, R. & Biklen, S. K. (1992) *Qualitative research for education*, Boston: Allyn and Bacon.
- Bolton, J., & Graeve, S. (2005). *No room for bullies: From the classroom to cyberspace*. Boys Town, Neb.: Boys Town Press.
- Booth, B., Van Hasslet, V. B., & Vecchi, G.M. (2011). *Addressing school violence*. Federal Bureau of Investigation. Retrieved from http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/may_2011/school_violence
- Brydon-Miller, M., Greenwood, D. & Maguire, P. (2003). Why action research? *Action Research, 1*(1), 9-28.

- Burns, A. (2005). Action research: An evolving paradigm? *Language Teaching*, 38(2), 57-74.
- Cappadocia, M. C., Weiss, J. A., & Pepler, D. (2012). Bullying experiences among children and youth with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 42(2), 266-277.
- Carr, W. & Kemmis, S. (1986). *Becoming critical: Knowing through action research*. Retrieved from enotez.files.wordpress.com/2011/09/becoming-critical.pdf
- Carter, S. (2009). Bullying of students with Asperger syndrome. *Issues in Comprehensive Pediatric Nursing*, 32(3), 145-154.
- Cevallos, D. (2014). *What's wrong with outlawing bullying?* Retrieved from <http://www.cnn.com/2014/06/18/opinion/cevallos-bullying-law/>
- Center for Safe Schools. (2012). *Pennsylvania bullying prevention toolkit*. Retrieved from http://www.safeschools.info/bp_toolkit.pdf
- Centers for Disease Control and Prevention (CDC). (2009). *School connectedness: Strategies for increasing protective factors among youth*. Retrieved from <http://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf>
- Centers for Disease Control. (2011). *Understanding bullying: Fact sheet*. Retrieved from www.cdc.gov/ViolencePrevention/pdf/Bullying_Factsheet-a.pdf
- Centers for Disease Control. (n.d.). *Bullying*. Retrieved from <http://www.cdc.gov/ncbddd/tourette/bullying.html>
- Clandinin, J., & Connelly, F. M. (1995). *Teachers' professional knowledge landscapes*. New York: Teachers College Press.

- Clemson University. (2013). *Susan P. Limber*. Retrieved from <http://www.clemson.edu/centers-institutes/ifnl/people/susan-limber.html>
- Coghlan, D. (2008). Authenticity as first person practice: An exploration based on Bernard Lonergan. *Action Research*, 6(3), 351-366, doi: 10.1177/1476750308094649
- Cohn, A., & Canter, A. (2003). *Bullying: Facts for schools and parents*. Retrieved from http://www.nasponline.org/resources/factsheets/bullying_fs.aspx
- Coloroso, B. (2010). *The Bully, the bullied, and the bystander: From preschool to high school—How parents and teachers can help break the cycle (Updated Edition)*. HarperCollins.
- Craig, W. M. & Pepler, D. J. (1997). Observations of bullying and victimization in the schoolyard. *Canadian Journal of School Psychology*, 13(2), 41-60.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
- Davis, S. (2007). *Schools where everyone belongs: Practical strategies for reducing bullying*. Champaign, IL: Research Press.
- Demaray, M. K. & Malecki, C. K. (2003). Perceptions of the frequency and importance of social support by students classified as victims, bullies, and bully/victims in an urban middle school. *School Psychology Review*, 32(3), 471-489.
- Dick, B. (1999). *Sources of rigour in action research: addressing the issues of trustworthiness and credibility*. A paper presented at the Association for Qualitative Research Conference, Melbourne, Victoria, 6-10 July 1999. Retrieved from <http://www.aqr.org.au/wp-content/uploads/conference1999/BDick.htm>

- Dick, B. (2002). Postgraduate programs using action research. *The Learning Organization, 9*(4), 159-170.
- Dick, B. (2004). Action research literature themes and trends. *Action Research, 2*(4), 425-444.
- Dowd, T. & Tierney, J. (2005). *Teaching social skills to youth*. Boys Town, NE: Boys Town Press.
- Estell, D. B., Farmer, T. W., Irvin, M. J., Crowther, A., Akos, P., & Boudah, D. J. (2009). Students with exceptionalities and the peer group context of bullying and victimization in late elementary school. *Journal of Child and Family Studies, 18*(2), 136-150.
- Feldman, A. (1994). Erzberger's dilemma: Validity in action research and science teachers' need to know. *Science Education, 78*(1), 83-101.
- Ferguson, C. J., San Miguel, C., Kilburn, J. C., & Sanchez, P. (2007). The Effectiveness of School-Based Anti-Bullying Programs A Meta-Analytic Review. *Criminal Justice Review, 32*(4), 401-414.
- Ferrance, E. (2000). *Action research*. LAB, Northeast and Island Regional Education Laboratory at Brown University.
- Flerx, V. C., Limber, S., Mullin, N., Riese, J., Snyder, M., & Olweus, D. (2009). *Class meetings that matter: A year's worth of resources for grades 6 - 8*. Center City, MN: Hazelden.
- Flerx, V. C., Limber, S. P., Mullin, N., Olweus, D., Riese, J., & Snyder, M. (2008). *Class meetings and individual interventions: A how-to guide and DVDs*. Center City, MN: Hazelden.

- Flynt, S. W., & Morton, R. C. (2004). Bullying and children with disabilities. *Journal of Instructional Psychology, 31*(4), 330-333.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education*. New York: McGraw-Hill.
- Fried, S. & Fried, P. (1996). *Bullies and victims*. New York, NY: M. Evans.
- Gitlin, A., Bringham, M., Burns, M., Cooley, V., Myers, B., Price, K., Russell, R., & Tiess, P. (1992). *Teachers' voices for school change: An introduction to educative research*. New York: Teachers College Press.
- Grant, T. J. (n.d.). *Bullying in middle school*. Retrieved from <http://durand.k12.mi.us/schools/middleschool/counseling/whydoesbullyinghitsitspeakinmiddleschool/>
- Grogan, M., Donaldson, J., & Simmons, J. (2007). *Disrupting the status quo: The action research dissertation as a transformative strategy*. Retrieved from <http://cnx.org/content/m14529>
- Gruber, J. E., & Fineran, S. (2007). The impact of bullying and sexual harassment on middle and high school girls. *Violence Against Women, 13*(6), 627-643.
- Hamburger, M. E., Basile, K.C, & Vivolo A. M. (2011). *Measuring bullying victimization, perpetration, and bystander experiences: A Compendium of assessment tools*. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.
- Hampson, R. (2010, April 5). A 'watershed' case in school bullying? *USAToday*. Retrieved from <http://www.usatoday.com/>

- Harvard Medical School. (2009). *Taking on school bullies*. Retrieved from http://www.health.harvard.edu/newsletters/Harvard_Mental_Health_Letter/2009/September/taking-on-school-bullies
- Hazelden Foundation. (2007). *Olweus Bullying Prevention Program class meeting activity log*. Retrieved from <http://elcs.neric.org/Page/130>
- Hazelden Foundation. (2007). *Olweus Bullying Prevention Program classroom implementation checklist*. Retrieved from <http://www.mediation-omc.org/pdfs/Olweus%20Scope%20and%20Sequence.pdf>
- Hazelden Foundation. (2007). *Olweus Bullying Prevention Program class meeting outlines and scripts*. Retrieved from <http://elcs.neric.org/Page/130>
- Hazelden Foundation. (2007). *Olweus Bullying Prevention Program implementation flowchart*. Retrieved from http://fea.njpsa.org/documents/bullying/06_implement_flowchart.pdf
- Hazelden Foundation. (2007). *Olweus Bullying Prevention Program schoolwide implementation checklist first year of implementation*. Retrieved from http://www.eirc.org/website/wp-content/uploads/2011/09/1.First_Year_Implementation.pdf
- Hazelden Foundation. (2007). *Olweus Bullying Prevention Program scope and sequence*. Retrieved from http://www.violencepreventionworks.org/public/olweus_scope.page
- Hazelden Foundation. (2007). *Olweus Bullying Questionnaire*. Retrieved from http://www.violencepreventionworks.org/public/olweus_program_materials.page

- Hazelden Foundation. (2007). *On-the-spot interventions: Detailed step-by-step instructions*. Retrieved from http://www.iptv.org/iowa_database/k12connections/documents/antiBully2_interventions.pdf
- Hazelden Foundation. (2010). *Olweus Bullying Prevention Program readiness assessment*. Retrieved from http://www.violencepreventionworks.org/public/olweus_preparation.page
- Hazelden Foundation. (2013a). *Bullying*. Retrieved from <http://www.violencepreventionworks.org/public/bullying.page>
- Hazelden Foundation. (2013b). *Bullying effects*. Retrieved from http://www.violencepreventionworks.org/public/bullying_effects.page
- Hazelden Foundation. (2013c). *Recognizing bullying*. Retrieved from http://www.violencepreventionworks.org/public/recognizing_bullying.page
- Hazelden Foundation. (2013d). *The world's foremost bullying prevention program*. Retrieved from http://www.violencepreventionworks.org/public/olweus_bullying_prevention_program.page
- Hazelden Foundation. (2013e). *Frequently asked questions*. Retrieved from <http://www.violencepreventionworks.org/public/faqs.page>
- Hazelden Foundation. (2013f). *Core components*. Retrieved from http://www.violencepreventionworks.org/public/olweus_scope.page

- Hazelden Foundation. (2013g). *A brief history of the Olweus Bullying Prevention Program*. Retrieved from http://www.violencepreventionworks.org/public/olweus_history.page
- Hazelden Foundation. (2013h). *Olweus authors*. Retrieved from http://www.violencepreventionworks.org/public/olweus_authors.page
- Hazelden Foundation. (2014). *Olweus Bullying Questionnaire trends report*. Minneapolis, MN: Professional Data Analysts, Inc.
- Health Teacher. (n.d.). Awesome upstander!: Upstander 101. Retrieved from <http://awesomeupstander.com/>
- Heinrichs, R. (2003). *Perfect targets: Asperger syndrome and bullying: Practical solutions for surviving the social world*. AAPC Publishing.
- Herr, K. & Anderson, G. L. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage Publications, Inc.
- Highmark Foundation. (2013). *What is bullying?* Retrieved from <http://www.bullyingpreventioninstitute.org/Outreach/WhatisBullying.aspx>
- Hirsch, L & Lowen, C. (Producers), Hirsch, L. (Director). (2012). *Bully*. [DVD]. United States: Weinstein Company.
- Holtzapple, C. K., Griswold, J. S., Cirillo, K., Rosebrock, J., Nouza, N., & Berry, C. (2011). Implementation of a school-wide adolescent character education and prevention program. *Journal of Research in Character Education*, 9(1).
- Hoover, J. & Olsen, G. (2001) *Teasing and harassment: The frames & scripts approach for parents and teachers*. Bloomington Indiana: National Education Service.

- Hoover, J. H., Oliver, R., & Hazler, R. J. (1992). Bullying: Perceptions of adolescent victims in the Midwestern USA. *School Psychology International, 13*(1), 5-16.
- Hoover, J., & Oliver, R. (2008). *The bullying prevention handbook: A guide for principals, teachers, and counselors*. Bloomington, IN: Solution Tree Press.
- Hoover, J. H., Oliver, R. L., & Thomson, K. A. (1993). Perceived victimization by school bullies: New research and future direction. *The Journal of Humanistic Education and Development, 32*(2), 76-84.
- Hope, K. W., & Waterman, H. A. (2003). Praiseworthy pragmatism? Validity and action research. *Journal of Advanced Nursing, 44*(2), 120-127.
- Isernhagen, J., & Harris, S. (2004). A comparison of bullying in four rural middle and high schools. *Rural Educator, 25*(3), 5-13.
- Jeong, S., & Lee, B. H. (2013). A multilevel examination of peer victimization and bullying preventions in schools. *Journal of Criminology*. Retrieved from <http://www.hindawi.com/journals/jcrim/2013/735397/>
- Johnson, C. S. (2011). School administrators and the importance of utilizing action research. *International Journal of Humanities and Social Science, 1*(14), 78-84.
- Josephson Institute. (n. d). The six pillars of character. Retrieved from <http://charactercounts.org/sixpillars.html#>
- Kallestad, J. H., & Olweus, D. (2003). Predicting teachers' and schools' implementation of the Olweus Bullying Prevention Program: A multilevel study. *Prevention & Treatment, 6*(1), 3-21.

- Kansas City Public Schools. (n . d). Bullying Prevention and Character Education. Retrieved from <http://kckps.cloudaccess.net/departments/student-services/bullying-prevention-character-education.html>
- Kemmis, S. & McTaggart, R., Eds. (1988) *The action research planner (3rd Ed.)*. Victoria: Deakin University.
- Kirby, E. (2008). Eliminate bullying – A legal imperative. *A Legal Memorandum*, 8(2), 1-6.
- Knowles, L. (2011). Bullying: A new epithet. *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2011/10/26/09knowles.h31.html>
- Kowalski, R. M., & Limber, S. P. (2007). Electronic bullying among middle school students. *Journal of Adolescent Health*, 41(6), S22-S30.
- Kyriakides, L., Kaloyirou, C. & Lindsay, G. (2006). An analysis of the Revised Olweus Bully/Victim Questionnaire using the Rasch measurement model. *British Journal of Educational Psychology*, 76 (4), 781-801.
- Lahey, J. (2013). The benefits of character education. *The Atlantic*. Retrieved from <http://www.theatlantic.com/national/archive/2013/05/the-benefits-of-character-education/275585/>
- Lamke, S. & Pratt, D. (2012). *Address bullying consistently: The ABC's of bullying prevention*. SREB Conference, July 12, 2012.
- Lee, T., & Cornell, D. (2009). Concurrent validity of the Olweus bully/victim questionnaire. *Journal of School Violence*, 9(1), 56-73.
- Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues*, 2(4), 34-46.

- Lewin, K. (1948). *Resolving social conflicts; selected papers on group dynamics*.
Gertrude W. Lewin (ed.). New York: Harper & Row, 1948.
- Lickona, T., Schaps, E., & Lewis, C. (2010). The eleven principles of effective character education. Washington, DC: Character Education Partnership.
- Limber, S. P. (2002). Addressing youth bullying behaviors. In M. Fleming & K. Towey (Eds.), *Educational forum on adolescent health: Youth bullying* (pp. 4-16).
Chicago: American Medical Association.
- Limber, S. P., & Snyder, M. (2010). *Bullying 6-8: Introductory videos for middle school students, teacher, and parents*. Center City, MN: Hazelden.
- Limber, S. P., Nation, M., Tracy, A. J., Melton, G. B., & Flerx, V. (2004).
Implementation of the Olweus Bullying Prevention Program in the Southeastern United States. In P. K. Smith, D. Pepler, & K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?* (pp. 55-79). Cambridge, UK: Cambridge University Press.
- Limber, S. P., & Snyder, M. (2010). *Bullying 6-8: Introductory videos for middle school students, teacher, and parents*. Center City, MN: Hazelden.
- Limbrunner, H. M. (n.d.). *Bullying in middle schools: What schools need to know*.
Retrieved from
www.southeastpsych.com/Staff/Limbrunner/Bullying%5B1%5D.pdf
- Lonergan, B. J. (1992). *Insight: An essay in human understanding. The collected works of Bernard Lonergan* (Vol. 3, F. Crowe & R. Doran Eds.). Toronto: University of Toronto Press.

- Lorimer, M. (2006). *Research summary: Bullying*. Retrieved from <http://www.nmsa.org/Research/ResearchSummaries/Bullying/tabid/709/Default.aspx>
- McGrath, M. J. (2007a). *Human suffering and jury awards: The high cost of bullying and liability in schools*. Retrieved from <http://www.mcgrathinc.com/Articles/articles-039.html>
- McGrath, M. J. (2007b). *School bullying: Tools for avoiding harm and liability*. Corwin Press: Thousand Oaks, CA.
- McKernan, J. (1991). *Curriculum action research: A handbook of methods and resources for the reflective practitioner*. London: Kogan Publishers.
- McNiff, J., & Whitehead, J. (2011). *All you need to know about action research*. London: Sage Publications.
- Melton, G. B., Limber, S. P., Cunningham, P., Osgood, D., Chambers, J., Flerx, V., et al. (1998). *Violence among rural youth. Final report*. Washington, DC: US Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.
- Merriam – Webster. (2013). *Action research*. Retrieved from <http://www.merriam-webster.com/dictionary/action-research>
- Mertler, C. A. (2009). *Action research teachers as researchers in the classroom*. Thousand Oaks, CA: Sage Publication.
- Metz, M. H. (2001). Intellectual border crossing in graduate education: A report from the field. *Educational Researcher*, 30(5), 12–18.

- Metz, M. H. & Page, R. N. (2002). The uses of practitioner research and status issues in educational research: Reply to Gary Anderson. *Educational Researcher* 31(7), 26 – 27.
- Midwest Center for School Safety. (2012). Services. Retrieved from <http://www.midwestcenterforschoolsafety.com/services58.asp>
- Miller, J. (1990). *Creating spaces and finding voices: Teachers collaborating for empowerment*. Albany, NY: State University of New York Press.
- Mills, G. E. (2003). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Mishna, F., Cook, C., Gadalla, T., Daciuk, J., & Solomon, S. (2010). Cyber bullying behaviors among middle and high school students. *American Journal of Orthopsychiatry*, 80(3), 362-374.
- Mitchener, C. P., & Jackson, W. M. (2012). Learning from action research about science teacher preparation. *Journal of Science Teacher Education*, 23(1), 45-64.
- Moghaddam, A. (2007). Action research: A spiral inquiry for valid and useful knowledge. *Alberta Journal of Educational Research*, 53(2).
- Moore, P. M., Huebner, E. S., & Hills, K. J. (2012). Electronic bullying and victimization and life satisfaction in middle school students. *Social Indicators Research*, 107(3), 429-447.
- Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among U.S. youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*, 285(16), 2094-2100.

- National Association of Secondary School Principals. (n.d.). *Bullying prevention*. Retrieved from <http://www.nassp.org/Knowledge-Center/Topics-of-Interest/Bullying-Prevention>
- National Education Association. (2012). *Our positions & actions on school safety*. Retrieved from <http://www.nea.org/home/19535.htm>
- National Education Association. (n.d.). *NEA's bully free: It starts with me*. Retrieved from <http://www.nea.org/home/NEABullyFreeSchools.html>
- National Institute of Health. (2001). *Bullying widespread in U.S. schools, survey finds*. Retrieved from <http://www.nichd.nih.gov/news/releases/bullying.cfm>
- National Middle School Association. (2010). *This we believe: Keys to educating young adolescents*. Westerville, OH: National Middle School Association.
- National School Climate Center. (2010). *About bullying*. Retrieved from <http://www.schoolclimate.org/bullybust/students>
- Norris, N. (1997). Error, bias and validity in qualitative research. *Educational Action Research, 5*(1), 172-176.
- North Central Region Education Laboratory. (n.d.). *Action research*. Retrieved from <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa3act.htm>
- O'Brien, R. (2001). An overview of the methodological approach of action research. In Roberto Richardson (Ed.), *Theory and Practice of Action Research*. Retrieved from <http://www.web.ca/~robrien/papers/arfinal.html>
- Oliver, R., Hoover, J. H., & Hazler, R. (1994). The Perceived Roles of Bullying in Small-Town Midwestern Schools. *Journal of Counseling & Development, 72*(4), 416-420.

- Olweus, D. (1973). *Hackkycklingar och översittare: Forskning om skolmobbing*. Stockholm: Almqvist & Wiksell.
- Olweus, D. (1978). *Aggression in the schools: Bullies and whipping boys*. New York: Wiley.
- Olweus, D. (1991a). Bully/victim problems among school children: Basic facts and effects of a school based intervention program. In I. Rubin & D. Pepler (Eds.), *The development and treatment of childhood aggression* (pp. 411-447). Hillsdale, NJ: Erlbaum.
- Olweus, D. (1991b). Victimization among school children. In R. Baenninger (Ed.), *Targets of violence and aggression* (pp. 45-102). Holland: Elsevier Science Publishers.
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Oxford, UK: Blackwell Publishers.
- Olweus, D. (2003). A profile of bullying at school. *Educational Leadership*, 60(6), 12-17.
- Olweus, D. & Hazelden Foundation (2007). *Olweus Bullying Questionnaire*.
- Olweus, D. and Hazelden Foundation. (2007). *Olweus Bullying Questionnaire: Standard school report*. Center City, MN: Hazelden.
- Olweus, D. and Limber, S. P. (2003). *The Olweus Bullying Prevention Program: Implementation and Evaluation over Two Decades*. Retrieved from <http://www.bullyingpreventioninstitute.org/LinkClick.aspx?fileticket=5BnCPJGFPhc=&tabid=72>

- Olweus, D., Limber, S. & Mihalic, S.F. (2006). *Bullying Prevention Program: Blueprints for Violence Prevention, Book Nine*. Blueprints for Violence Prevention Series (D.S. Elliott, Series Editor). Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.
- Olweus, D., Limber, S. P., Flerx, V., Mullin, N., Riese, J., & Snyder. M. (2007a). *Olweus Bullying Prevention Program schoolwide guide with DVD/CD-ROM*. Center City, MN: Hazelden.
- Olweus, D., Limber, S. P., Flerx, V., Mullin, N., Riese, J., & Snyder. M. (2007b). *Olweus Bullying Prevention Program teacher guide with DVD/CD-ROM*. Center City, MN: Hazelden.
- Pagliocca, P. M., Limber, S. P., & Hashima, P. (2007). *Evaluation report for the Chula Vista Olweus Bullying Prevention Program*. Unpublished report prepared for the Chula Vista (CA) Police Department.
- Peterson, J. S., & Ray, K. E. (2006). Bullying among the gifted: The subjective experience. *Gifted Child Quarterly*, 50(3), 252-269.
- Phillips, D. C. (1987). Validity in qualitative research: Why the worry about warrant will not wane. *Education and Urban Society*, 20(1), 9-24.
- Pope, C., Ziebland, S., & Mays, N. (2000). Qualitative research in health care: Analysing qualitative data. *BMJ: British Medical Journal*, 320(7227), 114.
- Powers, S. (2002). *A Problem from hell: America and the age of genocide*. New York: Basic Books.

- Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., et al. (1997). Protecting adolescents from harm: findings from the National Longitudinal Study on Adolescent Health. *Jama*, 278(10), 823-832.
- Rigby, K. (2002). *New perspectives on bullying*. London: Jessica Kingsley Publishers.
- Sagor, R. (2000). *Guiding school improvement with action research*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Sagor, R. (2011). *The action research guidebook: A four-step process for educators and school teams (2nd Ed.)*. Thousand Oaks, CA: Corwin Press.
- Saint Mary's University Academic Policies and Procedures Committee. (2013). *The doctor of education student handbook*. Unpublished document, Schools of Graduate and Professional Programs, Saint Mary's University, Minneapolis, Minnesota.
- Sampson, R. (2009). *Children's exposure to violence: A comprehensive national survey, OJJDP bulletin, bullying in schools*, COPS Problem-Oriented Guides for Police Series, No. 12.
- Schargel, F. P. (2012). *Bullying what schools can do*. Eye On Education, Inc.: Larchmont: NY.
- Schubot, D. B. (2012). *South Dakota youth risk behavior survey 2011*. Retrieved from <http://doe.sd.gov/schoolhealth/yrbs.aspx>
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
- Slonje, R., Smith, P. K., & Frisé, A. (2013). The nature of cyberbullying, and strategies for prevention. *Computers in Human Behavior*. 29(1), 26-32.

- Smith, J. D., Schneider, B. H., Smith, P. K., & Ananiadou, K. (2004). The effectiveness of whole-school antibullying programs: A synthesis of evaluation research. *School Psychology Review, 33*(4), 547-560.
- Snyder, M., Riese, R., Limber, S.P., & Mullin, N. (2012). *Class Meetings that Matter: A Year's Worth of Resources for Grades 9 - 12*. Center City, MN: Hazelden.
- Sojourner, R., & Hyatt, M. (2013). Bullying epidemic. *Principal Leadership, 14*(4), 42 – 46.
- Solberg, M. E., & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggressive Behavior, 29*(3), 239–268.
- South Dakota Legislature. *South Dakota codified law: Bullying defined*, §§ 13-32-15 (2012).
- South Dakota Legislature. *South Dakota codified law: Bullying policy requirements*, §§ 13-32-1 (2012).
- South Dakota Legislature. *South Dakota codified law: Model bullying policy*, §§ 13-32-19 (2012).
- Stenhouse, L. (1975) *An introduction to curriculum research and development*, London: Heineman.
- Sullivan, K. (2011). *The anti-bullying handbook*. Los Angeles, CA: Sage Publications.
- Swearer, S. M., Espelage, D. L., & Napolitano, S. A. (2009). *Bullying prevention and intervention*. New York: Guilford Publications.
- Swearer, S. M., Espelage, D. L., Vaillancourt, T., & Hymel, S. (2010). What can be done about school bullying? Linking research to educational practice. *Educational Researcher, 39*(1), 38-47.

- Swearer, S. M., Turner, R. K., Givens, J. E., & Pollack, W. S. (2008). "You're so gay!": Do different forms of bullying matter for adolescent males? *School Psychology Review*, 37(2), 160-173.
- Temkin, D. (2014). Why criminalizing bullying is the wrong approach. *The Huffington Post*. Retrieved from http://www.huffingtonpost.com/deborah-temkin/criminalizing-bullying-is-wrong_b_5460074.html
- Todd, R. W. *Why do action research?* Retrieved from http://www.philseflsupport.com/why_ar.htm
- Trochim, W. M. K. *Qualitative validity*. Retrieved from <http://www.socialresearchmethods.net/kb/qualval.php>
- U.S. Census Bureau. (2013). *U.S. Census Bureau: State and county QuickFacts*. Retrieved from <http://quickfacts.census.gov/qfd/states/46/4669300.html>
- U.S. Department of Education, National Center for Education Statistics. (2012). *Indicators of School Crime and Safety: 2011*. Retrieved from http://nces.ed.gov/programs/crimeindicators/crimeindicators2011/ind_11.asp
- U.S. Department of Health and Human Services. (n.d.a) *Effects of bullying*. Retrieved from <http://www.stopbullying.gov/at-risk/effects/index.html>
- U.S. Department of Health and Human Services. (n.d.b) *What is bullying: Young and adults*. Retrieved from <http://www.stopbullying.gov/what-is-bullying/related-topics/young-adults/index.html>
- U.S. Department of Justice, Office of Justice Programs. (2011). *OJP fact sheet: Bullying*. Retrieved from http://www.ojp.usdoj.gov/newsroom/factsheets/ojpfs_bullying.html

- Vaughn, C. L. (1941). *Classroom behavior problems encountered in attempting to teach illiterate defective boys how to read*. *Journal of Educational Psychology*, 32(5), 339-350.
- Vezzosi, M. (2006). Information literacy and action research: An overview and some reflections. *New Library World*, 107(7/8), 286-301.
- Virkus, S. (2010). Digital Library Education from the Information and Knowledge Management Perspective: Action Research Approach. In Katsirkou, A. & Skiadas, C. H., (Eds.), *Qualitative and Quantitative Methods in Libraries: Theory and Applications: Proceedings of the International Conference on QQML2009*, China, Crete, Greece, 26-29 May 2009.
- Vossekuil, B., Fein, R., Reddy, M., Borum, R., & Modzeleski, W. (2002). *The final report and findings of the safe school initiative: Implications for the prevention of school attacks in the United States*. U.S. Department of Education, Office of Elementary and Secondary Education, Safe and Drug-Free Schools Program and U.S. Secret Service, National Threat Assessment Center, Washington, D.C.
- Watertown School District. (n.d.). *Board policies*. Retrieved from http://private.watertown.k12.sd.us/board_policies.htm
- Watertown School District. (n.d.b). *District information*. Retrieved from <http://watertown.k12.sd.us/education/components/scrapbook/default.php?sectionidetailid=3875&linkid=nav-menu-container-4-24564>
- Weinhold and Weinhold, (1998). Conflict Resolution: The Partnership Way in Schools. *Counseling and Human Development*, 30(7), 1-2.

- Willard, N. (2014, June). An alternative approach to preventing bullying. *District Administration* 50(6), 94.
- Young, L. J. (2001). Border crossings and other journeys: Re-envisioning the doctoral preparation of education researchers. *Educational Researcher* 30(5), 3-5.
- Yeutter-Brammer, K., Lamke, S., Dillon, J. C., Minturn, M. J., Montgomery, A. K., & Krause, K. (2012). *No room for bullies: Lesson plans for grades 5-8*. Boys Town Press.
- Zuber-Skerritt, O. (1992). *Action research in higher education: Examples and reflections*. London: Kogan Page Limited.
- Zuber-Skerritt, O., & Fletcher, M. (2007). The quality of an action research thesis in the social sciences. *Quality Assurance in Education*, 15(4), 413-436.

Appendices

- Appendix A: State Laws Pertaining to Bullying
- Appendix B: School District Bullying Prevention Policy
- Appendix C: Olweus Bullying Prevention Program Implementation Flow Chart
- Appendix D: Olweus Bullying Prevention Program Scope and Sequence
- Appendix E: Olweus Bullying Prevention Program Readiness Assessment
- Appendix F: OBPP Classroom Implementation Checklist
- Appendix G: OBPP School Wide Implementation Checklist
- Appendix H: OBPP Class Meeting Log
- Appendix I: Olweus Bullying Questionnaire (OBQ)
- Appendix J: Olweus Bullying Prevention Program Class Lessons 1- 6
- Appendix K: Informed Consent/Assent—Parent/Student
- Appendix L: Research Cooperation Agreement
- Appendix M: Saint Mary’s University Research Review Board Approval
- Appendix N: Bullying Prevention Coordinating Committee Related Tasks
- Appendix O: Parent Communication: What is the OBPP?
- Appendix P: On-the-Spot Bullying Interventions
- Appendix Q: Follow-Up Interventions with a Student Who Has Been Bullied
- Appendix R: Follow-Up Interventions with a Student Who Has Bullied Others
- Appendix S: Harassment/Intimidation/Bullying (HIB) Report
- Appendix T: Recruitment Letter
- Appendix U: Introduction To The Olweus Bullying Prevention Program

Appendix A

STATE LAWS PERTAINING TO BULLYING

§§ 13-32-15. **Bullying defined.** Bullying is a pattern of repeated conduct that causes physical hurt or psychological distress on one or more students that may include threats, intimidation, stalking as defined in chapter 22-19A, physical violence, theft, destruction of property, any threatening use of data or computer software, written or verbal communication, or conduct directed against a student that:

- 1) Places a student in reasonable fear of harm to his or her person or damage to his or her property; and either
- 2) Substantially interferes with a student's educational performance; or
- 3) Substantially disrupts the orderly operation of a school.

For the purposes of §§ 13-32-14 to 13-32-19, inclusive, bullying also includes retaliation against a student for asserting or alleging an act of bullying.

Source: SL 2012, ch 96, § 2.

§§ 13-32-16. **Bullying policy requirements.** Each school district policy developed pursuant to §§ 13-32-14 to 13-32-19, inclusive, shall contain the following provisions:

- 1) A statement prohibiting bullying and a definition of bullying that includes the definition listed in § 13-32-15;
- 2) A description of the type of behavior expected from each student of the school district, and the consequences for a student of the school district who commits an act of bullying;
- 3) A procedure for reporting an act of bullying, including provisions that permit a person to anonymously report such an act, although formal disciplinary action may not be based solely on an anonymous report; and
- 4) A procedure for the prompt investigation and response to any report of bullying, including a requirement that an investigation be conducted on any alleged incident of bullying committed against a child while the child is aboard a school bus, at a school bus stop, or at a school-sponsored event.

Source: SL 2012, ch 96, § 3.

13-32-19. Model bullying policy. The model bullying policy pursuant to §§ 13-32-14 to 13-32-18, inclusive, is as follows:

PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING

The School District is committed to maintaining a constructive, safe school climate that is conducive to student learning and fostering an environment in which all students are treated with respect and dignity.

Persistent bullying can severely inhibit a student's ability to learn and may have lasting negative effects on a student's life. The bullying of students by students, staff, or third parties is strictly prohibited and will not be tolerated.

Bullying consists of repeated physical, verbal, non-verbal, written, electronic, or any conduct directed toward a student that is so pervasive, severe, and objectively offensive that it:

- 1) Has the purpose of creating or resulting in an intimidating, hostile, or offensive academic environment; or
- 2) Has the purpose or effect of substantially or unreasonably interfering with a student's academic performance, which deprives the student access to educational opportunities.

Any staff member observing or suspecting bullying toward another individual is required to report the issue to his or her building supervisor.

This policy is in effect while students are on property within the jurisdiction of the School Board; while students are in school-owned or school-operated vehicles; and while students are attending or engaged in school-sponsored activities.

The District will act to investigate all complaints (formal or informal, verbal or written) of bullying. A formal complaint may be submitted to the building principal. Any student engaging in an act of bullying is subject to discipline pursuant to the District's student discipline procedure.

This policy may not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions if the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

Source: SL 2012, ch 96, § 6.

Appendix B

SCHOOL DISTRICT POLICY ON BULLYING

POLICY JICK

Probation of Harassment, Intimidation, and Bullying

The School District is committed to maintaining a constructive, safe school climate that is conducive to student learning and fostering an environment in which all students will be treated with respect and dignity. The Board expects students to conduct themselves in a cooperative manner through their interactions. Persistent bullying can severely inhibit a student's ability to learn effectively and may have a lasting negative effect on a student's life.

Bullying consists of repeated physical, verbal, non-verbal, written, electronic, or any conduct directed toward a student that is so pervasive, severe, and objectively offensive that it:

- (1) Has the purpose of creating or resulting in an intimidating, hostile, or offensive academic environment; or
- (2) Has the purpose or effect of substantially or unreasonably interfering with a student's academic performance which deprives the student access to educational opportunities.

If bullying does occur, students must inform staff and know that the incidents will be dealt with promptly. Any staff member observing or suspecting bullying toward another individual is required to report the issue to his or her building supervisor.

This policy is in effect while students are on property within the jurisdiction of the School Board; while students are in school-owned or school-operated vehicles; and while students are attending or engaged in school-sponsored activities.

The Board requires school administrators to implement procedures that ensure both consequences and remedial responses to students or staff members who commit one or more acts of bullying. The District will act to investigate all complaints (formal or informal, verbal or written) of bullying. A formal complaint may be submitted to the building principal. The school principal and/or principal's designee is responsible for determining whether an alleged act constitutes bullying. Any student engaging in an act of bullying is subject to discipline pursuant to the District's student discipline procedure.

This policy may not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions if the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

Appendix C

OLWEUS BULLYING PREVENTION PROGRAM

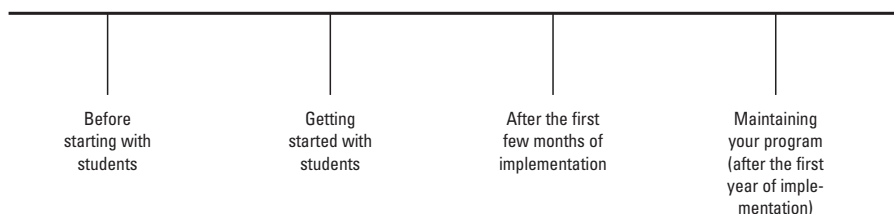
IMPLEMENTATION FLOWCHART



SCHOOLWIDE GUIDE DOCUMENT 6

Olweus Bullying Prevention Program Implementation Flowchart

This flowchart gives you an overview of the steps that need to be taken to implement *OBPP* over time.



Before Starting with Students

- Contact a certified Olweus trainer to assist you in your planning.
- Order materials.
- Identify your on-site OBPP coordinator.
- Recruit members of your Bullying Prevention Coordinating Committee (BPCC).
- Set training dates for the two-day committee training and the one-day staff training.
- Set dates for the administration of the Olweus Bullying Questionnaire.
- Set dates for the kick-off event (to launch the program).
- Set other key implementation dates.
- Administer the Olweus Bullying Questionnaire, obtain a results report, and interpret the findings for use in your school's planning efforts.
- Train all members of the BPCC.
- Set dates for the BPCC to meet. (The BPCC should meet every two weeks to plan for implementation.)
- Train other teachers and staff.
- Review and refine your schoolwide anti-bullying policies and your school's supervisory system, discuss the introduction of the four anti-bullying rules and positive and

negative consequences, and create a revised discipline plan that incorporates graduated consequences and disciplinary actions.

- Begin holding every-other-week or at least monthly staff discussion groups.
- Send home information to parents.
- Prepare for schoolwide implementation.
- Identify community leaders.
- Plan a community strategy.

Getting Started with Students

Schoolwide:

- Hold the kick-off event.
- Post the anti-bullying rules.
- Send home information to parents.
- Hold your first schoolwide parent meeting.
- Continue holding staff discussion groups every other week or at least monthly.
- Begin to intervene in bullying situations with individual follow-up.
- Contact parents, as appropriate, in cases of bullying.
- Continue holding BPCC meetings every two weeks.
- Continue regular consultation between your school's program coordinator and the certified Olweus trainer.

In Classrooms:

- Introduce anti-bullying rules.
- Post the anti-bullying rules.
- Introduce weekly class meetings.
- Begin to intervene in bullying situations with individual follow-up.
- Hold the first classroom-level parent meeting.
- Integrate the program throughout the curriculum.

After the First Few Months of Implementation

Schoolwide:

- Re-evaluate policies and procedures and continue refining your supervisory system, as needed.
- Continue BPCC meetings monthly or more often, as needed.
- Continue monthly staff discussion groups.
- Consult with the certified Olweus trainer monthly for at least a year after your initial committee training.
- Continue to monitor and refine discipline policies for consistency and appropriateness.
- Continue to contact parents, as appropriate, about bullying situations.
- Begin community involvement strategies.

Classroom:

- Continue to hold weekly class meetings.
- Continue to hold parent meetings (two to three per year).
- Continue to integrate anti-bullying themes throughout the curriculum.
- Continue using a system of positive and negative consequences.
- Contact parents, as necessary, when bullying situations arise.
- Continue to use individual interventions, as needed.

Maintaining Your Program (after the First Year of Implementation)

Schoolwide:

- Continue monthly BPCC meetings.
- Provide trainings for new teachers and staff; provide booster trainings for existing teachers and staff.
- Reward or show appreciation to teachers, staff, and BPCC members and community helpers for their program support.
- Administer the Olweus Bullying Questionnaire at yearly intervals to monitor success.
- Share data from the questionnaire with stakeholders.
- Plan revisions to your supervisory and discipline policies based on your questionnaire results.
- Publicize successes.

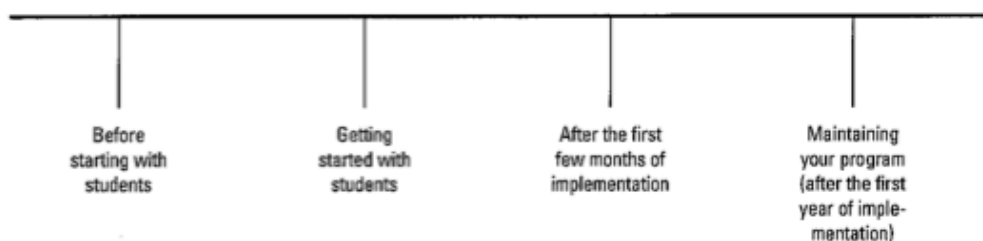
Classroom:

- Continue to hold weekly class meetings.
- Reintroduce the four anti-bullying rules at the start of each year for all students.
- Inform new students and parents about *OBPP* and the four anti-bullying rules.
- Continue to hold parent meetings two to three times per year.

• • •

Olweus Bullying Prevention Program Implementation Flowchart

This flowchart gives you an overview of the steps that need to be taken to implement *OBPP* over time.



Before Starting with Students

- ✓ Contact a certified Olweus trainer to assist you in your planning. *DK/HSA*
- ✓ Order materials. *AZF Grant*
- ✓ Identify your on-site OBPP coordinator. *Principal/Researcher*
- ✓ Recruit members of your Bullying Prevention Coordinating Committee (BPCC).
- ✓ Set training dates for the two-day committee training and the one-day staff training. *BPCC*
- ✓ Set dates for the administration of the Olweus Bullying Questionnaire. *Fall & Spring*
- ✓ Set dates for the kick-off event (to launch the program). *Midwest Center for School Safety*
 - Set other key implementation dates.
- ✓ Administer the Olweus Bullying Questionnaire, obtain a results report, and interpret the findings for use in your school's planning efforts. *1st week*
- ✓ Train all members of the BPCC. *DK/HSA*
- ✓ Set dates for the BPCC to meet. (The BPCC should meet every two weeks to plan for implementation.)
- ✓ Train other teachers and staff. *Inservice*
- ✓ Review and refine your schoolwide anti-bullying policies and your school's supervisory system, discuss the introduction of the four anti-bullying rules and positive and *Map of hotspots*

negative consequences, and create a revised discipline plan that incorporates graduated consequences and disciplinary actions.

- ✓ Begin holding every-other-week or at least monthly staff discussion groups. *Team meetings*
- ✓ Send home information to parents. *newsletters*
 - Prepare for schoolwide implementation.
 - Identify community leaders.
 - Plan a community strategy.

Getting Started with Students

Schoolwide:

- ✓ Hold the kick-off event. *MCSS*
- ✓ Post the anti-bullying rules. *Pit, classroom, lunchroom, locker room*
- ✓ Send home information to parents.
- ✓ Hold your first schoolwide parent meeting. *Parent Forum/Open House*
- ✓ Continue holding staff discussion groups every other week or at least monthly. *Team meetings*
- ✓ Begin to intervene in bullying situations with individual follow-up. *6 Steps HIB*
- ✓ Contact parents, as appropriate, in cases of bullying. *HIB*
- ✓ Continue holding BPCC meetings every two weeks. *scheduled on master calendar*
- ✓ Continue regular consultation between your school's program coordinator and the certified Olweus trainer. *DH/HSA*

In Classrooms:

- ✓ Introduce anti-bullying rules. *class meeting*
- ✓ Post the anti-bullying rules.
- ✓ Introduce weekly class meetings. *norms*
- ✓ Begin to intervene in bullying situations with individual follow-up. *w/admin*
- ✓ Hold the first classroom-level parent meeting. *Open House*
- ✓ Integrate the program throughout the curriculum. *1st circles character talks*

After the First Few Months of Implementation

Schoolwide:

- ✓ Re-evaluate policies and procedures and continue refining your supervisory system, as needed. *Hot Spots, HUB*
- ✓ Continue BPCC meetings monthly or more often, as needed. *ongoing*
- ✓ Continue monthly staff discussion groups. *Team meetings*
- ✓ Consult with the certified Olweus trainer monthly for at least a year after your initial committee training. *DH/HSA*
- ✓ Continue to monitor and refine discipline policies for consistency and appropriateness.
- ✓ Continue to contact parents, as appropriate, about bullying situations.
- Begin community involvement strategies.

Classroom:

- ✓ Continue to hold weekly class meetings. *according to lesson calendar*
- ✓ Continue to hold parent meetings (two to three per year). *open house/conferences*
- ✓ Continue to integrate anti-bullying themes throughout the curriculum.
- ✓ Continue using a system of positive and negative consequences.
- ✓ Contact parents, as necessary, when bullying situations arise.
- ✓ Continue to use individual interventions, as needed.

Maintaining Your Program (after the First Year of Implementation)

Schoolwide:

- ✓ Continue monthly BPCC meetings.
- ✓ Provide trainings for new teachers and staff; provide booster trainings for existing teachers and staff. *binders*
 - Reward or show appreciation to teachers, staff, and BPCC members and community helpers for their program support. *coupons*
- ✓ Administer the Olweus Bullying Questionnaire at yearly intervals to monitor success. *Spring*
- ✓ Share data from the questionnaire with stakeholders. *findings to Super/Board/Staff*
- ✓ Plan revisions to your supervisory and discipline policies based on your questionnaire results. *newsletter*
- ✓ Publicize successes.

Classroom:

- ✓ • Continue to hold weekly class meetings.
- ✓ • Reintroduce the four anti-bullying rules at the start of each year for all students.
- ✓ • Inform new students and parents about *OBPP* and the four anti-bullying rules.
- ✓ • Continue to hold parent meetings two to three times per year.

Appendix D

OLWEUS BULLYING PREVENTION PROGRAM SCOPE AND SEQUENCE



Scope and Sequence



The *Olweus Bullying Prevention Program*

What Is the *Olweus Bullying Prevention Program*?

The *Olweus Bullying Prevention Program (OBPP)* is the most researched and best-known bullying prevention program available today. With over thirty-five years of research and successful implementation all over the world, *OBPP* is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting.

OBPP is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. School administrators, teachers, and other staff are primarily responsible for introducing and implementing the program. These efforts are designed to improve peer relations and make the school a safer and more positive place for students to learn and develop.

What Are the Goals of *OBPP*?

The goals of the program are

- to reduce existing bullying problems among students
- to prevent the development of new bullying problems
- to achieve better peer relations at school

For Whom Is *OBPP* Designed?

OBPP is designed for students in elementary, middle, and junior high schools (students ages five to fifteen years old). All students participate in most aspects of the program, while students identified as bullying others, or as targets of bullying, receive additional individualized interventions.

With some adaptation, the program can also be used in high schools, although research has not measured the program's effectiveness beyond tenth grade. In addition, classroom support materials are not currently available for high school students. Chapter 17 of the program's *Schoolwide Guide* talks about adapting the program for use in a high school setting.

Because *OBPP* is not a curriculum, its core principles, rules, and supportive materials could be adapted for use by any program that children and youth attend on a regular basis, such as after-school programs, camps, or community youth programs. The core principles and rules could be integrated into these existing programs' policies and routines. Although research has not measured *OBPP's* effectiveness in these settings, with appropriate staff training, these nonschool programs may help prevent bullying and

help students understand that bullying is not just a school issue, but one that spills over into all areas of their lives and into their communities as well.

What Are the *Olweus Bullying Prevention Program* Materials?

Schoolwide Guide (Order No. 0542)

The approximately 130-page Schoolwide Guide, with accompanying DVD and CD-ROM, provides step-by-step instructions on how to implement the program in the entire school setting. The Schoolwide Guide is used mainly by your school's Bullying Prevention Coordinating Committee (BPCC), the group that is established to guide schoolwide implementation. Ideally, every person in leadership at a school and all members of the school's BPCC should have their own copy of this guide.



Teacher Guide (Order No. 0541)

The approximately 150-page Teacher Guide, with accompanying DVD and CD-ROM, serves as the primary program implementation tool for teachers and other classroom support staff. It highlights the important role teachers play both in the classroom and in schoolwide efforts in preventing and addressing bullying. All the resources teachers need to implement the program, except for the Olweus Bullying Questionnaire, are provided in this guide or on the accompanying DVD and CD-ROM.



Ideally, every teacher should have a copy of this guide. If this is not possible, we recommend that each Teacher Guide be shared among no more than three teachers.

School leadership and each member of a school's BPCC will also need to have a copy of the Teacher Guide, because it includes much more in-depth information about bullying and the various components of *OBPP*.



**The power of the *Olweus Bullying Prevention Program* lies in staff and students using common language to address bullying situations.
A message is carried out to students saying bullying will not be tolerated here.**

— A JUNIOR HIGH SCHOOL COUNSELOR

Olweus Bullying Questionnaire

The Olweus Bullying Questionnaire is administered to all students in grades 3–12 before the program begins and at regular intervals (ideally each year) from then on. The questionnaire is available in both English and Spanish. School leadership and members of the BPCC oversee the implementation of this questionnaire. The questionnaire is available in two options:

Option 1: Scannable Questionnaire with Reports

(Order No. 292130—Package of thirty questionnaires with scanning services)

(Order No. 292330—Package of thirty Spanish questionnaires with scanning services)

A scannable questionnaire can be administered to students and then shipped to Hazelden Publishing for processing. The resulting data is presented in reports with graphs/tables and narrative text explaining the results. A comparison of the data to a national database and graphs that can be inserted into PowerPoint slides for use in school presentations are also included. The scannable questionnaires are sold in class sets of thirty. Current pricing is \$1.00 per student. For an additional cost, schools can obtain a Trends Report that shows changes in a school's data over two administrations of the questionnaire.

Option 2: Reproducible Questionnaire with Manual Entry (Order No. 7301)

Schools photocopy the questionnaire for use. Then they must hand-enter the results into the CD-ROM reporting software. This option is most often chosen by small schools, where hand-entry of data would not be difficult. An estimate of time taken to enter one child's data is approximately 1.5 to 2 minutes. In this option, you will not receive narrative text, graphs for PowerPoint slides, or the comparison to a national database.

What Are the Components of the Program?

OBPP is not a classroom curriculum. It is a whole-school, systems-change program at four different levels. On the next page are the program components for each of these levels. Each component is discussed in detail in the two guides.



**I think schools really find *OBPP* attractive because it's schoolwide.
It involves all school staff, students, and even parents in bullying prevention.**

— PREVENTION SPECIALIST

GENERAL REQUIREMENTS	
Generate awareness and involvement on the part of the adults in the school.	
<p>SCHOOL-LEVEL COMPONENTS</p> <ul style="list-style-type: none"> • Establish a Bullying Prevention Coordinating Committee. • Conduct committee and staff trainings. • Administer the Olweus Bullying Questionnaire schoolwide. • Hold staff discussion group meetings. • Introduce the school rules against bullying. • Review and refine the school's supervisory system. • Hold a school kick-off event to launch the program. • Involve parents. <p>CLASSROOM-LEVEL COMPONENTS</p> <ul style="list-style-type: none"> • Post and enforce schoolwide rules against bullying. • Hold regular class meetings. • Hold meetings with students' parents. 	<p>INDIVIDUAL-LEVEL COMPONENTS</p> <ul style="list-style-type: none"> • Supervise students' activities. • Ensure that all staff intervene on the spot when bullying occurs. • Hold meetings with students involved in bullying. • Hold meetings with parents of involved students. • Develop individual intervention plans for involved students. <p>COMMUNITY-LEVEL COMPONENTS</p> <ul style="list-style-type: none"> • Involve community members on the Bullying Prevention Coordinating Committee. • Develop partnerships with community members to support your school's program. • Help to spread anti-bullying messages and principles of best practice in the community.

What Are the Effects of the Olweus Bullying Prevention Program?

OBPP has been more thoroughly evaluated than any other bullying prevention/reduction program so far. Six large-scale evaluations involving more than 40,000 students have documented results such as¹

- average reductions of 20 to 70 percent in student reports of being bullied and bullying others. Peer and teacher ratings of bullying problems have yielded roughly similar results.
- marked reductions in student reports of general antisocial behavior, such as vandalism, fighting, theft, and truancy.
- clear improvements in the classroom social climate, as reflected in students' reports of improved order and discipline, more positive social relationships, and more positive attitudes toward schoolwork and school.

For students in grades 4–7, most of these positive results can be seen after only eight months of intervention work, given reasonably good implementation of the program. For students in grades 8–10, it may take somewhat more time, maybe two years, to achieve equally good results.

GENERAL REQUIREMENTS	
Generate awareness and involvement on the part of the adults in the school.	
<p>SCHOOL-LEVEL COMPONENTS</p> <ul style="list-style-type: none"> ✓ Establish a Bullying Prevention Coordinating Committee. <i>Admin, Counselor, Teachers, Support</i> ✓ Conduct committee and staff trainings. <i>BPC/Staff</i> ✓ Administer the Olweus Bullying Questionnaire schoolwide. <i>Fall/Spring</i> ✓ Hold staff discussion group meetings. <i>Team</i> ✓ Introduce the school rules against bullying. <i>Class Meet</i> ✓ Review and refine the school's supervisory system. <i>Map</i> • Hold a school kick-off event to launch the program. <i>mess</i> ✓ Involve parents. <i>Forum</i> <p>CLASSROOM-LEVEL COMPONENTS</p> <ul style="list-style-type: none"> ✓ Post and enforce schoolwide rules against bullying. ✓ Hold regular class meetings. <i>Adviser</i> ✓ Hold meetings with students' parents. 	<p>INDIVIDUAL-LEVEL COMPONENTS</p> <ul style="list-style-type: none"> ✓ Supervise students' activities. <i>Maps</i> ✓ Ensure that all staff intervene on the spot when bullying occurs. <i>HCB</i> ✓ Hold meetings with students involved in bullying. ✓ Hold meetings with parents of involved students. ✓ Develop individual intervention plans for involved students. <p>COMMUNITY-LEVEL COMPONENTS</p> <ul style="list-style-type: none"> • Involve community members on the Bullying Prevention Coordinating Committee. • Develop partnerships with community members to support your school's program. • Help to spread anti-bullying messages and principles of best practice in the community.

Using *OBPP* will also help you meet portions of many federal mandates or programs you are probably already administering, such as Safe and Drug Free Schools, school connectedness, high-stakes testing, juvenile delinquency prevention, school dropout prevention, school health programs, suicide prevention, and the promotion of developmental assets.

New research has also shown that there is a positive link between bullying and student achievement. Preventing bullying may help your school make positive improvements in statewide student achievement assessments/No Child Left Behind requirements as well.²

What Is the History behind the *Olweus Bullying Prevention Program*?

Although bullying problems among students have been around for centuries, it wasn't until the early 1970s that Dr. Dan Olweus initiated the first systematic research study in the world on these problems. The results were published in a Swedish book in 1973 and in the United States in 1978 under the title *Aggression in the Schools: Bullies and Whipping Boys*. For a considerable period of time, up to the early 1990s, there was very little attention to and research on the topic of bullying outside of Scandinavia.

In 1983, after three adolescent boys in northern Norway committed suicide, most likely as a consequence of severe bullying by peers, the country's Ministry of Education initiated a national campaign against bullying in schools. In that context, the first version of what has later become known as the *Olweus Bullying Prevention Program* was developed.

The program was carefully evaluated in a large-scale project involving 40,000 students from forty-two schools followed over a period of two and a half years.³ The program has since been refined, expanded, and further evaluated with successful results in five additional large-scale projects in Norway. Since 2001, as part of the Norwegian government's plans for the prevention and reduction of delinquency and violence among children and youth, *OBPP* has been implemented on a large-scale basis in elementary and lower secondary schools throughout Norway.



**At our school, we have seen amazing results after the first year—
increased attendance, increased student achievement,
and decreased incidents that lead to suspensions.**

— ELEMENTARY MATH AND SCIENCE COORDINATOR

Dr. Olweus has for a long time seen the phenomenon of bullying in the context of human rights.⁴ As early as 1981, he proposed enacting a law against bullying in schools. He argued that it is a fundamental human right for a student to feel safe in school and to be spared the repeated humiliation implied in bullying. In the mid-1990s, these arguments led to legislation against bullying by the Swedish and Norwegian parliaments. Similar legislation has been adopted in more than thirty states (at the date of this publication) in the United States and in several other countries.

During the 1990s, Dr. Olweus worked closely with American colleagues, notably Dr. Susan P. Limber, now at Clemson University in South Carolina, to implement and evaluate the program in the United States, also resulting in positive though somewhat weaker outcomes. Since then, hundreds of schools in most every state in the United States have used the program, and the number is growing. Additional studies of these efforts are being conducted. Summaries of and citations to current research may be found at www.clemson.edu/olweus.

Is the *Olweus Bullying Prevention Program* a Nationally Recognized Program?

The *Olweus Bullying Prevention Program* has received recognition from a number of organizations, including the following:

- Blueprints Model Program, Center for the Study and Prevention of Violence, University of Colorado at Boulder
(www.colorado.edu/cspv/blueprints/model/programs/BPP.html)
- Model Program, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services
(www.modelprograms.samhsa.gov)
- Effective Program, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice
(www.ojjdp.ncjrs.org)
- Level 2 Program, U.S. Department of Education
(www.helpingamericasyouth.gov)

Note: “Level 2” programs have been scientifically demonstrated to prevent delinquency or reduce the risks and enhance protection from delinquency and other child and youth problems using either an experimental or quasi-experimental research design, with a comparison group.

What Type of Support Is Available as You Implement the Program in Your School?

Since *OBPP* is a program that is implemented throughout the entire school setting, implementation takes a concerted effort on everyone's part, but the rewards will be significant. It is important that schools that implement *OBPP* feel supported in their efforts. The following resources are available to help schools with implementation:

- ***Certified Olweus Trainers***

To aid in program implementation, schools are strongly encouraged to contract with an outside certified Olweus trainer or have a staff member certified as an Olweus trainer. This person will have a wealth of knowledge about the program and will be available for ongoing consultation via regular telephone and/or Internet contact (or in person, whenever possible). A certified Olweus trainer may also know of other schools in your region that have successfully implemented the program and could serve as a resource to you.

- ***Olweus Bullying Prevention Program Web Site***

<http://www.clemson.edu/olweus>

This Web site provides background information about the program, implementation strategies, training information, current evaluation research, and other related resources.

- ***Hazelden Publishing Web Site***

<http://www.hazelden.org/olweus>

This Web site provides background information about the program and specific information about purchasing program materials.

How Long Does It Take to Implement the Program?

You should plan to spend approximately four to six months in preparation before implementing *OBPP* in your school. This preparation is done in consultation with your certified Olweus trainer.

On the next page is an optimal timeline for schoolwide implementation of *OBPP*, assuming a program launch at the beginning of the fall semester. (Alternatively, but somewhat less optimally, the program could be launched just after winter break, with the Olweus Bullying Questionnaire administered the previous fall and staff trainings held in the winter.)

Target Dates for Fall Launch	Activity
Late winter/early spring	Select members of the BPCC and an on-site program coordinator.
March/April	Administer the Olweus Bullying Questionnaire.
April/May	Hold a two-day training with members of the BPCC; have the committee meet every two weeks to work out the details of program implementation.
May/June	Input data (if using the manual entry version) or obtain data (if using the scannable version) of the Olweus Bullying Questionnaire; review data from the questionnaire.
August/September	Conduct a one-day training with all school staff. Also hold your school kick-off event(s) with students and parents.
Beginning of the fall semester, following the one-day staff training	Plan, schedule, and launch other elements of the schoolwide program: <ul style="list-style-type: none"> • Introduce school/class rules against bullying. • Begin class meetings. • Increase supervision; review and coordinate your supervisory system. • Initiate individual interventions with students. • Start regular staff discussion groups (scheduled before the school year starts). • Hold parent meetings.

Although this timeline provides a general framework for program implementation, it is important for each school to implement the program at its own pace and with integrity. Your school's certified Olweus trainer will help your Bullying Prevention Coordinating Committee consider a timeline that best fits your school's needs.

What Do Students Learn in Classroom Meetings?

The *Olweus Bullying Prevention Program* is not a curriculum. However, regular classroom meetings are held with students, during which key concepts about bullying and related topics are discussed. Among the topics for discussion are

- What is bullying?
- What are the different forms bullying can take?
- What are the different roles students can take in a bullying situation?

Target Dates for Fall Launch	Activity
Late winter/early spring	<ul style="list-style-type: none"> ✓ Select members of the BPC and an on-site program coordinator. Admin Counselor Teachers Support
March/April	<ul style="list-style-type: none"> ✓ Administer the Olweus Bullying Questionnaire. Spring Fall
April/May	<ul style="list-style-type: none"> ✓ Hold a two-day training with members of the BPC; have the committee meet every two weeks to work out the details of program implementation. DH/HST
May/June	<ul style="list-style-type: none"> ✓ Input data (if using the manual entry version) or obtain data (if using the scannable version) of the Olweus Bullying Questionnaire; review data from the questionnaire. PDA, Inc
August/September	<ul style="list-style-type: none"> ✓ Conduct a one-day training with all school staff. Also hold your school kick-off event(s) with students and parents. Inservice
Beginning of the fall semester, following the one-day staff training	<p>Plan, schedule, and launch other elements of the schoolwide program:</p> <ul style="list-style-type: none"> ✓ Introduce school/class rules against bullying. Posted ✓ Begin class meetings. Norms, Lessons <ul style="list-style-type: none"> • Increase supervision; review and coordinate your supervisory system. HIB/Interventions ✓ Initiate individual interventions with students. ✓ Start regular staff discussion groups (scheduled before the school year starts). Inservice Team Meetings ✓ Hold parent meetings. Forum, Open House, Conferences

- What are possible consequences of bullying for the student who is bullied?
How may bullying affect bystanders? Why is there reason to be concerned about students who bully?
- What are the four school rules about bullying?
- What should you do if bullying happens to you?
- Who should you talk to if you see or experience bullying?
- What should you do when you see bullying happen? How can you support someone who is being bullied?
- What are some positive ways to include students who are often excluded in activities?
- What are some ways you can resist peer pressure to participate in bullying others?

**Meeting National Academic Standards⁵ with the
*Olweus Bullying Prevention Program***

Educators may find it helpful to know that implementation of *OBPP* will help meet national health education standards for grades K–8 (see below).

Health Education Standards (Grades K–2)

- identifies and shares feelings in appropriate ways
- knows ways to seek assistance if worried, abused, or threatened (physically, emotionally, sexually)

Health Education Standards (Grades 3–5)

- knows characteristics needed to be a responsible friend and family member
- knows behaviors that communicate care, consideration, and respect of self and others
- understands how one responds to the behavior of others and how one's behavior may evoke responses in others
- knows strategies for resisting negative peer pressure
- knows the difference between positive and negative behaviors used in conflict situations
- knows some nonviolent strategies to resolve conflicts
- knows behaviors that are safe, risky, or harmful to self and others

Health Education Standards (Grades 6–8)

- understands how peer relationships affect health
- knows appropriate ways to build and maintain positive relationships with peers, parents, and other adults
- understands the difference between safe and risky or harmful behaviors in relationships
- knows techniques for seeking help and support through appropriate resources
- knows potential signs of self- and other-directed violence
- knows the various possible causes of conflict among youth in schools and communities, and strategies to manage conflict

Implementation of *OBPP* also may help to meet other standards related to writing and communication skills, among others.

• • •

Notes

1. Dan Olweus, "Bully/Victim Problems among Schoolchildren: Basic Facts and Effects of a School-Based Intervention Program," in *The Development and Treatment of Childhood Aggression*, ed. D. Pepler and K. Rubin (Hillsdale, NJ: Erlbaum, 1991), 411–48; Dan Olweus, "A Useful Evaluation Design, and Effects of the Olweus Bullying Prevention Program," *Psychology, Crime & Law* 11 (2005): 389–402; Dan Olweus and Susan P. Limber, *Blueprints for Violence Prevention: Bullying Prevention Program* (Boulder: Program Institute of Behavioral Science, University of Colorado, 1999); Jan Helge Kallestad and Dan Olweus, "Predicting Teachers' and Schools' Implementation of the Olweus Bullying Prevention Program: A Multilevel Study," *Prevention and Treatment* 6 (2003): 3–21. Available on the Internet: <http://www.journals.apa.org/prevention/volume6/pre0060021a.html>.

2. C. B. Fleming, K. P. Haggerty, R. F. Catalano, T. W. Harachi, J. J. Mazza, and D. H. Gruman, "Do Social and Behavioral Characteristics Targeted by Preventive Interventions Predict Standardized Test Scores and Grades?" *Journal of School Health* 75 (2005): 342–349.

3. Dan Olweus, "Bully/Victim Problems among Schoolchildren: Basic Facts and Effects of a School-Based Intervention Program," in *The Development and Treatment of Childhood Aggression*, ed. D. Pepler and K. Rubin (Hillsdale, NJ: Erlbaum, 1991), 411–48.

4. Dan Olweus, "Vad skapar aggressiva barn?" [What creates aggressive children?], in *Normkrise og oppdragelse* [Norm crisis and child rearing], ed. A. O. Telhaug and S. E. Vestre (Oslo, Norway: Didakta, 1981); Dan Olweus, "Sweden," in *The Nature of School Bullying: A Cross-National Perspective*, ed. P. K. Smith, Y. Morita, J. Junger-Tas, D. Olweus, R. Catalano, & P. Slee (London: Routledge, 1999), 7–27.

5. Standards are taken from John S. Kendall and Robert J. Marzano, *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education*, 3rd ed. (Aurora, CO: Mid-continent Research for Education and Learning [MCREL], 2000).

• • •

Appendix E

OLWEUS BULLYING PREVENTION PROGRAM READINESS ASSESSMENT



Olweus Bullying Prevention Program
Readiness Assessment

The *Olweus Bullying Prevention Program* is a school-wide, systems change program that is effective at reducing rates of bullying in a school if implemented with fidelity. This Readiness Assessment will help you gauge how prepared your school is to implement the program. If you answer “yes” to almost all of the following items, your school is most likely ready to move forward to implement the OBPP. If not, we encourage you to use this assessment as a guide to help you prepare for implementation.

Description of Task	Answer “Yes” or “No”
1. Have you used www.olweus.org to gain a general understanding about the OBPP and to assess whether this program seems to be a good match for your school?	
2. Have you discussed the program with a Certified Olweus Trainer so you understand what is required for implementing the program with fidelity?	
3. Have key leaders at your school obtained and read the <i>OBPP Schoolwide Guide</i> and <i>OBPP Teacher Guide</i> , in order to become familiar with the program?	
4. Do your administrators and the majority of teachers and other staff identify bullying prevention as a high priority for your school?	
5. Have you obtained the commitment and active support of your building-level administrators to implement the OBPP?	
6. Have teachers and other staff been made aware of the scope of the OBPP and its components, and do the majority support implementation of the OBPP?	
7. Have you obtained the commitment and active support of district leadership (superintendent and school board) to implement the OBPP?	
8. Have you identified representatives to serve on the Bullying Prevention Coordinating Committee (BPCC)? (See <i>Schoolwide Guide</i> CD-ROM documents 9 & 10 for required representation and tasks.)	
9. Have you consulted with a Certified Olweus Trainer about training your BPCC and providing ongoing consultation, or have you made arrangements to have a staff person trained as a Certified Olweus Trainer?	

10. Has your administrator set aside two full days for the training of the BPCC?	
11. Has your administrator set aside one full day for the training of your school staff prior to the kick-off of the OBPP?	
12. Have you identified a source of funding for BPCC training and consultation and enough program materials for implementation with fidelity?	
13. Has your school committed to scheduling and conducting weekly class meetings (held for the equivalent of one class period)?	
14. Has your school committed to surveying students on a yearly basis (grades 3 and higher) through use of the Olweus Bullying Questionnaire?	
15. Has your school committed to holding regular staff discussion groups on the OBPP to ensure ongoing learning about the OBPP and its implementation in your school?	
16. Is your school willing to make OBPP implementation a part of your school climate improvement efforts for at least three years?	

For more information about the *Olweus Bullying Prevention Program*, visit www.violencepreventionworks.org.

© 2010 by Hazelden Foundation. All rights reserved. Photocopying for individual or group use is permissible.



Olweus Bullying Prevention Program **Readiness Assessment**

The *Olweus Bullying Prevention Program* is a school-wide, systems change program that is effective at reducing rates of bullying in a school if implemented with fidelity. This Readiness Assessment will help you gauge how prepared your school is to implement the program. If you answer "yes" to almost all of the following items, your school is most likely ready to move forward to implement the OBPP. If not, we encourage you to use this assessment as a guide to help you prepare for implementation.

Description of Task	Answer "Yes" or "No"
1. Have you used www.olweus.org to gain a general understanding about the OBPP and to assess whether this program seems to be a good match for your school?	YES
2. Have you discussed the program with a Certified Olweus Trainer so you understand what is required for implementing the program with fidelity?	YES D.H. HSA
3. Have key leaders at your school obtained and read the <i>OBPP Schoolwide Guide</i> and <i>OBPP Teacher Guide</i> , in order to become familiar with the program?	YES BPCC Staff
4. Do your administrators and the majority of teachers and other staff identify bullying prevention as a high priority for your school?	YES SUPER BOARD PRIORITY
5. Have you obtained the commitment and active support of your building-level administrators to implement the OBPP?	YES PRINCIPAL BPCC
6. Have teachers and other staff been made aware of the scope of the OBPP and its components, and do the majority support implementation of the OBPP?	YES 1-DAY TRAINING
7. Have you obtained the commitment and active support of district leadership (superintendent and school board) to implement the OBPP?	YES BOARD PRESENTATION
8. Have you identified representatives to serve on the Bullying Prevention Coordinating Committee (BPCC)? (See <i>Schoolwide Guide</i> CD-ROM documents 9 & 10 for required representation and tasks.)	YES ADMIN TEACHERS PARA
9. Have you consulted with a Certified Olweus Trainer about training your BPCC and providing ongoing consultation, or have you made arrangements to have a staff person trained as a Certified Olweus Trainer?	YES DH HSA

10. Has your administrator set aside two full days for the training of the BPCC?	YES HSA
11. Has your administrator set aside one full day for the training of your school staff prior to the kick-off of the OBPP?	YES INSERVICE
12. Have you identified a source of funding for BPCC training and consultation and enough program materials for implementation with fidelity?	YES AEF GRANT
13. Has your school committed to scheduling and conducting weekly class meetings (held for the equivalent of one class period)?	YES ADVISORY PLANNING COMMITTEE
14. Has your school committed to surveying students on a yearly basis (grades 3 and higher) through use of the Olweus Bullying Questionnaire?	YES ONLINE
15. Has your school committed to holding regular staff discussion groups on the OBPP to ensure ongoing learning about the OBPP and its implementation in your school?	YES TEAM MEETINGS INSERVICE (MONTHLY)
16. Is your school willing to make OBPP implementation a part of your school climate improvement efforts for at least three years?	YES

For more information about the *Olweus Bullying Prevention Program*, visit www.olweus.org.

© 2010 by Hazelden Foundation. All rights reserved. Photocopying for individual or group use is permissible.

Appendix F

OBPP CLASSROOM IMPLEMENTATION CHECKLIST



OBPP Classroom Implementation Checklist

Over the first few months of the program, you will be asked to implement a number of actions in your classroom. Below is an implementation checklist that outlines the things you should be working on.

Use the checklist to keep track of how closely you are maintaining the fidelity of the program over the first six months to a year of implementation. Your committee may ask you to turn in this form.

Have you:	Completed	Making Good Progress	Progress Needed	Not Applicable
1. Participated in a full-day <i>OBPP</i> training?				
2. Read and viewed all of your <i>OBPP</i> materials?				
3. Posted the anti-bullying rules in your classroom?				
4. Explained and discussed the anti-bullying rules with your students?				
5. Enforced consistent negative consequences for students who did not follow rule 1?				
6. Given positive consequences for students who followed rules 2-4?				
7. Viewed and discussed the scenarios on the Teacher Guide DVD with students?				

OBPP Classroom Implementation Checklist

Have you:	Completed	Making Good Progress	Progress Needed	Not Applicable
8. Held regular (weekly) class meetings to discuss issues related to bullying, peer relations, and other related topics?				
9. On several occasions, had students engage in role-playing about bullying and related follow-up discussions?				
10. Held two to three classroom-level meetings with parents about bullying?				
11. Intervened on the spot consistently in situations where you observed or suspected bullying?				
12. Investigated all incidents of bullying that you observed or suspected (where appropriate)?				
13. Reported (where appropriate) all incidents of bullying that you observed or suspected to appropriate school administrators/staff?				
14. Held individual meetings with involved students (where appropriate)?				
15. Held individual meetings with parents of involved students (where appropriate)?				
16. Participated at least once a month in a staff discussion group?				

The steps outlined above are the most critical activities you can do in the classroom to reduce and/or prevent bullying. They should be implemented as consistently as possible to ensure positive results.



OBPP Classroom Implementation Checklist

Over the first few months of the program, you will be asked to implement a number of actions in your classroom. Below is an implementation checklist that outlines the things you should be working on.

Use the checklist to keep track of how closely you are maintaining the fidelity of the program over the first six months to a year of implementation. Your committee may ask you to turn in this form.

Have you:	Completed	Making Good Progress	Progress Needed	Not Applicable
1. Participated in a full-day OBPP training?	X All certified			
2. Read and viewed all of your OBPP materials?	X Led by BPCC Presenters service			
3. Posted the anti-bullying rules in your classroom?	X All classrooms			
4. Explained and discussed the anti-bullying rules with your students?	X Class Meetings			
5. Enforced consistent negative consequences for students who did not follow rule 1?	X Class Meetings			
6. Given positive consequences for students who followed rules 2-4?	X Class Meetings			
7. Viewed and discussed the scenarios on the Teacher Guide DVD with students?	X Class Meetings			

OBPP Classroom Implementation Checklist

Have you:	Completed	Making Good Progress	Progress Needed	Not Applicable
8. Held regular (weekly) class meetings to discuss issues related to bullying, peer relations, and other related topics?	X Per Advisory Calendar			
9. On several occasions, had students engage in role-playing about bullying and related follow-up discussions?	X According to lessons			
10. Held two to three classroom-level meetings with parents about bullying?	X Open House Conferences			
11. Intervened on the spot consistently in situations where you observed or suspected bullying?	X HIB Form			
12. Investigated all incidents of bullying that you observed or suspected (where appropriate)?	X HIB refer to admin			
13. Reported (where appropriate) all incidents of bullying that you observed or suspected to appropriate school administrators/staff?	X HIB/admin			
14. Held individual meetings with involved students (where appropriate)?	X as directed by admin			
15. Held individual meetings with parents of involved students (where appropriate)?	X			
16. Participated at least once a month in a staff discussion group?	X Team Meeting			

The steps outlined above are the most critical activities you can do in the classroom to reduce and/or prevent bullying. They should be implemented as consistently as possible to ensure positive results.

Appendix G

OBPP SCHOOLWIDE IMPLEMENTATION CHECKLIST



SCHOOLWIDE GUIDE DOCUMENT 7

OBPP Schoolwide Implementation Checklist First Year of Implementation

Maintaining program fidelity is important to achieve the success that many other schools have achieved with *OBPP*. Fidelity means implementing the program as closely as possible to the original program design.

Use this checklist to track how closely you are maintaining the fidelity of the program. Keep in mind that this is not a “report card” for your school’s implementation of the program. Rather, it is intended to be used as a guide for discussions among members of your BPCC to make improvements in your program implementation where needed.

We suggest that you complete this form over a period of months, and then periodically discuss your progress with your Bullying Prevention Coordinating Committee.

Description of Task	Completed	Making Good Progress	Progress Needed
1. Have you obtained the commitment and active support of district leadership?			
2. Have you obtained the commitment and active support of your building-level administrators?			
3. Have you obtained the commitment and support of the majority of educators and staff in your school?			
4. Have you consulted with or had a staff person trained as a certified Olweus trainer?			
5. Have you formed a Bullying Prevention Coordinating Committee (BPCC)?			

Description of Task	Completed	Making Good Progress	Progress Needed
6. Have you selected an on-site program coordinator who will also chair the BPCC?			
7. Have your school leaders and members of the BPCC participated in a two-day <i>OBPP</i> training?			
8. Have all other school staff participated in a full-day training?			
9. Do your school leaders and each committee member have a copy of the Schoolwide Guide and Teacher Guide?			
10. Does each teacher (or at a minimum every group of three teachers) have a copy of the Teacher Guide?			
11. Have all staff read these guides before program implementation?			
12. Has your BPCC met on a regular basis (approximately every two weeks) after their training to plan for implementation?			
13. Did you administer the Olweus Bullying Questionnaire before beginning the program?			
14. Did you share key findings from the questionnaire with administrators, educators, staff, parents, and students?			
15. Did your BPCC complete the committee workbook—which constitutes your plan to implement all elements of the program?			

Description of Task	Completed	Making Good Progress	Progress Needed
16. Did you hold a student kick-off event at the start of the program?			
17. Have you introduced the four anti-bullying rules schoolwide and given guidance to teachers and other staff about how to apply consequences for these rules?			
18. Have you looked at ways to refine your supervisory system, so bullying is less likely to happen in "hot spots"?			
19. Are all teachers holding class meetings at least once a week?			
20. Are all teachers using role-plays and related follow-up discussions to illustrate bullying concepts during class meetings?			
21. Was a schoolwide parent meeting held?			
22. Are teachers holding classroom-level parent meetings (two to three per year)?			
23. Are the four anti-bullying rules posted in all classrooms and throughout the school building?			
24. Have the four anti-bullying rules been thoroughly explained and discussed with all students and their parents?			
25. Are all school staff members consistently enforcing negative consequences for students who do not follow rule 1 and bully other students?			

Description of Task	Completed	Making Good Progress	Progress Needed
26. Are all school staff consistently giving positive consequences for students who follow rules 2–4 and help to stop or prevent bullying?			
27. Are all staff members intervening on the spot (where appropriate) every time they observe bullying inside or outside of the classroom?			
28. Are all staff members investigating all incidents of bullying that are reported to them or that they suspect are happening?			
29. Are all staff members reporting (where appropriate) all incidents of bullying that they observe or suspect to appropriate school administrators/staff?			
30. Are staff members conducting follow-up meetings with involved students and/or parents (where appropriate)?			
31. Are all staff members participating regularly in staff discussion groups?			
32. Have teachers incorporated anti-bullying themes into their regular curriculum?			



OBPP Schoolwide Implementation Checklist First Year of Implementation

Maintaining program fidelity is important to achieve the success that many other schools have achieved with *OBPP*. Fidelity means implementing the program as closely as possible to the original program design.

Use this checklist to track how closely you are maintaining the fidelity of the program. Keep in mind that this is not a “report card” for your school’s implementation of the program. Rather, it is intended to be used as a guide for discussions among members of your BPCCC to make improvements in your program implementation where needed.

We suggest that you complete this form over a period of months, and then periodically discuss your progress with your Bullying Prevention Coordinating Committee.

Description of Task	Completed	Making Good Progress	Progress Needed
1. Have you obtained the commitment and active support of district leadership?	X Super Board		
2. Have you obtained the commitment and active support of your building-level administrators?	X Principal Assist Principal		
3. Have you obtained the commitment and support of the majority of educators and staff in your school?	X BPCCC		
4. Have you consulted with or had a staff person trained as a certified Olweus trainer?	X DH/HSA		
5. Have you formed a Bullying Prevention Coordinating Committee (BPCCC)?	X Admin Counselors Teachers Support Staff		

OBPP Schoolwide Implementation Checklist

Description of Task	Completed	Making Good Progress	Progress Needed
6. Have you selected an on-site program coordinator who will also chair the BPCC?	X Principal Researcher		
7. Have your school leaders and members of the BPCC participated in a two-day OBPP training?	X Dtt / HSA		
8. Have all other school staff participated in a full-day training?	X Inservice		
9. Do your school leaders and each committee member have a copy of the Schoolwide Guide and Teacher Guide?	X Shared, but access		
10. Does each teacher (or at a minimum every group of three teachers) have a copy of the Teacher Guide?	X		
11. Have all staff read these guides before program implementation?	X		
12. Has your BPCC met on a regular basis (approximately every two weeks) after their training to plan for implementation?	X Scheduled Committee		
13. Did you administer the Olweus Bullying Questionnaire before beginning the program?	X Online		
14. Did you share key findings from the questionnaire with administrators, educators, staff, parents, and students?	X Staff Meeting Inservice		
15. Did your BPCC complete the committee workbook—which constitutes your plan to implement all elements of the program?	X w/ assistance from Dtt/HSA		

OBPP Schoolwide Implementation Checklist

Description of Task	Completed	Making Good Progress	Progress Needed
16. Did you hold a student kick-off event at the start of the program?	X MCSS		
17. Have you introduced the four anti-bullying rules schoolwide and given guidance to teachers and other staff about how to apply consequences for these rules?	X Class Meetings		
18. Have you looked at ways to refine your supervisory system, so bullying is less likely to happen in "hot spots"?	X Maps		
19. Are all teachers holding class meetings at least once a week?	X Advisory Calendar		
20. Are all teachers using role-plays and related follow-up discussions to illustrate bullying concepts during class meetings?	X As part of class meetings		
21. Was a schoolwide parent meeting held?	X Parent Forum		
22. Are teachers holding classroom-level parent meetings (two to three per year)?	X Open House Conferences		
23. Are the four anti-bullying rules posted in all classrooms and throughout the school building?	X Classroom, Commons, Lockerroom		
24. Have the four anti-bullying rules been thoroughly explained and discussed with all students and their parents?	X class meeting newsletters forums		
25. Are all school staff members consistently enforcing negative consequences for students who do not follow rule 1 and bully other students?	X HIB		

OBPP Schoolwide Implementation Checklist

Description of Task	Completed	Making Good Progress	Progress Needed
26. Are all school staff consistently giving positive consequences for students who follow rules 2-4 and help to stop or prevent bullying?	X HIB		
27. Are all staff members intervening on the spot (where appropriate) every time they observe bullying inside or outside of the classroom?	X HIB		
28. Are all staff members investigating all incidents of bullying that are reported to them or that they suspect are happening?	X HIB		
29. Are all staff members reporting (where appropriate) all incidents of bullying that they observe or suspect to appropriate school administrators/staff?	X HIB		
30. Are staff members conducting follow-up meetings with involved students and/or parents (where appropriate)?	X Admin		
31. Are all staff members participating regularly in staff discussion groups?	X Team Meetings		
32. Have teachers incorporated anti-bullying themes into their regular curriculum?		X Lot Circles	

Appendix H

OBPP CLASS MEETING ACTIVITY LOG



TEACHER GUIDE DOCUMENT 19

 Class Meeting Activity Log

Date: _____ Teacher: _____

Class: _____ Day: M T W Th F Time: _____

1. What was/were your class meeting topic(s)? Was this planned or student generated?

2. What resource materials did you use?

3. How did this class meeting go? What would you do differently next time? What extension activities will you plan?

4. What ideas, if any, were generated for future class meetings?

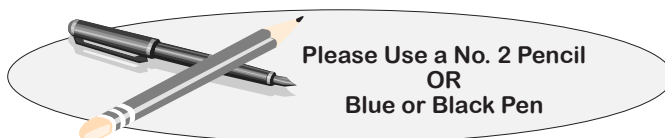
5. Is there any follow-up needed? (Do you need to follow up with any students or do you have questions for your Bullying Prevention Coordinating Committee?)

Appendix I

OLWEUS BULLYING QUESTIONNAIRE



Olweus Bullying Questionnaire



Date: _____

Name of School: _____

Grade: 3 4 5 6 7 8 9 10 11 12Classroom: A B C D E F G H I J K

You will find questions in this booklet about your life in school. There are several answers below each question. Answer each question by filling in the circle next to the answer that best describes how you think or feel. In question 1 below, if you really dislike school, fill in the circle next to "I dislike school very much." If you really like school, fill in the circle next to "I like school very much," and so on. **Fill in only one of the circles for each question.** Try to keep your marks inside of the circle.

Now, fill in the circle next to the answer that best describes how you feel about school.

1. How do you like school?

- I dislike school very much
- I dislike school
- I neither like nor dislike school
- I like school
- I like school very much

If you **fill in the wrong circle**, you can change your answer like this: Put an "X" through the wrong circle and then fill in the circle where you want your answer to be.

Do not put your name on this booklet. No one will know how you have answered these questions. But it is important that you answer carefully and tell how you really feel. Sometimes it is hard to decide what to answer, but just try to give your best answer. If you have questions, raise your hand.

Most of the questions are about **your life in school in the past couple of months, that is, the period from the start of school after summer (winter holiday) vacation until now.** So when you answer, you should think of how it has been during the past 2 or 3 months and **not only how it is just now.**

2. Are you a boy or a girl?

- Girl
 Boy

3. How many good friends do you have in your class(es)?

- None
 I have 1 good friend in my class(es)
 I have 2 or 3 good friends in my class(es)
 I have 4 or 5 good friends in my class(es)
 I have 6 or more good friends in my class(es)

About being bullied by other students

Here are some questions about being bullied by other students. First we explain what bullying is. We say **a student is being bullied when another student, or several other students**

say mean and hurtful things, or make fun of him or her, or call him or her mean and hurtful names

completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose

hit, kick, push, shove around, or lock him or her inside a room

tell lies or spread false rumors about him or her or send mean notes and try to make other students dislike him or her

and do other hurtful things like that

When we talk about bullying, these things happen **more than just once**, and **it is difficult for the student being bullied to defend himself or herself**. We also call it bullying when a student is teased more than just once in a mean and hurtful way.

But we **do not call it bullying** when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about equal strength or power argue or fight.

4. How often have you **been bullied at school in the past couple of months?**

- I have not been bullied at school in the past couple of months
 It has only happened once or twice
 2 or 3 times a month
 About once a week
 Several times a week

Have you been bullied at school in the past couple of months in one or more of the following ways (questions 5–13)?

5. I was called mean names, was made fun of, or teased in a hurtful way.

- It has not happened to me in the past couple of months
 Only once or twice
 2 or 3 times a month
 About once a week
 Several times a week

Appendix J

CLASS MEETING OUTLINES AND SCRIPTS



TEACHER GUIDE DOCUMENT 11

First Class Meeting Outline and Script

Outline

Below is a suggested outline for your first class meeting.

- I. Get the class into a circle.
- II. Explain the purpose of class meetings:
 - getting to know each other better
 - learning about bullying
 - discussing/problem-solving bullying situations
 - working together to stop or prevent bullying at school
 - talking about other issues of importance to your class
- III. Discuss the benefits of class meetings:
 - build a strong class community
 - allow everyone to feel heard
 - help resolve problems before they become bigger
- IV. Work with the class to discuss the class meeting ground rules:
 1. We raise our hand when we want to say something.
 2. Everyone has the right to be heard.
 3. We let others speak without interrupting (within certain time limits).
 4. Everyone has the right to pass.
 5. We can disagree without being disagreeable or saying mean things; no “put-downs.”
 6. When talking about bullying or other problems between students, we don’t mention names.

However, it is important that students tell you or another adult (rule 4) if they know or suspect a bullying problem in the classroom. When this rule is presented, you may want to say to the students: “If you know of someone who is being bullied or is bullying others, please talk to me after our class meeting or sometime later.”
- V. Introduce the topic of bullying.
- VI. Introduce your school’s bullying prevention program.

- VII. Answer any additional questions students may have.
- VIII. Let students know what they can expect at the next class meeting. Thank students for their positive participation.

Script

Estimated time: 40 minutes

Divide this into two meetings if you are working with younger students

Following are directions and a script you may want to follow as you lead your first class meeting. Adjust the language, as necessary, to fit the developmental levels of your students.

Suggested format:

1. Say: **Today we are going to try something new. It's called a "class meeting." To do this, let's get our chairs in a circle so we can see each other. We will move the chairs and desks back when we are done. Please be respectful of everyone's belongings when you do this.**
2. Students should move their chairs and desks to create space for your class meeting.
3. Say: **Thank you. A class meeting is different than what we normally do as a class because we aren't going to be focusing on a school subject. Class meetings, which we will have once a week (or more often for younger students), will be times when we can discuss any number of things that are important to us.**
Sometimes I will come up with a topic about something that's going on in our school or in the news, and sometimes you can suggest a topic. One thing that we'll certainly discuss is our school's bullying prevention program, how we are treating each other in this building, and how we can be kinder, more respectful, and more helpful to each other.
4. Share the other purposes for class meetings as described in the class meeting outline. Also share any other benefits of class meetings as described in the outline.
5. Say: **To make sure everyone gets a chance to say his or her opinions and feels comfortable in these class meetings, we will need a few ground rules. What ground rules do you think are needed for everyone to feel comfortable talking?**

6. Let the students come up with their own words that convey these ground rules:
 - a. We raise our hand when we want to say something.
 - b. Everyone has the right to be heard. Ask: **What does that mean? How can we make sure this happens?**
 - c. We let others speak without interrupting (within certain time limits). Ask: **What does that mean?**
 - d. Everyone has the right to pass. Ask: **What does that mean?**
 - e. We can disagree without being disagreeable or saying mean things; no “put-downs.” Ask: **What are some examples of put-downs?**
(Remember to include the nonverbal or less obvious put-downs such as eye-rolling, whispering to a neighbor, or laughing at another person’s comment.)
What are some positive ways to handle disagreements?
 - f. When talking about bullying or other problems between students, we don’t mention names. Say: **However, it is important to report that bullying is happening. If you know of someone who is being bullied or is bullying others, please talk to me after our class meeting. I will take action to make sure the bullying stops.**
7. You may add a few other ground rules that students think are important.
8. After a brief discussion, ask someone to write the agreed-upon rules on poster board so that everyone can see them. Ask a student to be in charge of bringing out the poster for each class meeting. There is also a poster of the ground rules on the Teacher Guide CD-ROM (document 9) that you might want to use instead.
9. Say: **Thank you. Let me explain a little more about class meetings. We are here to get to know one another better and to work together better as a group. We can discuss life here at school, such as the way students relate to each other, things you are concerned about here, or improvements you’d like to see happen. Today, I want to start talking about something very important—bullying. What does it mean to bully someone?**
10. Allow some discussion with a lot of affirmations.
11. Say: **Thank you. Let me give you a definition of bullying:**
A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.

Expressed in more everyday language one might say: Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.

12. Simplify this definition if you have younger students to: **Bullying is when someone says or does mean things to another person.**

13. Say: **Here are three more important things to know about bullying:**

- a. **Bullying is when one student or a group of students are being mean to another student on purpose. The students who bully continue to act mean to the other student even though it hurts the other student's feelings. Can you give examples of times when a student may hurt another student on purpose?**

Talk briefly about the differences between bullying, rough-and-tumble play, and fighting. See chapter 2 of the Teacher Guide for a description of the differences, or the chart in document 3 on the Teacher Guide CD-ROM. Tailor the information to your students' level.

- b. **In bullying there is an imbalance of power where the students who bully use power in the wrong way—to hurt or make fun of someone. Sometimes a bigger student is picking on a smaller student. Or, a group of students pick on one student. There is a power imbalance, and it is difficult for the student being bullied to make them stop.**

Note: For younger students, you may need to explain what “imbalance” means.

- c. **Usually, bullying happens again and again. However, it is important for you to know that if we see you bullying someone even once, you will be asked to stop, and there will most likely be consequences.**

14. Ask: **What are the different ways students bully each other in this building? Remember, please don't use names.**

15. Ask students to give examples. Explain the basic types of bullying—physical or verbal bullying or direct and indirect bullying. Explain these terms or simplify them for younger students. Again, chapter 2 of the Teacher Guide provides background information on this.

16. Say: **That's a lot to think about. Think about whether you have ever been bullied by someone. In what ways were you bullied? How did it make you feel? Remember, if you'd like to discuss this in the group, please don't mention any names.**

17. Allow for discussion with a lot of affirmations. Be sure other students don't make fun of people as they share.
18. Say: **Bullying really hurts those who are bullied. We feel so strongly at our school that bullying should not happen, that we have decided to start a bullying prevention program—the *Olweus Bullying Prevention Program* (or *OBPP* for short). Everyone in our school, staff and students alike, will be participating in this program. We want to make sure our school is a place where people care about each other and bullying never happens. We will talk more about this at future class meetings.**
19. Give students some examples of bullying topics you may discuss at future class meetings (as outlined on pages 72–75 in the Teacher Guide). Let students know that they will first learn the four anti-bullying rules, starting with rule 1, next time. Ask students to share ideas of topics they would like to discuss. If there are no suggestions, tell them to think about it and bring ideas to your next class meeting.
20. Also ask students if they have any questions about class meetings, your class meeting ground rules, and so on.
21. Say: **Well, we just had our first class meeting. Thanks for trying it out with me. It looks like we'll have a lot to talk about. Think about this topic of bullying and we can pick up our discussion again next time. Bullying is an important topic for us, but we will also be talking about many other topics in our class meetings throughout the school year. Again, we'll be meeting once each week.**
22. Say: **Please return the chairs and desks to their original location, and be careful and respectful of each other in doing so.**

. . .

**Estimated time:**

40 minutes; divide this into two sessions if you are working with younger students

Note:

This class meeting outline is designed for students in elementary school. Introduce this rule to students at their developmental level.

For example, if you are working with students in middle school/junior high school, you may want to use different examples of bullying, besides teasing. Excluding people from a group, physically hurting someone, or calling them hurtful names are possible examples. Also show a scenario from the Teacher Guide DVD that depicts a bullying situation.

Outline for the Class Meeting about Rule 1

We Will Not Bully Others

1. Get students into their class meeting circle.
2. Review with students the purpose of class meetings and the ground rules for their discussion. Hang the class meeting ground rules poster where all the students can see it.
3. Say: **Today, we'll be talking about the first rule against bullying. Who remembers the first rule we discussed at the kick-off assembly?**

Rule 1: We will not bully others.

RULE 1:

We will not
bully others.

4. Ask: **What is bullying?**
Encourage students to recall the definition discussed during your first class meeting.
Remind students that bullying is being mean or hurtful on purpose, it happens over and over again, and it involves an imbalance of power. Younger students may only understand this imbalance of power as a bigger-smaller issue. With older students, help them understand that there can be an imbalance of power that has to do with social status or power within a peer group too.
5. Show an example of bullying by playing a scenario on the Teacher Guide DVD.
6. When you are done watching the scenario, ask:
What are other examples of bullying?
7. Ask: **What are the differences between bullying and rough-and-tumble play? Between bullying and fighting?**

You introduced this idea in your first class meeting. Acknowledge that it may be difficult sometimes to know whether a behavior is bullying, rough-and-tumble play, or fighting. (See document 3 on the Teacher Guide CD-ROM for an overview of the differences. Share some of this information with the students.)

Again emphasize that bullying is intentional, is repeated, and happens when there is an imbalance of power. Note that bullying and fighting are *both* against your school rules. Rough-and-tumble play (depending on where it takes place and how rough it becomes) also may not be allowed.

8. Discuss the differences between good-natured teasing (or kidding) and bullying.
Ask: **How many of you have ever teased someone or been teased by someone in a way that was in fun and not bullying?**
Allow several students to respond.
9. Ask: **How many of you have ever been teased by someone in a way that hurt your feelings and was not in fun?**
Allow several students to respond.
10. Ask: **How can teasing turn to bullying?**
Allow several students to respond. Explain that sometimes teasing goes too far and people's feelings get hurt. Sometimes "it was just for fun" or "I was just kidding" is an excuse that students use when bullying others. If someone's feeling are hurt by teasing or name-calling; then it isn't "in fun"—it's bullying.
11. Emphasize that the student who is targeted generally is entitled to determine if he or she is being treated unfairly or not. Explain that everyone has a right to their feelings, and it's important to let others know that you don't like what they're doing and you expect them to stop.
12. Ask: **What are some things you could say if you are being teased or called a name you don't like?** Allow several students to respond. Remind them that inappropriate language or retaliation are not positive options.
13. Remind students that if someone tells them to stop a behavior that is hurtful, then they need to stop. When students continue to tease someone when they know it is hurtful, then it becomes bullying.
14. Ask: **What could you do if someone is bullying you? Who at school could you tell?**

Emphasize that dealing with bullying should not be left up to the students themselves. Stress the importance of telling an adult.

15. Summarize your discussion by saying that everyone in your school is learning about this rule. This rule applies everywhere at school. No matter where students are—in this classroom, in the hallways, in the lunchroom, restrooms, or playground/athletic fields. This rule applies everywhere. It also applies on school buses and should be followed as well in students' neighborhoods.
16. Let students know that all school staff will be enforcing this rule. Explain the negative consequences that will occur if bullying is seen or reported. Talk about the positive consequences that will happen if students take a stand against bullying.
17. If time permits, open the meeting up for further discussion. Ask students if they have any questions about what they've just learned.
18. Close the meeting by congratulating students for working hard at understanding this important rule.

. . .

**Estimated time:**

40 minutes; divide this into two sessions if you are working with younger students

Note:

This class meeting outline is designed for students in elementary school. Introduce this rule to students at their developmental level.

For example, talk about how to intervene in bullying situations in ways that are realistic for the age of your students. For students in middle school/junior high school, stress that students should find nonviolent ways to help a student who is being bullied.

Outline for the Class Meeting about Rule 2

We Will Try to Help Students Who Are Bullied

1. Get students into their class meeting circle.
2. Review with students again the purpose of class meetings and the ground rules for their discussion. Hang the class meeting ground rules poster where all the students can see it.
3. Say: **Today, we'll be talking about the second anti-bullying rule. Who remembers the first rule?**

Rule 1: We will not bully others.

4. Ask: **Who can define bullying for us? What are some examples of bullying?**
Allow several students to respond.

5. Ask: **Do you remember the second anti-bullying rule that was talked about at our school's kick-off assembly?**

Rule 2: We will try to help students who are bullied.

6. Ask: **What are some ways you could help students who are being bullied?**

Allow several students to respond. If they don't mention the following, add them as well:

- Intervene directly by telling the student who is doing the bullying to stop.
- Get help from an adult.
- Be a friend. Stand alongside the person who is being bullied.
- Don't join in on the bullying.

RULE 1:

We will not bully others.

RULE 2:

We will try to help students who are bullied.

7. Stress that getting help from an adult may be the best option, particularly if students think they may also get hurt by trying to stop the bullying. Explain that if bullying is reported, you and all other school staff will be taking action.
8. Review again the negative consequences for bullying and the positive consequences that will occur for taking a stand against bullying.
9. View scenario 2 on the Teacher Guide DVD if you are working with students in grades 3 or lower, scenario 3 on the Teacher Guide DVD if you are working with students in grades 4–6, or scenario 5 on the Teacher Guide DVD if you are working with students in grades 7 and 8. Ask students to come up with positive ways to handle the situation if they were bystanders. For example, ask students:

- **What would you say? What would you do?**
- **How hard would this be to do?**
- **How would it make the person who is being bullied feel?**
- **Do you think this solution will change the situation?**
- **Does this solution fit with our school's rules?**

Note: If students say it would do no good to tell an adult or it would be “tattling,” explain that all adults in the school want to know about bullying and will do something about it. Also emphasize that telling an adult is not “tattling”; it is being a good friend and member of this school.

10. Ask: **If you were being bullied, do you think you would want someone to help you? In what ways?**

Note: If students suggest retaliation or violent options, talk about your school rules and why this is not appropriate.

11. Say: **To summarize what we've talked about today, there are several ways to help someone who is being bullied. Remember these options the next time you see someone being bullied. It is important that you do something not only because it is a school rule but also because it's the right thing to do.**
12. If time permits, ask if students have any questions or would like to talk through any other concerns.
13. Congratulate the class on working hard to understand how they can help someone who is being bullied.

. . .

**Estimated time:**

40 minutes; divide this into two sessions if you are working with younger students

Note:

This class meeting outline is designed for students in elementary school. Introduce this rule to students at their developmental level.

For example, if you are working with students in middle school/junior high school, spend more time talking about the issue of cliques and peer pressure to belong to certain groups and exclude others from those groups. Talk about how this issue can be resolved at your school.

Outline for the Class Meeting about Rule 3

We Will Try to Include Students Who Are Left Out

1. Get students into their class meeting circle.
2. Review with students again the purpose of class meetings and the ground rules for their discussion. Hang the class meeting ground rules poster where all the students can see it.
3. Ask: **How have things been going this week in our classroom?** Allow several students to respond.
4. Explain that today you are going to talk about the third anti-bullying rule. Ask: **Do you remember the first anti-bullying rule? What is it, and what does it mean?** Allow several students to respond.

Rule 1: We will not bully others.

5. Ask: **Who can remind us of the definition of bullying? What are some examples of bullying?** Allow several students to respond.

6. Ask: **What is the second anti-bullying rule?**

Rule 2: We will try to help students who are bullied.

7. Ask: **What are some ways we can help a student who is being bullied?** Allow several students to respond.

8. Ask: **What is the third anti-bullying rule discussed in our school's kick-off assembly?**

Rule 3: We will try to include students who are left out.

RULE 1:

We will not bully others.

RULE 2:

We will try to help students who are bullied.

RULE 3:

We will try to include students who are left out.

9. Ask: **What does this rule mean?** Allow several students to respond.
10. Say: **Another way to say this rule is that “Everyone should have someone to be with.”**
11. Say: **Think to yourselves, without mentioning names, whether there are students in our school who are often isolated or left out. Does everyone have someone to be with during recess or at lunch?**
12. Ask: **Why do you think some students don’t include those who are alone? What might make including others so difficult?** Allow several students to respond. Note that peer pressure to exclude students can be strong.
13. Ask: **How can you include classmates who are often left alone at lunch, at recess or breaks, during group activities or other activities both during and outside of school hours?**
14. Make a list of the answers students give on a piece of poster board and post the ideas in your classroom. Encourage students to try these ideas out over the next few days. Be sure to reward or praise students who are putting these ideas into action.
15. Say: **Some students have a hard time making friends or connecting with others. Why might it be hard for some students to do this?**
Possible answers:
 - Some students are very shy.
 - Some students might not have much practice.
 - Some students may have been hurt by other students and have a hard time trusting others now.
16. Remind students that sometimes it takes patience, encouragement, and courage to help isolated students feel comfortable and safe getting involved.
17. Say: **We’ve come up with some good ways to try to include students who are often left out. I want to remind you to try out these ideas this week. I’ll be watching how this goes, hoping to “catch” you reaching out to those who are often left out.**
18. If time permits, ask if students have any questions or would like to talk through any other concerns.
19. Congratulate students on doing a good job in learning how they can follow this important rule.

. . .

**Estimated time:**

40 minutes; divide this into two sessions if you are working with younger students

Note:

This class meeting outline is designed for students in elementary school. Introduce this rule to students at their developmental level.

For example, if you are working with students in middle school/junior high school, avoid using the term “tattling,” since that may seem childish. Use the language that students typically use in your school to talk about telling on someone.

Outline for the Class Meeting about Rule 4

If We Know That Somebody Is Being Bullied, We Will Tell an Adult at School and an Adult at Home

1. Get students into their class meeting circle.
2. Review with students again the purpose of class meetings and the ground rules for their discussion. Hang the class meeting ground rules poster where all the students can see it.
3. Ask: **How have things been going this week in the classroom?** Allow several students to respond.

4. Say: **Today, we’ll be talking about the fourth anti-bullying rule. What is the first anti-bullying rule?**

Rule 1: We will not bully others.

5. Say: **What is the second anti-bullying rule?**

Rule 2: We will try to help students who are bullied.

6. Say: **Who remembers the third anti-bullying rule? What does this rule mean?**

Rule 3: We will try to include students who are left out.

7. Ask: **Has anyone tried to help include someone who was left out this week?** Remind students not to mention names.

RULE 1:

We will not bully others.

RULE 2:

We will try to help students who are bullied.

RULE 3:

We will try to include students who are left out.

8. Ask: **What is the fourth and final anti-bullying rule that was discussed in our school's kick-off assembly?**

Rule 4: If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

RULE 4:

If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

9. Ask: **Think for a moment to yourselves . . . which adult(s) at school could you talk to if you or another student is being bullied?** Remind students that every adult in your school has pledged to take bullying seriously and to do something about it if they are told it is occurring.
10. Say: **Sometimes students believe that telling an adult will make things worse for the person who is being bullied or they think that telling an adult is “tattling.”**
11. Ask: **Why is telling so important? Why is it important to tell an adult at home and at school?** Allow several students to respond.
12. Explain that this rule is not just about telling an adult when you know that someone else is being bullied, but also about telling an adult if *you* are being bullied.
13. Ask: **Do you think that most students who are bullied actually tell someone? Who are they most likely to tell?** Explain that a lot of students don't tell an adult when they are bullied, and then the bullying doesn't stop.
14. Ask: **Why do you think students who are bullied often don't tell anyone?** Allow several students to respond. If students say that adults won't do anything, remind them that now they will at your school.
15. Ask: **What about bystanders? How common do you think it is for bystanders to report bullying?** Explain that compared to students who experience bullying, even fewer students who witness bullying report it to adults.
16. Ask: **Why don't bystanders report bullying more often?** Discuss the “bystander effect”—the more witnesses there are, the less likely it is that anyone will get involved and help the student who is being bullied.
17. Remind students that they now have a rule that they must tell an adult if they or someone else is being bullied. Also stress that telling an adult is not “tattling,” but is following the rules.

18. Remind students that everyone in school will be asked to follow this rule, so if you are thinking of bullying others, be aware that an adult will be told and that this adult will take action.

For older students: If you have data from your school's administration of the Olweus Bullying Questionnaire, tell the class the percentage of students at your school who have told an adult about bullying. Explain that bystanders can play a very important role in stopping and preventing bullying by telling an adult. Remind students that everyone has the right to go to school without being bullied or harassed.

19. Ask: **What could we do at our school to make it more likely that students will report bullying?** Ask a student to record other students' suggestions. Tell the class that you'll forward their suggestions to your school's Bullying Prevention Coordinating Committee.
20. Summarize the discussion by reminding students that telling an adult is not "tattling," but keeping someone safe.
21. Remind students that during class meetings, you have asked students not to use other students' names when talking about bullying. This does not mean you don't want to do anything about bullying. As has been mentioned in your class meeting rules, it is important for students to report bullying, but you encourage them to do so with you individually.
22. Answer any other questions or concerns students may have.
23. Congratulate students on doing a great job understanding how important it is to tell an adult if they or someone else is being bullied.

. . .



The Bullying Circle Exercise will help students understand the various roles students may play in a bullying situation. This activity is best done with students in grade 3 or higher.

This activity is not a role-play. Instead of acting out a bullying situation, students will be describing the feelings and actions of their character in a bullying situation (given their role in the Bullying Circle).

Bullying Circle Exercise

Directions

1. Ask for eight student volunteers to come to the front of the class.

Note: More than one student may be assigned the various roles in this exercise. This may be a more true representation of what actually happens in bullying situations, since most bullying is done by two or more students, and there are usually several bystanders.

2. Huddle the volunteers together and tell them you want them to describe the role their character would play in a bullying situation where a student is being bullied because of the clothes he or she is wearing. During the discussion, they will be describing to the class all the different roles people play in a bullying situation.
3. Give each volunteer a Bullying Circle Role Card (found on pages 6–7 of this PDF document) and have them read the description of their character. Each card represents a role in the Bullying Circle. Role Cards are available in English and Spanish.

Important! Do not give the role of the student who bullies to a student who has bullied others or who has supported bullying, if you know who these students are. Also do not give the role of the student who is bullied to a student who has been bullied in real life. You may want to assign yourself the student who is bullied in order to avoid any potential problems.

4. Advise the volunteers to prepare for their presentation by being ready to describe their character: letting the class know who they are, their part in the bullying situation, and how they feel about it. Use the ideas written on each card to prepare for this presentation. Students should use these

ideas or make up their own. Ask the volunteers not to deny their involvement in the bullying situation for this activity, although this often happens in real life.

5. Have the volunteers form a half circle in alphabetical order (based on the letters on their cards).
6. Start the discussion by setting up the situation in this manner: **In bullying situations, there are usually more people involved than just the person who is being bullied and the person who is doing the bullying. Today we are going to see, with the help of our volunteers, all the roles that people can play in a bullying situation. Remember that these volunteers are in these roles for the time of the discussion only. They are acting as characters involved in bullying another student because of the clothes he or she wears.**
7. Start with the student who is bullied (letter H, which may be played by you). Ask this student, for example: **Chantelle, tell us who you are and what happened? What was this bullying experience like for you?**

Note: Remember that playing the student who is bullied can feel bad, as others may make negative remarks about the person as they describe their role. Support this character with sensitivity. You might say, “Sorry this has happened to you!”

8. Then move to the student who is bullying others (letter A). Ask something like: **Marcus, tell us what you did. What do you think of Chantelle?**
9. Continue going around the Bullying Circle, interviewing each student. You may want to ask each person in a role: **Tell us what you did. What do you think of Chantelle?** You may want to ask the followers/henchmen (letter B) and the supporters/passive bullies (letter C) what they think of the student who is bullying the other student as well.
10. Ask all students in your class the following questions (without mentioning names):
 - **Which of these roles do you think we have in our school?**
 - **Are people always in the same role or can their roles change?**
 - **What kinds of things might affect the role changes?** (Responses may include what their relationship is with the student who is doing the bullying and/or the student who is being bullied, peer pressure, and wanting to prevent the student who bullies from bullying them next.)
 - **Do boys and girls play all of these roles? To the same extent?**
 - **What role do you think most of the students at our school play?**
 - **At our school, what role(s) do popular students usually play?**

11. Engage the class in a discussion about what defenders (letter G) can do under these circumstances. Brainstorm these people's options. Be sure to encourage students to include things that they can do both in the moment and after the fact.

Responses might include the following:

- Tell the students who are bullying to stop.
 - Use physical, but nonviolent force to get the students who bully to stop. (*Note:* This is an example of what NOT to do, but it is likely to come up in discussion. Students should not use any physical force.)
 - Help remove the student who was bullied from the area.
 - Talk to the student who was bullied later on, saying you are sorry it happened and that you didn't like it.
 - Invite the student who was bullied to join your group at recess or lunch.
 - Tell an adult. (Usually the best option!)
 - Offer to go with the student to report the bullying.
 - Talk to parents or other adults at home for advice about how to help.
 - Avoid joining in the bullying.
 - Avoid supporting the bullying (for example, laughing about the bullying).
12. With student input, place these responses on a continuum from "low risk" to "high risk," based on the risk to personal safety, social criticism, and so on.



13. Say: **One reason that students sometimes don't play the role of the "defenders" is that they mistakenly believe they will be required to be friends with the student who is bullied. Although it is good to make new friends (and particularly to befriend someone who is picked on or left out), adults in this school aren't trying to force this to happen. Students don't have to be a friend (or even like someone) in order to help out.**
14. Tell the class that your school's bullying prevention program is designed to shift attitudes, so that the students who often join in on the bullying may stop doing this, the students who like watching the bullying may reconsider and begin to dislike it,

the disengaged onlookers (letter E) may feel more empowered to join the defenders (letter G), and so on.

15. Ask the students to physically move, bit by bit, away from the “bullies” position (letter A) along the continuum, so that more of them are closer to the defenders end of the line, giving a visual picture of the removal of power from the “bullies,” now standing apart from the others.

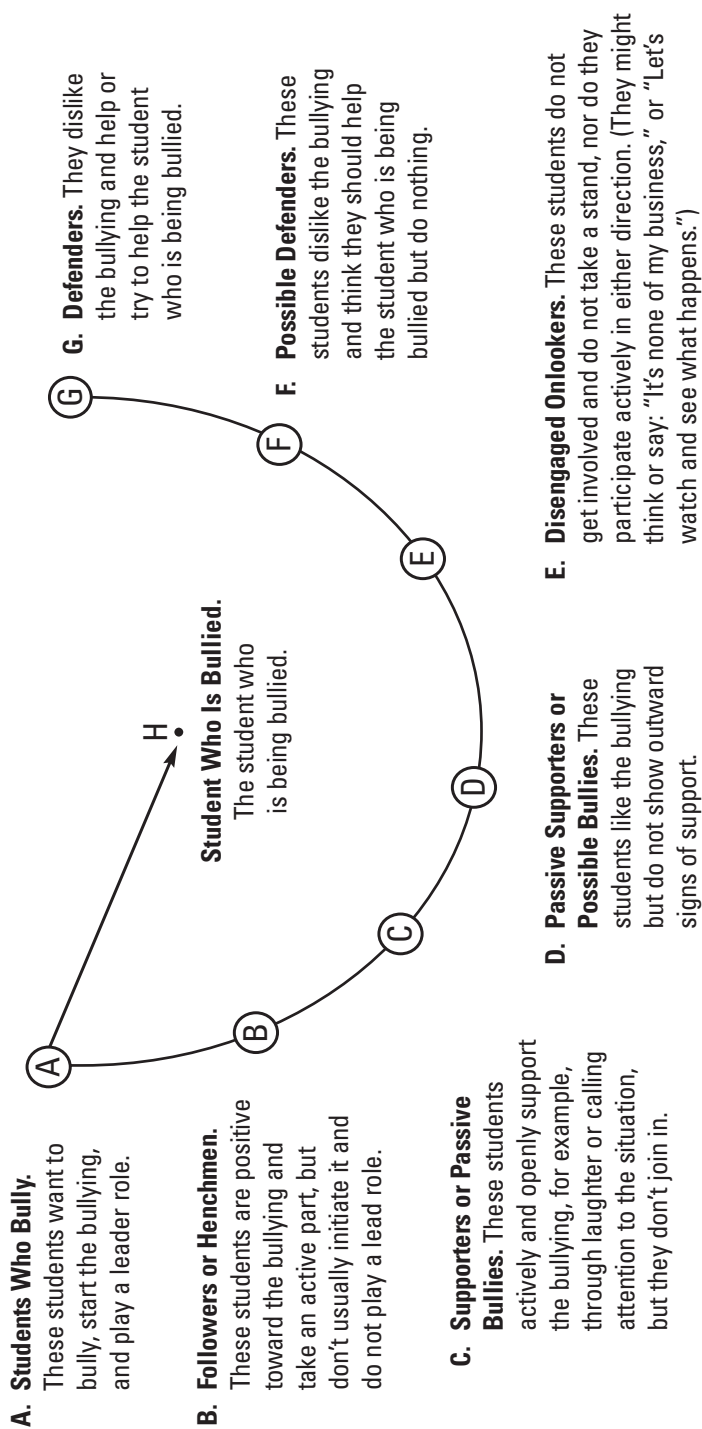
Note: We don’t intend to ostracize students who bully, but want them integrated back into a new culture that values respect and fair treatment for everyone.

16. Ask the whole class to give a round of applause for the volunteers and issue a prize to each of them, if you like.

From time to time, consider using the Bullying Circle Role Cards with other bullying scenarios to help reinforce students’ understanding of the roles everyone plays in helping to build a more welcoming school climate.

. . .

Bullying Circle



Bullying Circle Role Cards



Students Who Bully

You want to bully, start the bullying, and play a leader role.



Followers or Henchmen

You like the bullying and take part, but you don't start the bullying.



Supporters or Passive Bullies

You support the bullying, for example, by laughing or pointing it out, but you don't join in.



Passive Supporters or Possible Bullies

You like the bullying but you don't show outward signs of support.

Bullying Circle Role Cards



Disengaged Onlookers

You don't get involved in the bullying, but you don't try to help the bullied student, either.



Possible Defenders

You don't like the bullying and you think you should help the student who is being bullied, but you don't do anything.



Defenders

You don't like the bullying and you try to help the student who is being bullied.



Student Who Is Bullied

You are the student who is being bullied.

Appendix K

RESEARCH PARTICIPATION CONSENT FORM

You and your child are invited to participate in a research study about bullying at the Middle School (*Not Just a Rite of Passage: An Action Research Project on Bullying Prevention*). This study is being conducted by Todd L. Brist under the supervision of Dr. Patrick Sheedy, Ph.D., J.D. The study will be used to fulfill a requirement for completion of a degree in the Doctor of Education in Leadership program at Saint Mary's University of Minnesota.

Please read this form carefully and ask any questions you may have before agreeing to participate in the study. Students are under no obligation to participate. Students have the right to withdraw from the survey at any time. Also, students have the right to withdraw from participation in the weekly bullying prevention class meetings pursuant to School District Policy (IGF or IGBG).

What the study is about?

The purpose of this research project is to reduce and prevent bullying and improve peer relations at the Middle School. A survey will be used to identify the types, locations, and amount of bullying at the middle school; using the results, the staff of the middle school will create advisory lessons to help students learn how to reduce and prevent bullying at the middle school.

Why am I being asked to participate in this study?

You and your student are being asked to participate in this study because bullying is a serious problem for teenagers. Bullying tends to peak in middle school and as many as 28% of students are bullied at school. Bullying has negative consequences ranging from stress and poor school performance to chemical use and bullycide; bullying affects *all* students, including bullies, victims, *and* witnesses.

What will I be asked to do if I participate?

The research project involves two parts: 1) a 40 question survey that identifies gender and race/ethnicity and measures the types, locations, and amount of bullying and 2) class meetings, where students learn about bullying prevention strategies. The survey will be completed during the school day at the middle school, once in the fall and once in the spring. The survey will take about 20 minutes each time. Class meetings will take place during advisory on Tuesdays and Wednesdays for 20 minutes throughout the 2013 – 2014 school year. During class meetings students will discuss bullying concerns and learn bullying prevention strategies.

What are the risks and the benefits of participating in this study?

Participation in this study does not involve risks beyond those associated with normal day-to-day school experiences. There are no known physical or expected emotional risks for participating in the survey or class meetings. Because it is possible that participation could trigger a bad memory, students will be able to talk to a counselor or principal for support or assistance. Students are also protected by class meeting norms, have the right to pass, and may drop out at any time.

Knowing the types, location, and amount of bullying will provide the staff with helpful information about when, where, why, and how bullying occurs. Through the bullying prevention program, WMS will be better able to reduce existing bullying problems among students, prevent the development of new bullying problems, and foster better peer relations at school.

Is there any compensation for participating in this study? Are there any costs to participate?

Participation in this study will not cost you anything and you will not be paid to be in this study.

What kind of information about me will be collected, and what will happen to that information?

The survey will ask for gender and race/ethnicity and questions about the types, locations, and amount of bullying experienced by the student. The survey is completed anonymously and results are confidential. Students will receive a random login and password to complete the survey electronically. No personal information or individual responses are tracked.

Class meetings will not collect any specific information and students are free to share or not share. Student confidentiality is protected in class meetings by class norms and the right to pass. Students will have access to counseling and administrative support during the survey. Because the survey and class meetings are completed as school, students have extra privacy rights under the Protection of Pupil Rights Amendment (PPRA) and the Family Educational Rights and Privacy Act (FERPA).

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a participant. Research records will be stored securely and only researchers will have access to the records. The original data will be destroyed five years after the study is completed.

What if I do not want to participate in this study?

You do not have to be in this study if you do not want to. If you agree to be in the study, but later change your mind, you may drop out at any time. There are no penalties or consequences of any kind if you decide that you do not want to participate. Students do not have answer any question that they do not want to answer on the survey or when in class meetings.

Will I find out about the results of this study?

A summary of the research findings can be obtained by contacting the Middle School at 605.882.6370. The results will also be published in the school newsletter and posted on the middle school website. The results will also be shared with the superintendent and school board.

Who do I contact if I have concerns or questions?

Please review this consent form carefully before making a decision about whether or not to participate in the research study. We will be happy to answer any question you have about this study. If you have further questions about this study or if you have a research-related problem, you may contact the researcher, Todd L. Brist, 605.882.6370, todd.brist@k12.sd.us or the faculty advisor, Dr. Patrick Sheedy, 612.728.5130, psheedy@smumn.edu. If you have any questions concerning your rights as a research participant, you may contact the Saint Mary's University SGPP Research Review Board (RRB) at sgpprrb@smumn.edu or:

RRB Coordinator
 Saint Mary's University of Minnesota
 Twin Cities Campus
 2500 Park Avenue
 Minneapolis, MN 55404-4403

Statement of Assent/Consent:

I have read this form and decided that I will participate in the project described above. Its general purposes, the particulars of involvement and possible risks and inconveniences have been explained to my satisfaction. I understand that I can withdraw at any time. My signature also indicates that I have received a copy of this consent form.

Print the Participant's Name: _____

Participant's Signature: _____ Date: _____

Signature of Parent or Guardian: _____ Date: _____

Print the Name of the Principal Investigator: _____

Signature of Investigator: _____ Date: _____

Appendix L

RESEARCH COOPERATION AGREEMENT

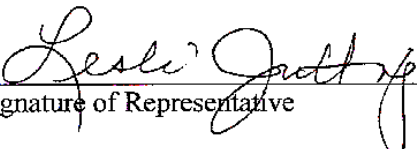
June 24, 2013

Watertown School District 14-4 of Codington County, South Dakota agrees to provide assistance to *Todd L. Brist*, a Student at Saint Mary's University of Minnesota, for the completion of the research study *Not Just a Rite of Passage: An Action Research Project on Bullying Prevention at Watertown Middle School*. We have had the opportunity to review a complete description of the proposed research study.

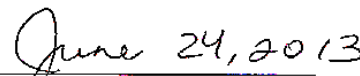
Specifically, Watertown School District 14-4 of Codington County, South Dakota agrees to allow the following (Check all that apply):

- Recruitment of research participants
All potential participants will be informed that participation in this research study is voluntary, and that there will be no adverse consequences for refusing to participate. All announcements, e-mail invitations, recruitment letters, and other invitations to participate in the research have been reviewed and approved by the cooperating agency or institution.
- Collection of data from participants for research purposes
All consent forms, surveys, research procedures, and other components of the research protocol have been reviewed and approved by the cooperating agency or institution.
- Access to archival data owned by the institution or agency
Both the specific archival information which will be accessed by the researcher and procedures to assure anonymity or confidentiality have been reviewed and approved by the cooperating agency or institution. Access to student records is compliant with FERPA and other regulations. Access to health care records is compliant with HIPPA and other relevant regulations. If health care records are being accessed, either A) the cooperating agency or institution has written consent on file from patients allowing access to records for research purposes or B) the research is being conducted at the request of and under the supervision of the cooperating agency or institution.

Dr. Lesli Jutting
Superintendent of Schools
Watertown School District 14-4 of Codington County, South Dakota



Signature of Representative



Date

Appendix M

RESEARCH REVIEW BOARD APPROVAL
SAINT MARY'S UNIVERSITY OF MINNESOTA
SCHOOL OF GRADUATE AND PROFESSIONAL PROGRAMS



**Saint Mary's University of Minnesota
Schools of Graduate and Special Programs
Research Review Board (RRB)**

October 21, 2013

TO: Todd Brist

FROM: Kenneth Solberg, Chair, RRB

RE: Application for RRB Review
Doctoral Dissertation

The Research Review Board reviewed the project listed above and has determined that the project meets the criteria for expedited RRB review. The project complies with standards for the ethical conduct of research with human participants, and is approved by the RRB. You may proceed with the project.

We wish you well as you complete work on your research project.

Cc: RRB file
Dr. Sheedy , Faculty Advisor

St. Mary's Research Review Board Project Description

Purpose and Objectives: The purpose of this project is to design a bullying prevention program for the middle school. Students will be asked to complete the Olweus Bullying Questionnaire (OBQ), which will identify the types, locations, and prevalence of bullying at the middle school. Using the results of the OBQ and data collected from a review of the literature on bullying prevention programs, a bullying prevention program will be designed for the middle school.

Subjects: All 600 students at the middle school will be invited to participate in the questionnaire. All students present (except those who have opted out) on the day of the administration of the questionnaire will be included in the sample. There are approximately 300 seventh graders and 300 eighth graders and all students are ages 12 – 14. The population is a nearly even 50/50 split of males and females. Approximately 92% of the students are white, 3% Hispanic, 3% Native American, 1% black/African American, and 1% Asian.

Tasks: Subjects will be asked to complete the OBQ. The OBQ is a 40-question instrument that identifies basic demographic information and measures the types, location, and prevalence of bullying.

Risks and Benefits: There are no known physical or expected emotional risks for participating in the questionnaire. Because the questions probe bullying experiences, it is possible that prompts on the questionnaire could trigger an emotional response, but such responses are not anticipated. Counseling support and administrative intervention will be made available during the administration of the questionnaire in case a student requires support as a result of participating.

Knowing the types, location, and prevalence of bullying will provide the staff with the information necessary to create a bullying prevention program that addresses the specific concerns of WMS. Through this bullying prevention program, MWS seeks to:

- reduce existing bullying problems among students
- prevent the development of new bullying problems
- achieve better peer relations at school

Safeguards and Privacy: Students will have access to counseling and administrative support during the administration of the questionnaire. Because the questionnaire is completed at school, students are also afforded additional privacy rights under the Protection of Pupil Rights Amendment (PPRA) and the Family Educational Rights and Privacy Act (FERPA). Students and parents will complete an informed consent prior to participation. Participation is voluntary. Students and/or their parent/guardian have the right to withdraw from the questionnaire at any time prior to or during the administration of the questionnaire. Prior to administration of the OBQ, students will be reminded that participation is voluntary and that they have the right to withdraw at any time.

Confidentiality and Handling of Data: Students will receive a random login and password to complete the Olweus Bullying Questionnaire (OBQ) electronically. The survey is completed anonymously and results are confidential. No personal information or individual responses are tracked. The responses are transmitted directly to Hazelden/Professional Data Analysis, Inc. and no results are stored locally. The composite results are compiled by Hazelden/ Professional Data Analysis, Inc. and returned to the middle school.

SUMMARY OF THE PROPOSED RESEARCH PROJECT

The purpose of this research project is to reduce and prevent bullying and improve peer relations at the middle school through the fulfillment of the bullying prevention laws and policy and the implementation of the Olweus Bullying Prevention Program (OBPP). This action research project involves two components: 1) a pre and post administration of the Olweus Bullying Questionnaire (OBQ), a 40-question survey that measures the types, locations, and prevalence of bullying and basic demographic information and 2) class meetings, where students receive direct instruction on strategies to reduce and prevent bullying. The results of the initial OBQ will be used to identify bullying concerns in order to develop a curriculum of bullying prevention strategies to supplement research, literature based lessons that will be presented during a series of class meetings during a 20-minute advisory session each Tuesday and Wednesday throughout the 2013 – 2014 school year. The project will be assessed at the conclusion of the school year by comparing the pre-OBQ and post-OBQ data to determine the impact/level of change in the types, location, and prevalence of bullying and using a dichotomous checklist to assess the fidelity of implementation.

This project will utilize practical and education action research design and methodology in a schoolwide setting. The project utilizes the OBPP and its scope and sequence at four component levels: schoolwide, classroom, individual, and community. The schoolwide level includes selecting and training a leadership team, reviewing the school's supervisory system, and eliciting support from teachers and parents. The focus of the classroom level is the class meeting, the crux of the program—teaching and learning about bullying prevention. The individual level centers on intervening in individual bullying incidents. Finally, the community component seeks to expand the bullying prevention program to the entire community.

Since this study will be implemented as part of a schoolwide advisory curriculum (ungraded “homeroom” period), all 600 students at the middle school (approximately 300 7th graders and 300 8th graders with a nearly 50/50 gender split) will be invited to participate in the survey and class meetings. It is important to include as many subjects as possible; those left out, or their family, may develop a negative perception of the bullying prevention program, they may perceive non-selection as a lack of concern about their bullying experience, or they may feel as if they do not have a voice to make a difference in the bullying prevention efforts. Students who have opted out (according to the informed consent/assent form or in accordance with school district policy) will be excluded and provided an alternative advisory option.

The OBQ is completed anonymously and results are confidential; no identifying personal information personal responses are tracked (all data is aggregated). Students will receive a random login and password to complete the survey electronically. The responses are reported directly to Professional Data Analysis, Inc. where they are aggregated by grade level and returned to the middle school. Students are under no obligation to share any information during class meetings, but if they do choose to do so, class norms and the right to pass protect student confidentiality. The class meeting is an instructional period, so no individual data is collected as part of the class meeting. Any individual bullying incidents are aggregated (no personally identifiable information is used) and protected (because the study is completed at school, students are afforded additional privacy rights under the Protection of Pupil Rights Amendment (PPRA) and the Family Educational Rights and Privacy Act (FERPA)). The aggregated data will be reported internally to address bullying concerns/issues, printed in the school newsletter, and shared with the school board/district. Students will also have access to counseling support and administrative intervention if participation results in emotional distress.

Appendix N

BULLYING PREVENTION COORDINATING COMMITTEE MEMBERSHIP AND RELATED TASKS



SCHOOLWIDE GUIDE DOCUMENT 10

Bullying Prevention Coordinating Committee Membership and Related Tasks

Number of Members	Which Member(s)	Specific Tasks
All	All members	<ul style="list-style-type: none"> • Attend a two-day <i>OBPP</i> training. • Attend all <i>BPPC</i> meetings. • Help to train all staff in <i>OBPP</i>. • Make sure all program components are implemented with fidelity. • Communicate information from meetings to constituent groups at school. • Make sure everyone feels supported in their bullying prevention efforts.
1	Program coordinator	<ul style="list-style-type: none"> • Coordinate trainings and ordering of materials. • Chair <i>BPPC</i> meetings. • Consult the certified <i>Olweus</i> trainer on an ongoing basis. • Coordinate the administration of the <i>Olweus</i> Bullying Questionnaire. • Oversee communications with staff, students, and parents. • Oversee the planning of the kick-off event. • Coordinate staff discussion groups.
1	School administrator or principal	<ul style="list-style-type: none"> • Provide administrative support. • Facilitate discussions with district administrators and the school board. • Help secure funding for the program materials and training. • Champion the program and stress its importance with educators, other staff, parents, students, and the public.
1–2 per grade level	Classroom teachers	<ul style="list-style-type: none"> • Serve as a program liaison with other teachers in their grade. • Work with administrators to integrate the program into daily schedules and routines. • Decide how to integrate the program with academic themes and lessons. • Be a resource to other teachers, particularly with class meetings.

Bullying Prevention Coordinating Committee
Membership and Related Tasks

SCHOOLWIDE GUIDE DOCUMENT 10

Number of Members	Which Member(s)	Specific Tasks
1-2+	School counselors or school-based mental health professionals	<ul style="list-style-type: none"> • Serve as a program liaison with other counselors and other school-based mental health professionals. • Work with administrators to establish a process for follow-up interventions with students involved in bullying. • Provide referral information to parents of involved students, if needed. • Mentor/support teachers (as appropriate) in holding class meetings.
1-2	Representatives of the non-teaching staff (such as playground monitors, bus drivers, lunchroom staff, office support staff)	<ul style="list-style-type: none"> • Serve as a program liaison to other members of the non-teaching staff. • Reinforce <i>OBPP</i> rules, principles, and policies. • Determine how to apply the program to their area.
1-2	Parents	<ul style="list-style-type: none"> • Help to promote the program to parents. • Help with parent and schoolwide events. • Provide a parent perspective.
1-2	Community representatives	<ul style="list-style-type: none"> • Provide financial, material, or "people" support. • Help determine how to integrate the program into the community. • Help with fund-raising, if needed. • Give a community perspective.
1-2	Other school personnel (such as a nurse, school resource officer)	<ul style="list-style-type: none"> • Reinforce <i>OBPP</i> rules, principles, and policies. • Determine how to apply the program to their area.
Optional: 1-2	Students (if in middle school or higher)	<ul style="list-style-type: none"> • Provide input into the development of the school's plan to prevent and address bullying. • Help promote the program to students. • Provide a student perspective.

Appendix O

PARENT COMMUNICATION: WHAT IS OLWEUS?



Dear Parent/Guardians,

Your child's school will be using the *Olweus Bullying Prevention Program*. This research-based program reduces bullying in schools. It also helps to make school a safer, more positive place where students can learn.

Although this program takes place at school, we need your help too. You can talk about bullying and our school's anti-bullying rules at home with your child. We want to work with you to prevent and stop bullying from happening in our school.

Portions of this pamphlet have been adapted from a publication originally created for "Take a Stand. Lend a Hand. Stop Bullying Now!" a campaign of the Health Resources and Services Administration, the Maternal and Child Health Bureau, and the U.S. Department of Health and Human Services.

[www.](http://www.StopBullyingNow.hrsa.gov)

[StopBullyingNow.hrsa.gov](http://www.StopBullyingNow.hrsa.gov)

What Is the *Olweus Bullying Prevention Program*?

The *Olweus Bullying Prevention Program (OBPP)* prevents or reduces bullying in elementary, middle, and junior high schools (with students ages five to fifteen). *OBPP* is not a curriculum, but a program that deals with bullying at the schoolwide, classroom, individual, and community levels. Here is what happens at each level:

Schoolwide

- Teachers and staff will be trained to use the program and deal with bullying problems.
- A schoolwide committee will oversee the program.
- Students will complete a questionnaire to give us information about the amount and type of bullying at our school.
- All students will follow these four anti-bullying rules:
 1. We will not bully others.
 2. We will try to help students who are bullied.
 3. We will try to include students who are left out.
 4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.
- Staff will make sure that all areas of our school where bullying is likely to occur are being watched.
- There may be schoolwide parent meetings and parent and student events.

In the Classroom

- The four anti-bullying rules will be taught in all classrooms.
- Class meetings will be held where students talk about what bullying is. Students will learn why bullying should not

happen. They will also learn to ask an adult for help if they see or experience bullying.

- Teachers will use positive and negative consequences for following and not following the four anti-bullying rules.
- Teachers will work to make the classroom a positive place for students.

For Individuals Who Bully or Who Are Bullied

- Teachers and other staff will be trained to deal with bullying situations and the students involved.
- Students who bully others will be given consequences as soon as possible.
- Students who are bullied will be supported by staff. They will be told what action will be taken to end the bullying.
- Teachers and other staff will meet with the parents of students who bully and students who are bullied.

In the Community

- Our school will be looking for ways to develop partnerships with community members and carry the anti-bullying message community-wide.

How Much Bullying Happens in the United States?

In a U.S. study of bullying, with more than 15,000 students in grades 6 through 10, researchers found that 17 percent of students said they had been bullied “sometimes” or more often during the school term. Eight percent had been bullied at least once a week. Nineteen percent had bullied others “sometimes” or more often during the term. Nine percent had bullied other students at least once a week.*

* *T. Nansel and others, “Bullying Behaviors Among U.S. Youth,” Journal of the American Medical Association 285, no. 16 (2001): 2094–2100.*

What Is Bullying?

Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.

Bullying can take many forms, such as hitting, verbal harassment, spreading false rumors, not letting someone be part of the group, and sending nasty messages on a cell phone or over the Internet.



How Much and What Kind of Bullying Is Going on at Our School?

You will be able to find the answer to this question at our schoolwide or class-level parent meetings. Students will be filling out an anonymous Olweus Bullying Questionnaire. This questionnaire will give our school information about how much bullying and what kind of bullying is going on. It will also tell us where it usually happens and how students are handling it. The questionnaire will be given again at the same time next year. That way we can see what has changed now that our bullying prevention program is in place.

What Are the Consequences of Bullying?

Students who are bullied may become depressed and have low self-esteem. Many of them may have health problems such as stomachaches and headaches. Their schoolwork is likely to suffer too. Some bullied students may have suicidal thoughts and may even end their own lives. The effects on students who are bullied can last far into the future, long after they are out of school. It is an obvious human right for every student to feel safe in school and to be spared the experience of being bullied.

Students who bully others also have problems, but different ones. Many bullying students are involved in other “antisocial” behaviors, such as breaking rules, shoplifting, and harming property. They may also drink alcohol and smoke at a young age and carry a weapon. There are also

How Do I Know If My Child Is Being Bullied?

There are some warning signs that you can look for if you think your child is being bullied. Be concerned if your child

- comes home with torn, damaged, or missing pieces of clothing, books, or other belongings
- has unexplained cuts, bruises, and scratches
- has few, if any, friends with whom he or she spends time
- seems afraid of going to school or walking to and from school
- seems afraid to ride the school bus or take part in activities with peers (such as clubs)
- takes a long, “illogical” route when walking to or from school or the bus stop
- has lost interest in schoolwork or suddenly begins to do poorly in school
- appears sad, moody, teary, or depressed when he or she comes home
- talks frequently about headaches, stomachaches, or other physical problems
- has trouble sleeping or has frequent bad dreams
- has a loss of appetite
- appears anxious and/or suffers from low self-esteem

If your child shows any of these signs, it does not necessarily mean that he or she is being bullied, but it is worth checking out. (These could also be signs of other problems, such as depression, lack of friendships, or lack of interest in school.)



clear signs that students who bully, in particular boys, are at a greater risk of being involved in crime when they are older. These facts make it clear that preventing bullying is important also for the sake of students who bully others.

Bystanders who witness bullying are affected as well. They often feel afraid at school. They may also feel powerless to change the situation, or perhaps guilty for not taking action. Or they may be drawn into the bullying themselves and feel bad about it afterward.

What Can I Do If I Think My Child Is Being Bullied?

If you think your child is being bullied:

- a. Share your concerns with your child's teacher. He or she has been trained in how to deal with bullying situations so the bullying will stop. He or she will take your concerns seriously.
- b. Talk with your child. Tell him or her that you are concerned and ask some questions, such as
 - Are students teasing you at school?
 - Is anybody picking on you at school?
 - Are there students who are leaving you out of activities at school on purpose?
- c. Try to find out more about your child's school life in general. If your child is being bullied, he or she may be afraid or embarrassed to tell you. Here are some questions you could ask:
 - Do you have any special friends at school this year? Who are they?
 - Who do you sit with at lunch or on the bus?
 - Are there any students at school you really don't like? Why don't you like them?
 - Do they ever pick on you or leave you out of things?

What Can I Do If I Think My Child Is Being Bullied?

- Share your concerns with your child's teacher.
- Talk with your child.
- Try to find out more about your child's school life.

What Else Can I Do If My Child Is Being Bullied?

- Focus on your child.
- Talk to your child's teacher or principal.
- Encourage your child to spend time with friendly students in his or her class.
- Help your child meet new friends outside of school.
- Teach your child safety strategies, such as how to seek help from an adult.
- Make sure your home is a safe and loving place for your child.

If you and your child need additional help, talk with a school counselor and/or mental health professional.



What Else Can I Do If My Child Is Being Bullied?

As part of the *Olweus Bullying Prevention Program*, students will be taught to tell an adult if they are being bullied or know of a bullying problem. It is important that any adult (at home or at school) take action right away if a child reports bullying. Here are some more things you can do if your child tells you he or she is being bullied:

- a. Focus on your child.
 - Support your child and find out more about the bullying. Do not ignore the bullying or tell your child to ignore it. This sends the message that bullying is okay.
 - Don't blame your child for the bullying. No matter what your child does, he or she does not deserve to be bullied.
 - Listen carefully to what your child tells you about the bullying. Ask him or her to describe what happened. Ask who was involved, where it happened, and if there were any witnesses.
 - Tell him or her that bullying is wrong and not his or her fault. Say that you are glad he or she had the courage to speak up. Tell him or her that you will do something about it and explain what you are going to do.
 - If you disagree with how your child handled the bullying, don't criticize him or her.
 - Do not tell your child to fight back. This is not likely to end the problem and could make it worse by getting your child in trouble at school.
- b. Talk to your child's teacher or principal.
 - Explain the facts that you know. Tell him or her that you want to work with your child's school to solve the problem.
 - Do not talk to the parents of the child who bullied your child. Let school staff do this.
 - Expect the bullying to stop. Talk often with your child and his or her teacher to make sure this happens.
- Control your own emotions. Step back and think carefully about what you will do next.
- If your child begs you not to talk to anyone at school about the bullying, you might say, "What happened is wrong. It is against the school's rules and has to stop. Parents have agreed to be a part of keeping all students safe at your school. We need to let school staff know about this. We promise to do all that we can to make things better for you, not worse." Never promise your child that you will not tell school staff if you plan to do so.

“Class meetings have really helped with outside recess. Kids are really following the rules and treating each other with more respect.”

— AN ELEMENTARY STUDENT



“I really think our recess is more fun and better now because I used to get glares and dirty looks—and all that has stopped.”

— AN ELEMENTARY STUDENT

“The power of the program lies in staff and students using common language to address bullying situations. A message is carried out to students saying bullying will not be tolerated here.”

— A JUNIOR HIGH SCHOOL COUNSELOR

c. Although a child who is bullied is never responsible for the bullying, there are things you can do to help your child handle the situation:

- Encourage your child to develop interests and hobbies that will help him or her handle difficult situations like bullying.
- Encourage your child to spend time with friendly students in his or her class. Allow your child to spend time with these children outside of school, if possible.
- Help your child meet new friends outside of school.
- Teach your child safety strategies, such as how to seek help from an adult.
- Make sure your home is a safe and loving place for your child. Take time to talk with your child often.
- If you and your child need additional help, talk with a school counselor and/or mental health professional.

What Can I Do If My Child Is Bullying Others?

Here are some things you can do to help your child stop bullying others:

- a. Make it clear to your child that you take bullying seriously and that bullying is not okay.
- b. Develop clear rules within your family for your child’s behavior. Praise your child for following the rules and use nonphysical and logical consequences when rules are broken. A logical consequence for bullying behavior might be a loss of privileges for a while, such as using the phone to call friends, using email to talk with friends, and other activities your child enjoys.

- c. Spend lots of time with your child and carefully supervise and monitor his or her activities. Find out who your child's friends are and how and where they spend their free time.
- d. Build on your child's talents by trying to get him or her involved in positive activities (such as clubs, music lessons, and nonviolent sports). Be sure to watch his or her behavior in these places as well.
- e. Share your concerns with your child's teacher, counselor, and/or principal. Work together to send a clear message to your child that his or her bullying must stop.
- f. If you and your child need additional help, talk with a school counselor and/or mental health professional.

What If My Child Isn't Involved in Bullying?

Bullying affects everyone at school, because it affects the entire school climate. Your child might not be directly involved in bullying but still might be afraid of certain students or areas of the school where bullying takes place. Your child is probably aware of bullying problems or may have seen bullying happen. In that case, he or she is involved either by supporting the bullying or by not supporting it, either by taking action to stop it or by doing nothing about it.

Children who are not directly involved have a key role to play in stopping and preventing bullying. It is for this reason that the *Olweus Bullying Prevention Program* is a schoolwide program. Your child will learn through discussions and role-plays at school how he or she can help prevent and stop bullying.

Here are some ways you can begin talking about bullying with your child:

- I'm interested in your thoughts and feelings about bullying. What does the word "bullying" mean to you?
- Do you ever see students at your school being bullied by other students? How does it make you feel?
- What do you usually do when you see bullying going on?
- Have you ever tried to help someone who was being bullied? What happened? What do you think you can do if it happens again?
- Would you feel like a "tattletale" if you told an adult that someone was bullying?
- Have you ever called another person names? Do you think that is bullying? Talk more about that.
- Do you or your friends ever leave other students out of activities? (Talk more about this type of bullying.)
- Is your school doing special things to try to prevent bullying? If so, tell me about your school's rules and programs against bullying.
- What things do you think parents could/should do to help stop bullying?

You can also help your child learn how to stop and prevent bullying by talking about it at home. Encourage your child to share with you his or her thoughts and concerns about school life. Here are some ways you can begin talking about bullying with your child:

- I'm interested in your thoughts and feelings about bullying. What does the word "bullying" mean to you?
 - Do you ever see students at your school being bullied by other students? How does it make you feel?
 - What do you usually do when you see bullying going on?
 - Have you ever tried to help someone who was being bullied? What happened? What do you think you can do if it happens again? Can I help you think through or practice some ways of responding?
 - Would you feel like a "tattletale" if you told an adult that someone was bullying? (Talk about how it is not tattling but doing the right thing to help someone who is being bullied.)
 - Would you be willing to tell someone if *you* had been bullied? Why? Why not? Would you feel comfortable telling me? Whom at school might you tell?
 - Have you ever called another person names? Do you think that is bullying? Talk more about that.
 - Do you or your friends ever leave other students out of activities? (Talk more about this type of bullying.)
- What do you think needs to happen at school to stop bullying?
 - Is your school doing special things to try to prevent bullying? If so, tell me about your school's rules and programs against bullying.
 - I hear that you have regular class meetings to talk about issues such as bullying. What did you talk about in your class meeting this week?
 - What things do you think parents could/should do to help stop bullying?

• • •

If you have any questions about our school's bullying prevention program, please contact your child's primary classroom teacher, homeroom teacher, or student advisor. It is very important that we work with you to prevent bullying. Thank you for your interest and support.

"The program also forces you to look at bullying in a different light, giving it a much more serious approach rather than something that kids just do. It really works to change attitudes toward bullying."

— A PREVENTION SPECIALIST

Appendix P

ON-THE-SPOT BULLYING INTERVENTIONS



SCHOOLWIDE GUIDE DOCUMENT 25

On-the-Spot Interventions Detailed Step-by-Step Instructions

Here is a more detailed description of what to do (and not do) in each on-the-spot intervention step:

STEP	DO's	DONT's
<p>Step 1: Stop the bullying.</p>	<p>Stand between the students who bullied and the student who was bullied.</p> <p>Set ground rules for all participants (for example, "I want you each to stand here and listen and not talk").</p>	<p>Don't get into a verbal or physical tussle with any student.</p> <p>Don't send any students away—especially bystander(s).</p> <p>Don't ask about or discuss the reason for the bullying or try to sort out the facts now.</p>
<p>Step 2: Support the student who has been bullied in a way that allows him or her to regain control of his or her emotions and to "save face."</p>	<p>Stand close beside the student who has been bullied.</p> <p>Make minimal eye contact—just enough to gauge his or her emotions.</p> <p>Consider physically comforting the student (for example, pat the student on the shoulder) only if you think it will not cause him or her to lose control or feel more embarrassed.</p>	<p>Be careful in showing too much overt attention to the student who was bullied. Too much sympathy (when expressed in public) may be uncomfortable for the student.</p> <p>Don't ask the bullied student to tell you what happened.</p> <p>Don't offer lots of sympathy (words or actions) on the spot—wait until later.</p>
<p>Step 3: Address the student(s) who bullied by naming the bullying behavior and refer to the four anti-bullying rules.</p>	<p>State what you saw/heard; label it bullying.</p> <p>State that it is against the school rules (for example, "The words I heard you use are against our rules about bullying").</p> <p>Use a matter-of-fact tone to let the student(s) who bullied know exactly what behaviors are not okay and why.</p>	<p>Do not accuse—simply state the facts ("I saw ..." or "I heard ...").</p> <p>Don't engage students in a discussion or argument about the facts. Remind them to listen and not talk.</p>
<p>Step 4: Empower bystanders with appreciation or information about how to act in the future.</p>	<p>Praise bystanders with specific comments about things they did to help, even if they were not effective.</p>	<p>Don't scold bystanders for not getting involved.</p> <p>Don't ask bystanders to state what happened or explain their behavior at this point.</p>

STEPS continued on next page

STEP	DO's	DONT's
<p>Step 4: continued</p>	<p>If they took no helpful action, use a calm, matter-of-fact, supportive tone to let bystanders know that you noticed their inaction.</p> <p>If appropriate, suggest something they could do now to help the student who was bullied (for example, help to pick up books, accompany him or her to get a new lunch).</p>	
<p>Step 5: Impose immediate and appropriate consequences for the student(s) who bullied.</p>	<p>Plan a follow-up meeting with the student who was bullied and his/her parents (as appropriate).</p> <p>A verbal reprimand is likely to be the first reaction; in addition, you may want to take away some social opportunities from the bullying students as your role and relationship with them permit (for example, recess, lunch in the cafeteria).</p> <p>Let the students who bullied know you will be watching them and their cohorts closely to be sure there is no retaliation against the student who has been bullied.</p> <p>If these students are not members of your classroom, notify their primary teacher so he or she knows what happened and what disciplinary action was taken (verbal or written).</p> <p>If the students are in middle school/junior high school, notify the teacher who has the closest relationship to the students or your school's discipline officer.</p> <p>Depending on the system adopted by your school, you may also have to report the incident to your Bullying Prevention Coordinating Committee and/or enter it into a special log.</p>	<p>Do not scold.</p> <p>Do not institute a reparation plan on the spot. Follow up later.</p>
<p>Step 6: Take steps to make sure the student who was bullied will be protected from future bullying.</p>	<p>Plan a follow-up meeting with the student who was bullied and his or her parents (as appropriate). Keep an eye on the situation and make sure the student who was bullied knows he or she should report any future bullying to you immediately.</p> <p>Try to involve the student with a positive peer group, so he or she is not isolated or alone.</p>	

Photocopy this page and cut it in half. Laminate these cards and carry one with you.

On-the-Spot Bullying Interventions

When you see bullying happen:

- Step 1: Stop the bullying.
- Step 2: Support the student who has been bullied.
- Step 3: To the student(s) who bullied: Name the bullying behavior and refer to the four anti-bullying rules.
- Step 4: Empower the bystanders with appreciation if they were supportive to the student who was bullied or with information about how to act in the future.
- Step 5: Impose immediate and appropriate consequences for the student(s) who bullied.
- Step 6: Take steps to make sure the student who was bullied will be protected from future bullying.

Appendix Q

FOLLOW-UP INTERVENTIONS WITH
A STUDENT WHO HAS BEEN BULLIED

TEACHER GUIDE DOCUMENT 22

Follow-Up Interventions with a Student Who Has Been Bullied

Checklist

- Choose a private setting.
- Invite another staff person, if appropriate.
- Be supportive!

Meeting Outline

Here is an overview of what to say. A more detailed script is provided on the next page.

- “Thank you for being willing to talk with me.”
- “I wanted you to know that I heard about the incident involving . . .” and “This is bullying. We take this seriously.”
- “Can you please tell me what happened? Could you talk about what that was like for you?”
- “I’m sorry that this happened, and we want you to know that we will do everything possible to get the bullying stopped.”
- “Here are our next steps regarding (the student who bullied you) . . .”
- “What we’ve talked about today is confidential, private. What that means for me is . . .”
- “Please agree to come to me if anything like this happens again.”
- “What, if anything, might you need now to feel safe?”
- “Here are some things that will happen next . . . We’ll be contacting your parents to let them know we’ve talked.”
- “I’m going to check in with you in two to three days to see how things are going.”
- “Thank you for talking with me.”

Consider the student’s potential need for counseling/additional referral. Meet with the student to follow up in two to three days.

Script

Note: The following script is meant to serve only as a guide when you meet with a student who is being bullied. The script should not be read word for word. Adapt the language to fit the specific situation you are dealing with.

The Setting

Meet with the student who has been bullied as soon after the incident as possible. Meet with this student before meeting with the students who bullied. Choose a private, quiet room where other students cannot observe the meeting. Ask the student who was bullied if there is a particular adult that he or she would like to have at this meeting as well. Recognize that this meeting could be difficult for the student. Be supportive!

Example Discussion

Say: I heard about (saw) what happened earlier today with your lunch in the lunchroom (cafeteria). I'm very concerned that some students aren't treating you with respect, and I want to find out more about what's been happening and who has been involved. This is bullying, and it's *not* acceptable. We take this very seriously here and will see to it that it comes to a stop. Could you please talk about what's been going on?

Get the facts—the who, what, when, where, how often—but also ask open-ended questions that illicit feelings, such as, “What was that like for you?” and “What was your reaction when the other students made those comments to you?”

Say: I'm so sorry you've had to go through this, and I really appreciate that you're talking to me about it now. We are going to do whatever is needed to put an end to this unacceptable behavior. It's not fair, and we're going to see that we provide whatever support and help is needed so you don't have to put up with it anymore.

What we're going to do is talk with the other students who were involved. Please know that we're not going to say that you came to us and told us what happened. The situation has come to our attention by a number of people, and we don't want to make things uncomfortable for you by saying anything about our talk today. This meeting is private. Do you have any questions or concerns about that?

There will be some type of consequence for the other student(s). We are going to keep a close watch on the situation so we're aware of these students' actions and so they realize we're very serious about it. We'll also be calling your parents to let them know what happened and that we've talked with you.

Thank you, (student's name), for talking with me about this today. Some students don't want to discuss these things because they're afraid they're "tattling." This is *not* tattling—it's reporting, just as we've asked you to do, and we really appreciate learning more about this situation. Will you please be sure to let me know if there is *any* other incident that happens with these or other students? It's very important that we keep informed of students' behavior here at school, and we certainly don't want you to have any more bad experiences. So do please come to me or another staff member if anything else happens. Will you agree to do that? (See if student agrees.) Do you have any questions about that?

I'm wondering if there is anything we can do to help make things more comfortable for you right now. What do you think is needed in order to address this situation?

Talk about specific measures that may be needed to ensure the student's safety. Is a "Safety Plan" needed? For example, does he or she need a buddy to walk with him or her to a particular class, to sit with at lunch, or to be with during recess/breaks? Do staff members need to assist the student during recess/break times? From observing the student's demeanor, does it seem like the student could benefit from seeing your school's guidance counselor or social worker? Has the student indicated fear about encountering the bullying students? Has the student indicated that he or she would like an apology?

Say: I'm going to check back with you in two or three days to see how things are going. Is it okay if we meet here again? (Provide location; approximate day and time; it can help if you give the student who has been bullied some choices.) In the meantime, please remember to let me know if this happens again. Take care, and I'll talk with you soon.

Discuss the situation with your colleagues. Call the student's parents. Be certain to mark on your calendar to check in with this student in two to three days.

. . .

Appendix R

FOLLOW-UP INTERVENTIONS WITH
A STUDENT WHO HAS BULLIED OTHERS

TEACHER GUIDE DOCUMENT 24

Follow-Up Interventions with a Student
Who Has Bullied Others**Checklist**

- Choose a private setting.
- Invite another staff person, if appropriate.

Meeting Outline

Here is an overview of what to say. A more detailed script is provided on the next page.

- “We are aware of the bullying incident and your involvement in this.”
- “I’d like you to talk about what happened.”
- Say:
 - “This is an act of bullying.”
 - “This is unacceptable behavior.”
 - “It is also against the school rules.”
 - “It must come to a *stop*.”
- If the student denies, blames the student who was bullied, or minimizes his or her behavior, say: “Now we are talking about *your* behavior.”
- “What will happen next is you’ll receive a consequence and we’ll be monitoring your behavior.”
- “We’ll be contacting your parents. Perhaps you’d like to make that call while we’re together.”
- “What can you do to improve the situation?”
- “I believe that you are capable of doing better, and I expect that you *will* do better. If not, the consequence will be . . .”
- “I’m going to check in with you in two to three days to see how things are going.”
- “I and other staff will be keeping ourselves informed about how you’re doing with your behavior.”
- “Thank you for talking with me about this.”

Consider the student’s potential need for counseling/additional referral. Meet with the student to follow up in two to three days.

Script

Note: The following script is meant to serve only as a guide. The script should not be read word for word. Adapt the language to fit the specific situation you are dealing with.

The Setting

Be sure to talk with the student who has been bullied first. You may want to ask another adult (such as another teacher, guidance counselor, or assistant principal) to be present for the meeting with the student(s) who bullied. Start by talking with the student who took a leadership role in the bullying and arrange for subsequent meetings with the other students who participated in the bullying (the “henchmen”), if there are some, right after. Choose a private, quiet room where other students cannot observe the meeting.

Example Discussion

Say: **We know from a number of sources that there are some students who have participated in excluding (name of student who was bullied) from sitting at the lunch table where you were sitting earlier today, and we also know that you knocked her lunch off the table. This is a form of bullying and we do not accept bullying at our school. Is there anything you want to say at this point?**

The bullying student is likely to deny or minimize the situation. Be prepared with facts about this incident and about previous bullying behaviors, and be prepared to discuss these with the student. If he or she tries to blame this on someone else, you might say: **Now we’re meeting to talk about *your* behavior.**

If the bullying student attempts to justify his or her actions by presenting the behavior of the student who was bullied as irritating or saying he or she “asked for it,” you might say: **Bullying is not accepted under any circumstances. If (bullied student’s name) needs to change his or her own behavior, we will help with that. If you think that (bullied student’s name)’s behavior is unacceptable, come and tell me or another adult. But we are talking about *your* behavior now, and you must stop bullying (bullied student’s name).**

Say: **As a result of this, (name a particular consequence) is going to happen. We will also be calling your parents to let them know what happened and to tell them we met with you. We will be closely watching your behavior and we fully expect you to do better. What do *you* think is needed in order to address what happened? What can you do to improve the situation?**

Ask the student to talk about changes he or she can make or behaviors that he or she can do to “make amends.”

Say: **We’re counting on you to make better decisions. If you don’t, then there will be more serious consequences.** (You might talk about the specific consequences the student will receive if he or she continues this bullying.) **Do you have any questions? We’re going to check in with you in two or three days to see how things are going.**

Quickly arrange meetings with the other students involved in bullying (the “henchmen”). Then talk about the situation with colleagues. Call the students’ parents. Be certain to mark your calendar to check in with these students in two to three days.

* * *

Appendix S

INCIDENT REPORT—HARASSMENT/INTIMIDATION/BULLYING

INCIDENT REPORT			
Harassment/Intimidation/Bullying (H/I/B)			
<p>Harassment, intimidation, and bullying (H/I/B) are serious behaviors and will not be tolerated. The Watertown School District is committed to maintaining a constructive, safe school climate that is conducive to student learning and fostering an environment in which all students will be treated with respect and dignity. Physical or emotional harm or damage to property places individuals in reasonable fear of harm, creates a hostile environment at school, infringes on the rights of students at school, and substantially disrupts the educational process and orderly operation of the school.</p> <p>Bullying, harassment, or intimidation (H/I/B) means repeated, intentional conduct, including verbal, physical, emotional/relational, or cyber/electronic communication (e.g. phone, cellular phone, computer, pager, etc.), that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and may be motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attribute socioeconomic status, familial status, or physical or mental ability or disability; threatening or seriously intimidating, hostile, or offensive; or substantially disruptive to the orderly operation of a school.</p>			
1. Target/Victim Name: _____		Date: _____	
2. Person Completing Form (if not Target/Victim): _____			
3. Is this the first time there has been conflict with this individual or group? <input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> • If no, how many times has H/I/B happened? _____ and/or how long has this been happening? _____ months • To whom was H/I/B reported? <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> SRO <input type="checkbox"/> Counselor <input type="checkbox"/> Teacher <input type="checkbox"/> Advisor 			
4. General Location: <input type="checkbox"/> On School Property <input type="checkbox"/> At School Activity or Event Off School Property <input type="checkbox"/> School Bus/Bus Stop			
<input type="checkbox"/> Off Campus _____ <input type="checkbox"/> Other _____			
5. Specific Location: <input type="checkbox"/> Hallway <input type="checkbox"/> Classroom <input type="checkbox"/> Pit <input type="checkbox"/> Gym <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Locker Room <input type="checkbox"/> Library <input type="checkbox"/> Bus			
<input type="checkbox"/> School Event <input type="checkbox"/> To/From School <input type="checkbox"/> Bus Stop <input type="checkbox"/> Text/Phone/Social Media <input type="checkbox"/> Other _____			
6. Category of Bullying: <input type="checkbox"/> Individual or <input type="checkbox"/> Group			
7. Type of Bullying (check all that apply): <input type="checkbox"/> Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Emotional/Relational <input type="checkbox"/> Cyber			
8. Specific Behavior Displayed (check all that apply):			
Verbal <input type="checkbox"/> Name-calling <input type="checkbox"/> Teasing <input type="checkbox"/> Threatening <input type="checkbox"/> Intimidation <input type="checkbox"/> Taunting <input type="checkbox"/> Sarcasm <input type="checkbox"/> Laughing <input type="checkbox"/> Rude/Offensive Comments <input type="checkbox"/> Derogatory/Mean Comments <input type="checkbox"/> Insults/Put Downs <input type="checkbox"/> Profanity/Swearing <input type="checkbox"/> Other: _____	Physical <input type="checkbox"/> Hitting/Punching <input type="checkbox"/> Kicking <input type="checkbox"/> Pushing <input type="checkbox"/> Tripping <input type="checkbox"/> Pinching <input type="checkbox"/> Scratching <input type="checkbox"/> Spitting <input type="checkbox"/> Inappropriate Touching <input type="checkbox"/> Sexual Touching <input type="checkbox"/> Damaging Property <input type="checkbox"/> Hiding/Taking Belongings <input type="checkbox"/> Other: _____	Emotional/Relational <input type="checkbox"/> Rumors <input type="checkbox"/> Gossip <input type="checkbox"/> Lies <input type="checkbox"/> Exclusion (Leaving Out) <input type="checkbox"/> Ostracism <input type="checkbox"/> Making Fun Of <input type="checkbox"/> Silent Treatment/Ignoring <input type="checkbox"/> Conditional Friendship <input type="checkbox"/> Revealing Secrets <input type="checkbox"/> Backstabbing <input type="checkbox"/> Preventing Friendships <input type="checkbox"/> Other: _____	Cyber <input type="checkbox"/> Flaming <input type="checkbox"/> Cyberharassment <input type="checkbox"/> Cyberstalking <input type="checkbox"/> Sexting <input type="checkbox"/> Fake Images/Photos <input type="checkbox"/> Impersonation/Masquerading <input type="checkbox"/> Fake Profiles <input type="checkbox"/> Social Media <input type="checkbox"/> Spamming <input type="checkbox"/> Hacking <input type="checkbox"/> Outing (Sharing Secrets) <input type="checkbox"/> Other: _____
9. Person(s) who did the Harassment/Intimidation/Bullying?: _____			

10. Student Witness(es): _____			

11. Adult Witness(es): _____			

12. Were you (target/victim) physically injured from the incident?			
<input type="checkbox"/> Yes, medical attention was required by school personnel <input type="checkbox"/> Yes, but it did not require medical attention <input type="checkbox"/> No			
13. Were you (target/victim) emotionally injured from the incident?			

Yes, I would like to see the school counselor
 Yes, but a counselor visit is not necessary
 No

14. Did you (target/victim) miss school as a result of this incident?
 Yes
 No
If yes, how many days? _____

15. What Happened/Description of Incident:

16. Why do you think the incident happened?:

17. What actions/response did you take/have?:

18. What do you (target/victim) need to feel safe?

I agree that all of the information on this form is accurate and true to the best of my knowledge and I understand the serious nature of this report. By signing this form, I understand and agree to be contacted by and cooperate with school, local, state, or federal authorities in the investigation of the matters of this report.

Signature: _____ Date: _____

For Office Use:

Investigated By:
 Principal
 Assistant Principal
 SRO
 Counselor
 Teacher
 Advisor
 Other _____

Yes
 No
Intentional Aggressive Behavior
 Yes
 No
Repeated Over Time
 Yes
 No
Imbalance of Power

Evidence:

Parents Informed:
 Yes
 No
Date: _____

Comments:

Law Enforcement Notified:
 Yes
 No
Date: _____

Comments:

Consequences:
 Verbal Warning
 Mediation
 Parent/Guardian Contact
 Loss of Privilege(s)
 ISS
 OSS
 Verbal Apology
 Written Apology
 Detention
 Behavior Plan
 Schedule Change
 Other: _____

Additional Comments:

Appendix T

RECRUITMENT LETTER

October 14, 2013

Dear Parents/Guardians and Students:

We will be implementing the Olweus Bullying Prevention Program (OBPP) at the middle school during the 2013 – 2014 school year. The goal of the OBPP is to:

- reduce existing bullying problems among students,
- prevent the development of new bullying problems, and
- achieve better peer relations at school.

One of the first steps in reducing and preventing bullying is identifying bullying concerns at the middle school; we plan to have all students complete the Olweus Bullying Questionnaire (OBQ) to identify bullying behaviors at the middle school. The OBQ is a 40-question survey that identifies the types, locations, and prevalence of bullying and basic demographic information. The OBQ is completed electronically and is anonymous. All individual results are confidential (no personal information or individual responses are tracked). Students are not obligated to participate and may withdraw at any time. Samples of the OBQ may be reviewed by contacting the middle school office. Students will also participate in class meetings on Tuesdays and Wednesdays during advisory. Students will learn bullying prevention rules, how to identify bullying behaviors, and how to reduce and prevent bullying at the middle school during the class meetings. Students are under no obligation to share any information during class meetings, but if they do choose to do so, class norms and the right to pass protect student confidentiality. Students will also have access to counseling support and administrative intervention if participation results in emotional distress.

We are excited about the potential the Olweus Bullying Prevention Program has to reduce and prevent bullying at the middle school. More information about the program will be available on orientation night or feel free to contact me.

Respectfully,

Todd L. Brist, Principal

Appendix U

INTRODUCTION TO THE OLWEUS BULLYING PREVENTION PROGRAM



Introducing the *Olweus Bullying Prevention Program*

WHAT IS THE OLWEUS BULLYING PREVENTION PROGRAM?

The *Olweus Bullying Prevention Program (OBPP)* is the most researched and best-known bullying prevention program available today. With over thirty-five years of research and successful implementation all over the world, *OBPP* is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting.

OBPP is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. School administrators, teachers, and other staff are primarily responsible for introducing and implementing the program. These efforts are designed to improve peer relations and make the school a safer and more positive place for students to learn and develop.

WHAT ARE THE GOALS OF OBPP?

The goals of the program are

- To reduce existing bullying problems among students
- To prevent the development of new bullying problems
- To achieve better peer relations at school

FOR WHOM IS OBPP DESIGNED?

OBPP is designed for students in elementary, middle, and junior high schools (students age five to fifteen years old). All students participate in most aspects of the program, while students identified as bullying others, or as targets of bullying, receive additional individualized interventions.

With some adaptation, the program can also be used in high schools, although research has not measured the program's effectiveness beyond tenth grade.

WHAT ARE THE EFFECTS OF THE OLWEUS BULLYING PREVENTION PROGRAM?

OBPP has been more thoroughly evaluated than any other bullying prevention/reduction program so far. Six large-scale evaluations, involving more than 40,000 students, have documented results such as the following:

- Average reductions by 20 to 70 percent in student reports of being bullied and bullying others. Peer and teacher ratings of bullying problems have yielded roughly similar results.
- Marked reductions in student reports of general antisocial behavior, such as vandalism, fighting, theft, and truancy.
- Clear improvements in classroom social climate, as reflected in students' reports of improved order and discipline, more positive social relationships, and more positive attitudes toward schoolwork and school.

For students in grades 4–7, most of the positive results can be seen after only eight months of intervention work, given reasonably good implementation of the program. For students in grades 8–10, it may take somewhat more time, maybe two years, to achieve equally good results.

Continues...

This material has been taken by permission from Olweus, Dan, and Susan P. Limber. *Olweus Bullying Prevention Program: Teacher Guide*. Center City, MN: Hazelden Publishing, 2007.

The names "Olweus" and "Olweus Bullying Prevention Program" are protected as trademarks, and may not be used in any way that involves self-promotion or the sale of products without the written permission of Hazelden as the publisher.

© 2007 Hazelden Foundation
All rights reserved. Duplicating this material for personal or group use is permissible.

800-328-9000 hazelden.org/olweus

Introducing the *Olweus Bullying Prevention Program* *continued*

WHAT ARE THE COMPONENTS OF THE PROGRAM?

OBPP is not a classroom curriculum. It is a whole-school, systems-change program at four different levels. Here are the program components for each of these levels.

SCHOOLWIDE

- Establish a Bullying Prevention Coordinating Committee.
- Conduct committee and staff trainings.
- Administer the Olweus Bullying Questionnaire schoolwide.
- Hold staff discussion group meetings.
- Introduce the school rules against bullying.
- Review and refine the school's supervisory system.
- Hold a school kick-off event to launch the program.
- Involve parents.

IN THE CLASSROOM

- Post and enforce schoolwide rules against bullying.
- Hold regular class meetings.
- Hold meetings with students' parents.

FOR INDIVIDUALS WHO BULLY OR WHO ARE BULLIED

- Supervise students' activities.
- Ensure that all staff intervene on the spot when bullying occurs.
- Hold meetings with students involved in bullying.
- Hold meetings with parents of involved students.
- Develop individual intervention plans for involved students.

IN THE COMMUNITY

- Involve community members on the Bullying Prevention Coordinating Committee.
- Develop partnerships with community members to support your school's program.
- Help to spread anti-bullying messages and principles of best practice in the community.

IS THE *OLWEUS BULLYING PREVENTION PROGRAM* A NATIONALLY RECOGNIZED PROGRAM?

The *Olweus Bullying Prevention Program* has received recognition from a number of organizations including the following:

- Blueprints Model Program, Center for the Study and Prevention of Violence, University of Colorado at Boulder
- Model Program, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services
- Effective Program, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice
- Level 2 Program, U.S. Department of Education

Note: "Level 2" programs have been scientifically demonstrated to prevent delinquency or reduce risk and enhance protection for delinquency and other child and youth problems using either an experimental or quasi-experimental research design, with a comparison group.

For More Information on the
Olweus Bullying Prevention Program

Visit www.hazelden.org/olweus or
call 1-800-328-9000.