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Marcia Teemer

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Walden University
2015

Abstract

Teacher Interventions Based on Childhood Bullying Experiences

by

Marcia Rushin Teemer

MA, Albany State University, 2002

BA, Albany State University, 1998

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2015

Abstract

Guided by Premack and Woodruff's theory of the mind and Bandura's social learning theory, this qualitative study examined the issue of bullying at school, and whether teachers' childhood experiences of bullying had effects on how they, as adults, handled bullying situations in their classrooms. Convenience sampling was used to administer the Bauman, Rigby, and Hoppa Handling Bullying Questionnaire to 22 middle school educators with three or more years of teaching experience at the participating school, to determine their responses to bullying scenarios. Twelve educators completed the questionnaire. Data collected from the questionnaire were analyzed for frequencies of responses. Teachers' responses to how they might handle bullying appeared similar across the sample for most items, indicating that they would intervene and communicate the concern. Six of the 12 educators voluntarily agreed to be interviewed to gain a deeper understanding of how they manage bullying situations at school and whether they thought bullying incidents experienced as a child affected their responses as teachers. Interview data were transcribed and analyzed using open and selective coding to identify common themes. Two of the participants reported being bullied as children; however, they did not report an effect of that childhood bullying on their current handling of bullying at school. Interview participants also reported the need for training related to protocols for addressing bullying at school. The findings led to the development of a professional development series, *Recognize, Respond, and Reduce*, which can create positive social change by equipping teachers to handle bullying in their classrooms. By preparing teachers to respond to bullying, school leaders may create a safer learning environment for students, teachers, and the community as a whole.

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Dedication

This project is dedicated first and foremost to my Lord and Savior Jesus Christ. Without Him, this endeavor never—and I mean NEVER—would have made it to completion. Next, I would like to dedicate this project to my family and friends. I am so grateful for my husband, Johnny Teemer. You encouraged me through my anger, tears, and frustrations on many nights. You always believed that I could finish this journey even when I myself did not believe I could. You were my biggest cheerleader. To my parents, Marcus and Beverly Rushin, thank you for your love, advice, and encouragement along the way. You both never stopped believing I could complete this. To my kids, Janae, Jayla, and Trey, thank you for being patient with Mommy on days you wanted or needed me but were flexible and allowed me to work. I am so excited that you three will get to witness this accomplishment and know that you, too, can do this. To my best friends, Staria, Kennetra, Kesha, and Shannon, thank you for your patience and encouraging words, and for listening to my venting along the way. To all of my friends and family who encouraged me or said I was your inspiration, thank you for lifting me up when I needed it. To the Reverend Dr. Cynthia L. Hale, thank you for giving me a word each week to remind me that God never forgot about me during this journey and for bringing your best girlfriend, Gina Marcia Stewart, to let me know He heard me the first time I prayed!

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I would like to acknowledge Dr. Tammy Hoffman. Thank you for gently guiding me through this process. You always had an encouraging message. Every time we spoke, I felt so much better and more confident about completing this process. Dr. Amy White, thank you for helping me to see things I did not see. You pushed me past my comfort zone. Dr. Kathleen Maury, you are one tough cookie, but I appreciate your knowledge and thoroughness in helping me to complete this journey. Last but not least, I would like to acknowledge Dr. Shannon Thomas. Only you could truly identify with my pain and victories every step of the way. Thank you for walking through this journey with me!

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Section 1: The Problem

Introduction

Bullying is a chronic problem in modern-day schools and communities (Lytle, 2010). Although it is not a new issue, the topic of bullying has recently gained heightened awareness (National Center for Education Statistics [NCES], 2011). Research on bullying dates back to the 1970s with a Norwegian researcher named Olweus. Olweus, the founding father of bullying research, defined *bullying* as negative repeated actions on the part of one or more students against another student (National Education Association [NEA], 2013; Olweus & Limber, 2007). After years of research, Olweus discovered that victims had a difficult time defending themselves. He in turn added to his definition. In his new definition, he presented bullying as negative repeated actions on the part of one or more students against another student where an imbalance of power exists between the victim and the bully/bullies (NEA, 2013; Olweus & Limber, 2007).

Many members of society have experienced bullying in their lifetime (Lytle, 2010). Murray, Hewitt, Maniss, and Molinatti (2012) stated, "Thirty percent of American students are either bullies or being bullied" (p. 56). Additionally, the National Education Association (2012) reported that bullying behavior affects one in three students. Moreover, within the last few years, it has not been uncommon to see incidents of bullying and the devastating ramifications of bullying reported on televised newscasts or in newspapers. Bullying negatively impacts the climate of schools (Gurney, 2012; Myers-Adams & Conner, 2008). Therefore, administrators and educators should address

bullying vigilantly (Allen, 2010a; Murray et al., 2012; Nicoletti &Thomas-Spencer, 2002).

There are a number of antibullying programs available for schools to implement to decrease bullying behavior (Bryn, 2011; Good, McIntosh, & Gietz, 2011). However, implementing these antibullying programs effectively and systematically presents a problem (Bryn, 2011; Mishna et al., 2005). One major issue that hinders the prevention of bullying behavior is that educators often have varying beliefs and perceptions regarding bullying (Mishna et al., 2005). From preschool to college, teachers play an integral part in students' lives. Teachers are responsible for educating students and giving them the foundation they need to be successful in life (Jones, 2010). As a result of the heightened awareness surrounding bullying, the title of *protector* is now entrusted to teachers (Beane, 2005; Mitchell, Longhurst, & Jacob, 2008; National Crime Prevention and Council [NCPC], 2013). Maunder and Tattersall (2010) noted that given the enormous responsibility teachers have in intervening in bullying situations, teachers' experiences with bullying should be explored in order to see how they manage bullying in their work environment. Teacher attitudes, beliefs, and viewpoints on bullying must be examined before any program can be implemented effectively (Marshall et al., 2009; Maunder & Tattersall, 2010).

Definition of the Problem

The number of bullying incidents is on the rise in the United States (NCES, 2010; Rigby, 2007). Years ago, people perceived bullying as harmless teasing or joking (NEA, 2012; Rigby, 2007). Bullying is no longer just a normal rite of passage through childhood

(Adams & Lawrence, 2011; Beane, 2005; Murray et al., 2012; Rigby, 2007; Selekman & Vessey, 2004). In fact, bullying is a dangerous social phenomenon that can yield deadly results (Langan, 2011). It is imperative that bullying is addressed because of its long-term psychological effects (Murray et al., 2012; NEA, 2012; Rigby, 2007; Selekman & Vessey, 2004). Rigby (2007) suggested that the aftermath of bullying can be far worse than ever imagined.

Victims and bullies experience numerous negative physical, emotional, and social ramifications as a result of bullying (Pergolizzi et al., 2009). Victims may suffer from stomachaches, headaches, depression, low self-esteem, loneliness, suicidal thoughts/actions, homicide, failing grades, and truancy (Marino, 2007; Olweus & Limber, 2007, Pergolizzi et al., 2009; Rigby, 2007). Current research indicates that 160,000 students are absent from school each day to avoid bullies (Langan, 2011; Tamutiene, 2008). The Georgia Department of Education (2012) listed the fear of bullying as a major reason that some students are consistently absent from school. Consequently, as many as 4,000 students commit suicide a year as a result of bullying; researchers refer to this type of suicide as *bullycide* (Langan, 2011; Olweus & Limber, 2007). Furthermore, school shootings and suicides are occasionally linked to victims' frustrations with bullying (Murray et al., 2012; Olweus & Limber, 2007).

Children have resorted to hurting themselves or attempting to hurt their classmates who participate in bullying (Nicoletti & Thomas-Spencer, 2002). For example, in 2009, a sixth grader from Massachusetts hanged himself after numerous incidents of being bullied by classmates (Goodwin, 2011). Similarly, another young man

hanged himself because he could no longer endure constant torment from his classmates (Simon, 2009). In another case, a 17-year-old Ohio student took a gun to school and opened fire in the cafeteria in February 2012 (Guarino, 2012). Three students were killed, and two others were critically injured. Students reported that the shooter was shy and often targeted by bullies (Guarino, 2012). In yet another case, a young lady killed herself after months of physical bullying, verbal abuse, and cyberbullying on Facebook by classmates (Yerger & Gehret, 2011).

Bullies, victims, and bystanders are all susceptible to social, emotional, psychological, and academic damage as a result of bullying (Marino, 2007; NEA, 2012; Rigby, 2007; Selekman & Vessey, 2004). As a direct result of the increased rate of bullying, numerous parents have resorted to home schooling their children to avoid perpetual situations with bullies (National Home Education Network, 2012). Equally important as victims are children who bully. These children are at risk for incarceration, depression, fighting, vandalizing property, gang activity, and dropping out school (Murray et al., 2012; Pergolizzi et al., 2009). Bullying has become such a serious problem that 49 states have adopted antibullying laws (Bully Police, 2012).

In reaction to the prevalence and frequency of bullying, the federal government put into motion a bullying prevention summit to address this issue (Bryn, 2011). Leaders in the federal government realized that there was a plethora of bully prevention/ intervention programs available; however, there was no leadership at the forefront to guide and advise educators on how to implement these programs effectively. This prompted then-Secretary of Education Arne Duncan and other representatives to plan the

first bully prevention summit (Bryn, 2011). The purpose of the summit was to develop a national strategy to reduce and end bullying altogether. The Stop Bullying Now! Campaign was birthed from this summit, which took place during the summer of 2010 (Bryn, 2011).

In a public school system in a southern state, bullying is a serious problem. The school system has 10,000 socioeconomically diverse students divided among two high schools, four middle schools, and seventeen elementary schools. Top officials in the school system recognized the need for bullying prevention/intervention programs. As a result of an increase in bullying, each public school in the county received antibullying law posters. The posters state that it is against the law to bully in the public school system and that if a student is found guilty of bullying on three separate occasions, that student can be assigned to an alternative educational setting.

The teachers at one of the middle schools in this school system, which consists of Grades 6 through 8, were the focus of this study. The purpose of this study was to identify the effects that teachers' childhood personal experiences with bullying had on how they dealt with bullying in their classrooms. Research indicates that middle school students are more susceptible to bullying than students in other age groups (McGraw, 2008; Varjas, Henrich, & Meyers, 2009).

The middle school on which this study focused had teachers who reported some form of bullying on a regular basis and other teachers who reported no bullying at all. Two teachers who tended to report bullying on a consistent basis confidentially shared that they were bullied as children. The assumption was that because of the teachers' past

experience of bullying, they had a heightened awareness of bullying in their classrooms. The two teachers who were bullied as children tended to show more compassion and sensitivity toward victims and expressed fury and rage toward the perpetrators. However, after informal investigation, it was determined that not every incident that these two teachers reported was actually bullying. The approach these two teachers took with bullying in their classrooms appeared to be related to their experiences with bullying in their childhood (King-Shaw, 2008). The purpose of this project study was to explore the ways in which teachers who were bullied as children handled bullying situations in their classrooms compared to teachers who were not bullied as children.

Rationale

Bullying is a clear problem in today's schools (Murray et al., 2012). It is the leading form of school violence (Roberts, Zhang, Truman, & Snyder, 2010). Bullying is an issue that needs to be addressed, as its ramifications are devastating. Teachers are the first line of defense in incidents of bullying in the educational environment; therefore, it is crucial for teachers to be equipped to identify and respond to incidents of bullying effectively (Roberts et al., 2010; Smith et al., 2010).

Teachers are on the front lines of student success (Beane, 2005). Not only do teachers have to be efficient academically, but they need skills and strategies for keeping students safe (Lishak, 2011; Long, 2011). This skill set encompasses successfully recognizing and intervening in bullying situations (Mishna et al., 2005; Yerger & Gehret, 2011). Classroom teachers are the first line of defense in the school building (Kochenderfer-Ladd & Pelletier, 2008), yet many victims of bullying fail to report the

violation (Marshall, Varjas, Meyers, Graybill, & Skoczylas, 2009; Olweus & Limber, 2007). In 2009, only 29% of victims reported the bullying incident to an adult (NCES, 2010). Some students fear retaliation from the bully, while other students are ashamed that they cannot defend themselves (Marshall et al., 2009; Olweus & Limber, 2007). Additionally, many students are afraid of being labeled a snitch (Long, 2011). Moreover, some students feel it is a waste of time to report the incident because of their teachers' inability to handle the situation effectively (Ellis & Shute, 2007; Marshall et al., 2009; Olweus & Limber, 2007). In a study conducted by Gropper and Froschl (2002), 25 elementary classrooms were observed. Teachers and other adults were present in the classrooms at all times, and 71% of the time teachers failed to intervene in bullying situations (Smith et al., 2010).

Teachers serve as influential role models for students (Doyne, 2011). Students model teachers, whether teachers exhibit positive or negative behavior. Students learn the culture of the classroom by watching their teacher (Yerger & Gehret, 2011). By observing teachers, students learn what is acceptable and what is unacceptable in the classroom setting (Grusec, 1992; Yerger & Gehret, 2011). Therefore, the way a teacher responds to a bullying situation conveys a strong message to students (Yerger & Gehret, 2011). Focused, alert teachers are the most valuable asset in preventing bullying.

Although students depend on teachers to protect them, students are accustomed to adults not solving the problem (Coloroso, 2010; Olweus & Limber, 2007; Rigby, 2007). Teachers are aware that it is their responsibility to implement an antibullying climate in their classrooms. However, many teachers are uncertain of how to effectively and

efficiently stop bullying behavior (Lytle, 2010). Among the obstacles in addressing bullying effectively in schools are the differences of opinion teachers have as to what is bullying and what is not bullying (Marshall et al., 2009;Selekman & Vessey, 2004). These differences of opinion are rooted in the personal experiences that teachers had with bullying as children (Long, 2011; Mishna et al., 2005)

There is an overabundance of research on the topic of bullying (Juvonen & Gross, 2008). However, the majority of this research is centered on the student. There is very little current research on the beliefs, attitudes, and perceptions of bullying from the teacher's viewpoint (Gomba & Tsai, 2012; Kokko & Porhola, 2009; Mishna et al., 2005); therefore, teachers' experiences with bullying were the focus of this study. The purpose of this qualitative study was whether teachers' childhood experiences with bullying influenced how they chose to intervene in incidents of bullying in their work environment.

There are a plethora of reasons why bullying in schools needs to be addressed. Not only does bullying have negative implications for society, but it also has detrimental implications for schools and their students (Olweus, 1993). First of all, the number of bullying incidents is on the rise (NCES, 2010; Rigby, 2007). Approximately 70% of adolescents have experienced bullying at one point in their lives (American Psychological Association [APA], 2012; Juvonen & Gross, 2008; Yerger & Gehret, 2011). Additionally, according to the NCES (2012), in 2009, 28% of students reported that they had been bullied. Victims have experienced devastating ramifications as a result of bullying (Yerger & Gehret, 2011).

Another reason to reduce bullying behavior is that many children who are victims of bullying become bullies themselves, which creates a vicious cycle (Adams & Lawrence, 2011). These students are known as *bully-victims* (Lester, Cross, Shaw, & Dooley, 2012) They are at higher risk than bullies or students who are only victims because they function more poorly socially, emotionally, academically, and behaviorally (Lester et al., 2012). Many adults who commit child abuse and domestic violence do so because of bullying behavior that was never addressed while they were children (Yerger & Gehret, 2011).

Finally, more than 160,000 children in the United States miss school each day because of bullying (Murray et al., 2012; National Crime Prevention, 2012). This amount of students missing school impacts attendance data, education, and funding for school districts (Alarid, Sims, & Ruiz, 2011). Children must be in school in order to learn (Beane, 2005); however, students cannot learn in an unsafe environment (Akiba, 2008; Beane, 2005). When students feel safe, they can excel academically (Long, 2011). Instead of concentrating on school, victims constantly worry about the next attack from the bully (Hernandez, Floden, & Bosworth, 2010). Research also suggests that bullying is more prevalent in areas where there is little to no supervision by adults (Bassett, 2007; Buckman, 2011; Gomba & Tsai, 2012; Long & Alexander, 2010). Yerger and Gehret (2011) suggested that these unsupervised areas include, but are not limited to, classrooms, lunchrooms, locker rooms, playgrounds, and electronic media.

Unfortunately, once a student is characterized as a target by peers, the student becomes more victimized over time (Brock et al., 2006). Tragic events, such as school

shootings and bullycide, are directly linked to bullying behavior (Davis, 2007). Bullying creates a hostile environment, compromises school safety, and can affect students' academic performance (Juvonen, Wang, & Espinoza, 2011; Phillips & Corning, 2012; Roberts et al., 2010). Bullying not only affects the victim and the bully, but also has adverse effects on bystanders (Davis, 2007).

Definition of Terms

The following is a list of terms associated with the problem and how they are used throughout this study:

Bullying: Bullying consists of repeated, negative, intentional acts performed by one or more students against other students who have a difficult time defending themselves (Olweus & Limber, 2007).

Bully: A person who exhibits bullying behavior toward another person (Lujan, 2007).

Bullycide: The act of committing suicide after enduring relentless harassment from peers (Godwin, 2011; Long, 2011).

Bully-victim: A victim of bullying who bullies other victims (Lester et al., 2012).

Bystander/disengaged onlooker: A person who witnesses bullying behavior but does not get involved (Gomba & Tsai, 2012).

Cyberbullying: Cyberbullying is harassing another person via Internet, cell phone, or any other technological vice (Langan, 2011).

Direct bullying: Bullying performed in an aggressive open attack. Types of direct bullying include physical bullying and verbal insults (Yerger & Gehret, 2011).

Indirect bullying: Bullying performed in a concealed or subtle way. It can be more difficult for the victim to know who is actually doing the bullying. Types of indirect bullying include cyberbullying, social isolation, and spreading lies/rumors (Yerger & Gehret, 2011).

Physical bullying: Bullying that involves hitting, spitting, kicking, shoving, destroying property, or stealing (Long & Alexander, 2010).

Verbal bullying: Bullying that involves name calling, threats, insults, and spreading lies and rumors (Langan, 2011).

Victim: A person who is the target of negative, repeated acts intended to cause them pain, harm, or embarrassment (Yerger & Gehret, 2011).

Significance of the Problem

This study is significant, as provides insight as to how teachers' own childhood experiences with bullying affect how they respond to bullying in their classrooms. As school shootings and bullycide among students increase, school district leaders have the daunting task of ensuring that students stay safe (Akiba, 2008; Arnold, 2011). The need for student protection has grown (Mitchell, Longhurst, & Jacobs 2008). In the process of implementing antibullying campaigns, school district leaders realized that teachers do not possess adequate strategies to recognize, reduce, or eliminate bullying (Arnold, 2011; Roberts, Zhang, Truman, & Snyder, 2010). In many instances, the only information teachers have about bullying is from their own life experience (Allen, 2010a).

There is a myriad of research published on bullying, types of bullying, and antibullying initiatives; however, minimal research has been published on how teachers

respond to bullying based on their own childhood experiences (Gomba & Tsai, 2012; King-Shaw, 2008; Marshall et al., 2009; Mishna et al., 2005). Even though teachers have a role in identifying, responding to, and reducing bullying in schools, research concerning teachers' perceptions, opinions, and responses to bullying is limited (Marshall et al., 2009; Mishna et al., 2005). Mishna et al. (2005), in "Teachers' Understanding of Bullying," stated, "There is a paucity of research on teachers' past experiences with bullying and how these experiences may influence their definitions and responses to bullying" (p. 8).

This study was significant to this local educational setting because it helped educators understand and recognize how and why they responded to bullying in the manner they did. This understanding aided in creating a more consistent approach for addressing bullying situations. This study also helped school leaders to determine whether a school wide antibullying program was applicable. As a result of examining teachers' personal experiences with bullying, there was a change in how teachers responded to bullying and referred cases of bullying to the counselor and/or administration.

Guiding/Research Questions

I investigated educators who were bullied as children and educators who were not bullied as children. I explored whether their childhood experiences had any bearing on how they handled bullying in their classrooms as adults. The following research questions guided this study:

1. How do teachers handle bullying incidents in their classrooms?

2. How does the response to bullying differ among teachers who were bullied as children versus teachers who were not bullied as children?
3. How does a teacher's personal experience with bullying influence the teacher's responses to the bully and the victim in a bullying incident?

Review of the Literature

This review of the literature includes six bullying topics: (a) theoretical frameworks, (b) bullying defined, (c) the various types of bullying, (d) characteristics of bullying participants, (e) short- and long-term effects of bullying, (f) teacher perceptions of bullying, and (g) public data.

To search for terms in peer-reviewed scholarly journals, the following databases were used: EBSCOhost services ERIC and Education Research Complete, Dissertations & Theses at Walden University, and Professional Journals. The search terms used to find articles on bullying were *bullying*, *anti-bullying*, *direct bullying*, *indirect bullying*, *physical bullying*, *cyberbullying*, *bullies*, *victims*, *teachers*, *TOM*, *social learning*, and *teacher perceptions*.

Theoretical Framework

The theories that provided the theoretical framework for this research study were the theory of the mind (Premack & Woodruff, 1978) and social learning theory (Bandura, 1969). Theory of the mind (TOM) indicates that people have the ability to understand the mental state of themselves and others in order to explain and predict behavior (Premack & Woodruff, 1978). People with well-developed skills in this area can read the feelings and emotions of others. This is significant in the social arena of bullying because bullies

are usually stereotyped as physically aggressive children who lack social skills (Lujan, 2007; Sutton, Smith, & Swettenham, 1999). Typically, bullies are branded as social misfits, loners, or outcasts with limited or no friends; however, current research indicates that bullying is on the rise among popular students who do not exhibit signs of diminished social skills (Godwin, 2011; Lujan, 2007; Sutton et al., 1999).

Sutton et al. (1999) suggested that successful bullying may be the direct result of advanced TOM skills. Being able to manipulate the minds of others and predict behavior is a key weapon used by bullies. This skill can be detrimental when used with direct bullying and indirect bullying. For example, a bully has to understand that to exclude or isolate someone from a group will make that person feel left out. A well-developed TOM aids in this comprehension. Bullies must understand this relationship in order for exclusion or isolation to get the desired reaction. The older bullies get, the more advanced their ability to predict behavior becomes (Sutton et al., 1999).

Furthermore, students who bully their peers are extremely skilled in sifting out their victims (Good, McIntosh & Geitz, 2011). Bullies know exactly whom to target and who is less likely to stand up to them. Bullies are well aware of how to create fear in their victims. Ultimately, bullies with well-developed TOM skills use an imbalance of power to dominate their victims (Lujan, 2007).

Social learning theory was developed by Bandura (1969). Social learning theory indicates that people learn from one another by observing, modeling, and imitating behavior (Bandura, 1969; Grusec, 1992). This concept is known as *identification*.

Bandura (1969) stated, “Identification is a process in which a person patterns their thoughts, feelings or actions after another person who serves as a role model.”

Teachers serve as role models for students (Doyne, 2011). Students watch or observe teachers every day in the classroom. Consequently, students model teachers’ behavior, whether that behavior is positive or negative. By observing teachers, students learn what is acceptable and what is unacceptable in the classroom setting (Grusec, 1992; Long & Alexander, 2010). Therefore, the way in which a teacher responds to a bullying situation conveys a strong message to students (Novick & Isaacs, 2010). Hence, this behavior controls the climate of the classroom and ultimately the entire school building.

Given that students learn the culture of the classroom by watching their teacher, it is critical for teachers to model appropriate social skills (Long & Alexander, 2010). For instance, if a student reports a bully to the teacher and the teacher does not address the situation effectively, that student as well as the bully has learned that bullying is not a serious offense and it is okay to continue this behavior. When educators ignore bullying behavior, it becomes difficult to administer consequences for inappropriate behavior (Long & Alexander, 2010). On the other hand, if a student reports a bully to the teacher and the teacher immediately takes action to address and eliminate the bullying behavior, that student and the bully are shown that bullying is an unacceptable practice and should be reported if it occurs again in the future.

Role-playing activities also allow students the opportunity to observe and model appropriate responses to bullying behavior (Lujan, 2007). Ultimately, according to social learning theory, the more students observe their teachers positively addressing bullying

situations, the more likely they are to model or imitate that behavior. This behavior can empower victims as well as bystanders to report bullying (Bandura, 1969; Grusec, 1992; Lujan, 2007). In essence, teachers have a direct impact on bullying in the classroom by modeling appropriate and effective responses to bullying behavior. Past experiences play a fundamental role in how teachers handle daily interactions with their students. Teachers who were bullied as children bring those experiences into the learning environment.

Bullying Defined

Bullying is the most prevalent and the most overlooked form of violence in schools (Quiroz, Arnette, & Stephens, 2006). In many instances, bullying is the precursor that leads to fighting in school, which is the next most prevalent form of violence in schools (Roberts et al., 2010). Research shows that students who are bullied in school are more likely to get into a physical fight than students who are not bullied (Rudatsikira, Muula, & Siziya, 2008).

As most commonly defined, *bullying* consists of repeated, negative, intentional acts performed by one or more students against other students who have a difficult time defending themselves (Olweus & Limber, 2007). Bullying is a deliberate and recurring act of intimidating, embarrassing, or harming another person by one individual or a group of individuals (Langan, 2011; Olweus, 1993). Bullying can manifest in several ways, and current research suggests that bullying pertains to all age levels (Adams & Lawrence, 2011), although it is more prevalent in middle schools (Varjas et al., 2009). Bullying can

be physical violence, verbal insults, emotional rejection, or cyberbullying (Langan, 2011; Murray et al., 2012; Slonge & Smith, 2008).

Deciphering a bullying situation can be difficult for most educators (Mishna et al., 2005). Three key elements present themselves in a bullying incident that set it apart from teasing or joking (Olweus & Limber, 2007; Pergolizzi et al., 2009). First, the behavior is negative, hurtful, and unwanted (Olweus & Limber, 2007). Second, the behavior is repeated over time. An isolated act of violence is not classified as bullying. Finally, an imbalance of power exists between the bully and the victim (Olweus & Limber, 2007; Pergolizzi et al., 2009). Yerger and Gehret (2011) suggested that an *imbalance of power* refers to a dominant person choosing to target a less dominant person—someone the dominant person thinks is less likely to retaliate.

Bullying among school-aged children is a subject that has received heightened awareness all over the world (Bassett, 2007; Carney & Merrell, 2001). Many children view bullying as a normal part of growing up, "a rite of passage"—as something that, at one point or another, they will encounter (Adams & Lawrence, 2011). This thought process causes a number of students to go to school each day terrified that they will become a victim of bullying (Varjas, Henrich, & Meyers, 2009).

According to the NCES (2012), in 2009, 28% of students 12-18 years old reported incidents of bullying during the school year. Of those students, 46% suffered from *indirect* or *emotional bullying*, which included being made fun of, being insulted, having rumors being spread about them, and being excluded from groups (NCES, 2012). Generally, on average, more girls than boys participate in indirect bullying (Long &

Alexander, 2010; Rigby, 2012). Another 16% cited direct or physical bullying as the form of bullying they were subjected to (NCES, 2012). *Physical bullying* includes tripping, shoving, spitting, hitting, or pushing (Long & Alexander, 2010; NCES, 2012) and is usually exhibited by boys (Long & Alexander, 2010; Rigby, 2012). Bullying is changing and continues to change. The newest form of bullying is cyberbullying (Juvonen & Gross, 2008; Murray et al., 2012). Although bullying may take on many forms, there are two types of bullying, direct and indirect (Murray et al., 2012).

Direct Bullying

Direct bullying is often the most obvious type of bullying (Yerger & Gehret, 2011). Direct bullying occurs when the aggression is executed directly from the bully to the victim (Dooley, Pyzalski, & Cross, 2009). In other words, direct bullying is carried out when the bully confronts the victim face to face (McGraw, 2008). With direct bullying, there is no doubt about who the bully is. Research indicates that boys are consistently found to be at greater risk of direct forms of bullying than girls (Carbone-Lopez, Esbensen, & Brick, 2010; Frisen, Jonsson, & Persson, 2007; Varjas et al., 2009). Furthermore, any type of open attack on the victim is classified as direct bullying (Yerger & Gehret, 2011). For example, a child who is punched, kicked, slapped, shoved, tripped, spit on, called names, refused a seat on the bus, or threatened in any way is the victim of direct bullying. In 2009, 22% of students who were victims of direct bullying reported being injured (NCES, 2012).

Indirect Bullying

Whereas boys are more likely to engage in direct forms of bullying, girls are more apt to use subtle, indirect strategies of bullying (Dooley et al., 2009). Research indicates that direct bullying decreases as children age, while indirect bullying increases (Bauman & Del Rio, 2006). In cases of indirect bullying, the source of the aggression is not always evident. The bully desires to undermine the victim's reputation by spreading rumors, gossip, and lies (McGraw, 2008). The goal is to ruin the victim's social status. This type of bullying is difficult to stop because the identity of the person or persons responsible for the bullying may never be discovered (Dooley et al., 2009). Most indirect bullying is never addressed because educators do not recognize it as bullying (Elinoff, Chafouleas, & Sassu, 2004). Common forms of indirect bullying include spreading rumors about the victim, persuading a friend to assault the victim, excluding the victim from a group, and manipulating friendships (Yerger & Gehret, 2011).

Physical Bullying

Physical bullying most often occurs at school, on the way to school, or on the way home from school. Physical bullying can manifest in many forms, such as hitting, kicking, spitting, pushing, tripping, slapping, biting, stealing, or destroying property (Long & Alexander, 2010). Although boys are more likely to participate in physical bullying, some female bullies also use physical bullying as their weapon of choice (Yerger & Gehret, 2011). Physical bullying is about dominating and controlling the victim by physically hurting them. Victims are often left with scars, bruises, and, in some

cases, broken bones. Due to the fact that victims often have scars or bruises, physical bullying is the most obvious form of bullying (Long & Alexander, 2010).

There are a plethora of signs to suggest a child is the victim of physical bullying. As mentioned before, victims have bruises, scars, scratches, or other injuries they cannot explain. Victimized children may also have low self-esteem and frequently complain of illnesses. Additionally, victims may show signs of depression, exhibit mood swings, or talk about committing suicide, taking weapons to school, or running away from home.

Verbal Bullying

When people think of bullying, many times physical bullying is what comes to mind. However, verbal bullying can be just as vicious. Instead of physical attacks, verbal bullies use intimidation and threatening words to persecute their victims. Verbal bullying entails spreading lies and rumors or gossiping about the victim (Langan, 2011; McGraw, 2008; Yerger & Gehret, 2011). Sometimes the bully may even be telling the truth about the victim, but the information shared is of a sensitive nature. The objective of verbal bullies is to change how others view the victim. The attack is intended to damage the victim's social status. Girls are notorious for verbal bullying (Dooley et al., 2009). Unlike physical bullying, with verbal bullying it is difficult to pinpoint the bully (Langan, 2011; Yerger & Gehret, 2011). For this reason, verbal bullying is one of the easiest forms of bullying to get away with (Dooley et al., 2009). Unfortunately, verbal bullying hurts the victim's feelings and can leave scars that last a lifetime.

Cyberbullying

Ten years ago, cyberbullying was unheard of (Langan, 2011; Pergolizzi et al., 2009; Wong-lo & Bullock, 2011). With the increase in electronic communication among children and the lack of adult supervision online, bullying is expanding far beyond the school building (Juvonen & Gross, 2008; Shariff, 2009). Due to technology becoming more accessible to younger children and more students chronicling their lives on the web, cyberbullying is a vicious form of bullying (Hinduja & Patchin, 2008; Langan, 2011; Olweus & Limber, 2007; Pergolizzi et al., 2009). Shariff (2009) pointed out that bullies enjoy having an audience, and technology gives them a bigger audience (p. 187).

Cyberbullying is defined as intimidating, threatening, and harassing another person via Internet, cell phone, or any other technological device (Langan, 2011; McGraw, 2008; Wong-lo & Bullock, 2011). According to the National Crime Prevention Council (2012), almost half of American teens have been affected by cyberbullying. Within the last 5 years, cyberbullying has increased by 50% (Pergolizzi et al., 2009).

Cyberbullying can be delivered in several ways (Langan, 2011; McGraw, 2008). For instance, bullies can post hurtful and mean messages on a victim's personal webpage. Posting on the victim's page allows everyone who is a web friend to view the message. Next, bullies can send offensive text messages to the victim's phone. Bullies have also been known to send mean pictures of the victim to the victim as well as other people. Additionally, bullies have pretended to be the victim online and posted unpleasant things about other people. This act gets other students angry with the victim, when in actuality the victim is not the person responsible for the offending content. Finally, some bullies

record fights with the victim and post them on the web for everyone to view (Langan, 2011; McGraw, 2008).

Cyberbullying is extremely cruel because it can be done anonymously, spreads three times as quickly as traditional bullying, and is not confined to the school building (Langan, 2011; McGraw, 2008; Shariff, 2009). According to the National School Safety Center (2006), technology has created the capacity to quickly, efficiently, and anonymously deliver messages of hate and ridicule, put downs, threats, and acts of exclusion through a connected community. In the past, a victim was free and safe from bullying at home; however, with cyberbullying, many researchers feel that there is no escape (Langan, 2011; Wong-lo & Bullock, 2011; Yerger & Gehret, 2011).

Contrarily to what some researchers convey, Juvonen and Gross (2008) suggested that one way to escape cyberbullying is to avoid receiving messages from the bully. Avoiding messages from the bully can be accomplished by the victim blocking the bully's phone number or screen name and restricting the friend list to close friends only (Juvonen & Gross, 2008; Langan, 2011). Unfortunately for many victims, cyber bullies often hide their identity, making it difficult to identify them (McGraw, 2008; Yerger & Gehret, 2011).

Characteristics of a Bully

In order to reduce and prevent bullying behavior, it is necessary to first understand the child who demonstrates bullying behavior (Yerger & Gehret, 2011). Traditionally, bullies were stereotyped as physically aggressive children who lacked social skills (Lujan, 2007; Sutton, Smith, & Swettenham, 1999). Bullies were branded as

social misfits, loners, or outcasts with limited or no friends; however, research indicates that bullying is on the rise by popular students who do not exhibit signs of diminished social skills (Murray et al., 2012; Sutton et al., 1999). Moreover, bullies use charisma and charm to control or influence other students, usually their followers. Being able to manipulate the minds of others and predict behavior is a key weapon used by bullies (Lujan, 2007; Premack & Woodruff, 1978). Manipulation and predicting behavior require at least an average level of intelligence (Lujan, 2007).

Even though bullies may not be the largest group of students in school, they are characterized as loud, aggressive, assertive students who have little empathy for others (Beaty & Alexeyev, 2008; McGraw, 2008). Bullies thrive on feelings of dominating others whom they view as weak (Lujan, 2007; McGraw, 2008). Shariff (2009) pointed out that bullies have a need for power and recognition. This power is gained by recruiting others to join in bullying the victim (Shariff, 2008). Current research indicates that bullies are popular students with high self-esteem who are socially accepted by their peers (Shariff, 2008) and who tend to participate in high-risk behaviors such as smoking cigarettes and drinking alcohol (Murray et al., 2012; Yerger & Gehret, 2011).

It is believed that family dynamics play a significant role in the life of a student who bullies (Murray et al., 2012; Yerger & Gehret, 2011). Unbeknownst to parents, many kids learn how to bully from adults in their life who bully others (McGraw, 2008). Most bullies come from families that have a hostile environment in which adults use physical means to discipline kids, embarrass or humiliate kids, and are not accepting of differences in society (McGraw, 2008; Murray et al., 2012; Yerger & Gehret, 2011). In

some cases, there is a lack of supervision by parents and there are no limits on the child's behavior (Murray et al., 2012). Children who bully tend to model behaviors at school that are present in the home (Long & Alexander, 2010; Murray et al., 2012).

Girls are more likely to participate in indirect bullying than direct bullying (Frisen et al., 2007; Varjas et al., 2009). In other words, bullying that involves hitting, kicking, spitting, and punching is less common among girls. Frisen et al. (2007) reported that, "Girls typically use more subtle and indirect ways of harassment such as slandering, spreading rumors, intentionally excluding others, and manipulating friendships." With social relationships being a top priority for girls, indirect bullying can have devastating effects for its victims (Wiseman, 2009). Although girls are more likely to use indirect forms of bullying when bullying other girls, they tend to use direct bullying in the form of physical aggression if the victim is a boy (Artz, Nicholson, & Magnuson, 2008).

Current research reveals that boys are more likely to be bullies than girls (Beaty & Alexeyev, 2008; Scholte, Sentse, & Granic, 2010). Usually, physical bullying is carried out by boys against boys (Carbone-Lopez et al., 2010; Murray et al., 2012). Physical bullying includes tripping, shoving, spitting, hitting, or pushing (Long & Alexander, 2010; NCES, 2012). Furthermore, research indicates that while boys generally bully boys, boys and girls bully girls (Murray et al., 2012).

Characteristics of a Victim

Anyone can be the target of a bully (Langan, 2011). Victims are students who are aggressively targeted by their peers (Yerger & Gehret, 2011). Most victims stand out in some way and are afraid to stand up to the bully. Many victims are chosen because of

their mannerisms or their physical appearance (Dooley et al., 2009; McGraw, 2008). In many instances, male victims are smaller in stature than their perpetrators. They may be identified as sensitive, quiet, and withdrawn. However, any quality can be the focal point of a bully's negative attention (Langan, 2011).

Victims usually do not have lots of friends. They are socially withdrawn and show signs of low self-esteem and depression (Murray et al., 2012). Victims can be insecure and nonassertive. Victims' grades may drop and they miss many days of school. Some victims will not do homework or make good grades to avoid bringing more attention to them. Victims often complain of headaches and stomachaches. They frequently visit the school nurse. Most victims show fear to the bully by crying and failing to report the incident. This behavior gives the bully satisfaction and the green light to continue with the bullying behavior.

Finally, victims may suffer from other harmful health issues. For example, some victims experience lack of sleep due to nightmares, bedwetting, hunger because they are afraid to eat in the cafeteria or their food is stolen, and stomach pains if they wait until they get home to use the bathroom. Unfortunately, as seen in recent cases, there are more severe consequences of bullying. Many victims have become perpetrators of violence or have taken their own lives in retaliation of unaddressed bullying behavior (Carbone-Lopez et al., 2010).

Characteristics of a Bully-Victim

Bully-victims are victims of bullying who bully other victims (Lester et al., 2012). They tend to be worse off than a student who is only a victim (Haynie et al., 2001).

Additionally, bully-victims tend to miss more school than victims and demonstrate higher levels of verbal and physical aggression than a bully who is not victimized (Berkowitz & Benbenishty, 2012; Haynie et al., 2001). These children tend to be isolated and have failing grades. Furthermore, research shows these students engage in risky behaviors such as smoking and drinking (Murray et al., 2012). Bully-victims need lots of teacher support because of significantly more fear (Berkowitz & Benbenishty, 2012). This group of students needs special attention from school personnel because of the multiple challenges they present (Berkowitz & Benbenishty, 2012).

Bystanders

Many educators and administrators encourage bystanders to alert them of bullying situations. However, through their actions, bystanders often reinforce bullying behavior. Bystanders are witnesses to bullying situations who choose to observe the situation and decide to walk away from it (Olweus &Limber, 2007). Langan (2011) noted bystanders have the power to stop bullying in the schools but do not realize it. Many bystanders side with the bully or become henchmen in fear of being the next victim (Olweus & Limber, 2007; Rigby, 2007). Siding with the bully allows bystanders to stay safe. Beane (2005) noted, the longer a bystander witnesses bullying and does nothing about it their sensitivity and concern for others diminishes.

Generally, bystanders are a strong source of information in bullying incidents (Rigby, 2007). In the same way, bystanders will report incidents if they are able to remain anonymous (Rigby, 2007). Finally, bystanders do not want others to view them as a snitch and they certainly do not want to become the bully's next victim.

Consequently, like victims, bystanders experience many of the same worries and stress that comes with bullying situations (Langan, 2011). Although some bystanders are forthcoming in reporting incidents of bullying, the presence of the alert knowledgeable teacher holds to be the most effective strategy in eliminating bullying (Beane, 2005; Long, 2011; Olweus & Limber, 2007). Not only does bullying damage the climate of our schools but it threatens our community and society as a whole (Lytle, 2010; McGraw, 2008).

Short-Term and Long-Term Effects of Bullying

Research suggests that bullying has immediate as well as long term psychological effects (Carbone-Lopez et al., 2010; Rigby, 2007; Selekman & Vessey, 2004). Victims experience numerous negative ramifications as a result of bullying. First off, victims experience fear. Fear can stop oxygen from getting to the brain causing a student to faint or have a panic attack (McGraw, 2008). Victims can also suffer from stomach aches, headaches, anxiety, depression, low self-esteem, loneliness, suicidal thoughts/actions, homicide, failing grades, and truancy (Marino, 2007; Olweus & Limber, 2007; Rigby, 2007). Anxiety, low self-esteem, and depression, are effects that can last into adulthood (Rigby, 2007).

Bullying is detrimental to bullies also (Davis, 2007). Children who bully are at risk for alcohol use, tobacco use, incarceration, depression, fighting, vandalizing property, gang activity, and dropping out school (Davis, 2007; Pergolizzi et al., 2009). Furthermore, bullying behavior is a strong predictor of adult criminal behavior (Davis,

2007). Beane (2005) noted that one in four adults with criminal records by the age 30 was identified as a bully in school.

Victims of bullying are at risk of psychological and physical problems. Victims of bullying are faced with fear and anxiety as a regular part of their day. Because most of their energy is spent worrying about the next attack or trying to avoid the bully altogether, many victimized children suffer academically. Children can also suffer physically from bullying. There are some scars that do not heal. For example a student in Florida was physically beaten on a school bus. Four months later he still had double vision and could not always remember things that had previously happened (McGraw, 2008). Furthermore, victims suffer from loneliness, low self-esteem, hopelessness, and shame. Unfortunately, some victims resort to bullycide to escape their pain (McGraw, 2008).

Effects of bullying tend to linger on even after the bullying ends. Panic attacks have been linked with bullied victims (McGraw, 2008). Additionally, adult loneliness and depression are associated with peer victimization. Some adults experience social anxiety and are afraid to meet new people (Carbone-Lopez et al., 2010; McGraw, 2008). Bullying is a hurtful act that can affect people for the rest of their lives.

Teachers' Perceptions of Bullying

Although teachers receive training in classroom instruction and content areas, many are not properly trained in intervening in bullying situations (Bradshaw, Sawyer, & O'Brennan, 2007; Mishna et al., 2005). Teachers are responsible for creating a safe and supportive learning environment, yet most teachers receive very little to no training on

how to address bullying in the classroom (Buckman, 2011; Mishna, Pepler, &Wiener, 2006). Nonetheless, teachers are still expected to prevent and stop bullying. Teachers typically rely on their own experiences and perceptions to intervene when bullying occurs in their classroom. This strategy can be practical but it may not be effective. Dake, Price, Telljohann, and Funk (2003) found teachers felt responsible for addressing bullying in their classrooms but lacked the confidence to do so. Prior research found teachers were unprepared to handle bullying in their classrooms and intimidated by the subject (Harris & Willoughby, 2003). Because bullying is not a new phenomenality, it is likely that all teachers have had some experience with bullying as a child, either as the victim, bystander or bully. Mishna et al. (2005) believed a more in depth look into teachers' past experiences with bullying is necessary to determine the reasoning to teachers' responses to bullying in their classrooms. This understanding could result in the creation of a successful antibullying program.

In their article, "Teachers' Understanding of Bullying," Mishna et al. (2005) found that many teachers identified themselves as being victims of bullying in their childhood. The teachers went on to express those experiences directly related to the way they chose to respond to bullying incidents in their classrooms. The teachers who were bullied as children also believed they were more aware of the signs of bullying and were more empathetic towards the victims. Unfortunately as children, many of these teachers failed to report the victimization which seems to be directly related to how they respond to bullying as adults.

On the contrary, in their study, Bauman, Rigby, and Hoppa (2008) found that teachers preferred addressing the bully versus talking with the victim. Effective training in prevention and intervention enables teachers to recognize and understand the different types of bullying and how to address bullies and victims equally. Training teachers in bully prevention is pivotal because teachers are an integral part in the fight against bullying (McGraw, 2008; Smith, Varjas, Meyers, Graybill, & Skoczylas, 2010). For various reasons, teachers' perceptions of bullying are different (Newgent et al., 2009). Therefore, it is imperative to examine teacher perceptions in order to develop an effective intervention program (Kaclik, 2011).

Public Data

In the local setting of a middle school in a southern state, discipline referrals for bullying have been inconsistently categorized. Infinite Campus is the school wide information system used by this middle school to store discipline data. There are five categories in which bullying behavior can be recorded. The categories are bullying, inappropriate behavior, confrontation, threat and intimidation, and racial harassment.

Another issue at this middle school was the difference of opinion as to what constituted bullying. This middle school had some teachers who reported bullying on a regular basis and others who reported no bullying at all. As noted in casual conversation, two teachers who tended to report bullying on a consistent basis were bullied as children. The assumption was because of their past experience with bullying they had a heightened sense of awareness of bullying in their classrooms. The teachers who were bullied as children were likely to show more compassion and sensitivity towards the victims and

express fury and rage towards the perpetrators. However, after informal investigation not every incident they reported was bullying. These teachers were bullied as children, which appeared to be the cause of them immediately siding with the victim without knowing all of the facts. The approach these particular teachers chose to handle bullying in their classroom appeared to be related to them being victims in their childhood.

Implications

This study was useful to school administrators and educators who sought to understand why and how bullying is addressed in their classrooms. Bullying is a critical issue for the following reasons. Bullying is against the law. It compromises school safety by putting victims at risk for social, emotional, and psychological problems (Carbone-Lopez et al., 2010). Additionally, unaddressed bullying behavior can lead to administrators facing disciplinary actions. Long and Alexander (2010) revealed that litigation over bullying is at an all-time high.

This study promoted social change by allowing educators the opportunity to examine their bullying practices and procedures at an urban school district. Examining teacher beliefs and perceptions guided the bullying policies and procedures designed to fit this school. This study increased teachers' awareness of their own perceptions, feelings, and opinions of bullying and why they handled bullying in the manner they did. Additionally, this research study helped teachers become more alert and knowledgeable of bullying. Furthermore, an understanding of teacher's responses to bullying resulted in a creation of successful teacher interventions.

Additionally, this study was beneficial for victims in this urban middle school. When students are free to learn in a safe environment they are given the opportunity to excel academically (Godwin, 2010) and become healthy productive citizens of society. A study of 2,300 middle school students showed that grades of victimized students were significantly lower than the grades of non-victimized students (Godwin, 2010).

Furthermore, this study lead to changes in the school district around which this study focused by exposing the need for professional development for teachers to effectively handle bullying in their school environment. Finally, this study gave educators and other stakeholders the opportunity to come together to work as a team to address and reduce bullying behavior in this school system.

Summary and Transition Statement

Research on bullying derived in the 1970s with Norwegian researcher Dan Olweus. Olweus defined bullying as a negative repeated act on the part of one or more students against another student. Today, bullying is the most prevalent form of violence in our schools. It has devastating effects on all involved (Quiroz, Arnette, & Stephens, 2006; Smith et al., 2010; Yerger & Gehret, 2011). These effects include depression, truancy, homicide/bullycide, loneliness, and low self-esteem. School shootings and bullycide are linked with victims' frustrations due to bullying. Considering the horrific outcomes of bullying, reducing it is a major objective of many school districts (Good et al., 2011). Nothing favorable comes from bullying behavior (Long & Alexander, 2010).

To some degree, every adult has witnessed a bullying situation, whether it was by participating as the bully, the victim, or a bystander (Lytle, 2010). Many students fail to

report incidents of bullying to an adult for several reasons. The reasons include but are not limited to fear of retaliation from the bully, fear of being labeled as a snitch, and fear that nothing will be done. Teachers are given the responsibility of educating students as well as keeping them safe in schools. One obstacle teachers have in effectively intervening in bullying situations is the difference of opinions teachers have as to what is bullying and what is not bullying. Some teachers feel it is just kids being kids and it builds character. Researchers have found that teachers' perceptions, feelings, opinions and experiences affect the way they handle bullying in their classrooms (Smith, et al., 2010). Because teachers' opinions and perceptions on bullying differ, it is crucial that teachers are properly trained on how to handle bullying effectively (Smith et al., 2010).

The purpose of Section 1 was to provide an introduction of the research project. Section 1 discussed the focus of the research project, the significance of the study, relevant definitions, the theoretical framework, and the current literature. In Section 2, I will present the methodology of the research project. The methodology will include the research design and approach, the setting, the participants, data collection methods, including the instruments that were used, data analysis, and the results of the research. In Section 3, I will present the findings from my research project. I will share how my project will bring about social change in the community and for stakeholders involved. Section 4 will include the conclusions and reflections on what was learned from this study.

Section 2: The Methodology

Introduction

The purpose of this grounded theory project study was to explore the effects that childhood bullying had on how faculty in an urban middle school chose to handle bullying in their classrooms. This project study focused on the perceptions, attitudes, and feelings of teachers who were or were not bullied as children. There are a number of antibullying programs available for schools and teachers to use. However, the problem is that many teachers do not have an accurate definition of bullying (Kokko & Porhola, 2009; Mishna et al., 2005). Initially, all teachers have as a reference is their personal experiences with bullying. Relying on personal experiences alone causes inconsistent discipline practices when dealing with bullying in the classroom (McGraw, 2008).

In this section, I explain the protocol through which this project study was conducted. I discuss the research design and approach, the setting, the participants, data collection methods including the instruments that were used, data analysis, and the results of the research. Following district approval (Appendix K) and Walden University Institutional Review Board approval (02-13-14-0150438; Appendix E), I began interviewing and collecting data.

Research Questions

Again, the research questions that guided this project study were as follows:

1. How do teachers handle bullying incidents in their classrooms?
2. How does the response to bullying differ among teachers who were bullied as children versus teachers who were not bullied as children?

3. How does a teacher's personal experience with bullying influence the teacher's responses to the bully and the victim in a bullying incident?

Research Design and Approach

This qualitative study addressed how and why teachers chose to handle bullying in their classrooms. Merriam (2009) stated that the goal of qualitative research is to understand how people interpret their lived experiences. In other words, qualitative researchers are interested in understanding the meaning people have associated with a phenomenon versus the number of people who have experienced the phenomenon (Merriam, 2009). Therefore, qualitative data come in many forms and have many characteristics (Creswell, 2009; Merriam, 2009; Richards & Morse, 2013).

Falling in line with constructionism, one characteristic of qualitative research is that it is concerned with how participants interpret their experiences. The researcher's goal is to understand the *emic* or the insider's perspective, not the researcher's own (Merriam, 2009). Another important characteristic of qualitative research is that the researcher is the primary instrument for data collection and analysis (Creswell, 2009; Merriam, 2009). The human instrument is the ideal form of collecting data because understanding the experience of the participant is the goal. People are able to understand and respond immediately. Finally, qualitative research uses an inductive process. An inductive process calls for researchers to gather data first in order to construct a hypothesis or theory. Data are gathered from interviews, observations, and documents.

Once data are gathered from multiple sources, the researcher analyzes the data, make sense of the data, and organizes the data into categories or themes (Creswell, 2009;

Merriam, 2009). The sources of data for this project study consisted of a descriptive survey, semistructured participant interviews, counseling referrals, and discipline referrals. Using three data sources allowed me to triangulate the data. Triangulating data aids in establishing validity and reliability (Creswell, 2003; Merriam, 2009). Conducting qualitative research for this project study allowed me to gain a holistic and meaningful account of real-life events (Merriam, 2009). I used the grounded theory design in order to explain why teachers chose to handle bullying in the manner they did.

Grounded theory played a crucial role in supporting qualitative research methods when most researchers favored quantitative methods (Glense, 2011). Additionally, terms often used in other methodologies, such as *theoretical sampling* and *data saturation*, derive from grounded theory. Glaser and Strauss (2012) contended that theory based on data cannot be refuted or replaced by another theory. They shared the example of Durkheim's theory of suicide. They strongly maintained that this theory has endured for decades because this theory emerged from data.

According to Kolb (2012), in grounded theory research, a theory emerges from the qualitative data collected (p. 83). The aim of grounded theory is to generate or develop a theory from the data (Glaser & Strauss, 2012). This qualitative project study yielded rich, thick data on why teachers chose to handle bullying incidents in the manner they did (Merriam, 2009). Grounded theory was appropriate for this project study because I investigated whether a theory or an explanation might emerge from the feelings, attitudes, and experiences of teachers who were bullied as children. According to Creswell (2009), grounded theory is a qualitative plan of action in which the researcher

gains a general theory from the views of participants in a study. Furthermore, grounded theory was appropriate for this project study because there has not been much research conducted on teachers who were bullied as children.

The primary form of data for this project study came from semi structured participant interviews, a descriptive survey, and archival data. Interviews are the most commonly recognized form of data collection in qualitative research methods (Merriam, 2009). Additionally, interviews allow the researcher to understand and reconstruct the personal experiences of the participants (Merriam, 2009). In order to get thick, rich data, the researcher should ask good open-ended questions that can be followed up with a request for more detail. Qualitative interviews help the researcher experience events vicariously through the participants (Kolb, 2012).

Setting and Participants

One important characteristic of qualitative research is that it is conducted in the natural setting of the participants (Creswell, 2009; Lodico et al., 2010). This project study was conducted at an urban middle school. The school was built in 2006 and includes grades 6-8. The school's population is approximately 550 students with 27 teachers. The student body is divided by race and socioeconomic status. The two most prominent races are African American and Caucasian. The African American students make up 59% of the student body, and Caucasian students make up 40%. One percent of the population is a combination of multiracial students and Pacific Islanders.

Nonprobability sampling is deemed the best sampling method for most qualitative research (Merriam, 2009). In nonprobability sampling, the researcher uses participants

who are available and convenient (Creswell, 2012; Merriam, 2009). This project study employed two types of nonprobability sampling: convenience sampling and purposeful sampling. It was convenient to use the teachers at this middle school to participate in this project study. In many cases, convenience sampling is not desired (Lodico et al., 2010). Convenience sampling limits a study because the results cannot be generalized to a larger population. However, if the purpose of the study is to make changes at one specific school or district, as was the case with this study, then convenience sampling is sufficient (Lodico et al., 2010). The results of this study assisted teachers at this particular middle school in recognizing and effectively dealing with bullying incidents.

Sample

Twenty-two teachers were invited to participate in this study because I chose teachers with 3 or more years of teaching experience as well as teachers who were hired at this particular middle school before the 2010-2011 school year. Teachers hired at the school after the 2010-2011 school year did not have 3 years of discipline data to retrieve. Three teachers had less than 3 years of teaching experience, and two teachers were hired after the 2010-2011 school year. Therefore, five teachers were not invited to participate in this study.

Twenty-two teachers were invited to complete the descriptive survey. Prior to receiving the survey, the teachers were given consent forms informing them that this study was voluntary and that they could withdraw from this study at any time. Twelve participants completed the survey, and six acknowledged that they would like to participate in the interview. Of the six participants, four were Black women, one was a

White man, and one was a Black man. The participants' years of teaching experience ranged between 3 and 21 years. Once the participants acknowledged that they were willing to participate in an interview, those six participants became the purposeful sample.

Creswell (2009) noted "The idea behind qualitative research is to purposefully select participants that will best help the researcher understand the problem" (p. 178). The population from which the sample was drawn was teachers at a middle school. The participants were all middle school teachers, and their years of teaching ranged from 3 to 30. By choosing teachers with 3 or more years of teaching experience, I was able to eliminate novice teachers who were still getting acclimated to their new career. Additionally, there were two teachers who were hired after the 2010-2011 school year. I did not invite them to participate in this study, as they did not have 3 years of discipline data from this school.

The sample for this project study was 22 teachers at an urban middle school who had been teaching for three or more years. The participant sample for this study came from the population of teachers who took the survey and acknowledged that they wanted to move further into the interview process. The objective was to get at least eight out of 22 teachers to become the sample for this study. This would have given me valuable insight on teacher perceptions of bullying from at least 33% of the teachers in the building. Furthermore, interviewing at least eight teachers would have provided me the probability of interviewing at least one teacher from each grade level and given me a myriad of different perceptions and opinions. Twelve out of 22 teachers completed the

Handling Bullying Questionnaire (2008). Two of the 12 participants who completed the survey were male. Of the male participants, one was White and the other was Black. Both men were social studies teachers with 15 years (one had 7 and one had 8) of teaching experience between the two of them. The 10 women who completed the survey were Black. The subjects the women taught were science, special education, math, language arts and physical education. Six out of the 12 participated in the interview. This six included the same two men and four of the 10 women. The four female teachers had 42 years (one had 7, one had 16, one had 9, and one had 10) of teaching experience among them. This diverse group of teachers shared thick, rich data for this project study.

Finding participants with relevant firsthand knowledge is vital in the qualitative research process. Given that teachers were the focus of this study, 22 teachers in the building were asked to complete the descriptive survey for this study. Answers from the descriptive survey identified participants who possessed the most relevant thick, rich data (teachers who wanted to move on to the interview process) to complete this research study (Lodico et al., 2010). Then, I interviewed the identified teachers. In qualitative research methods, the interviewer is the most crucial component of the interviewing process (Giorgi, 2011). Because I already had rapport with the participants, I assured them that the information they disclosed would remain confidential. My goal was to make the participants as comfortable as possible in an effort to gain access to their personal experience. After I collected the data, I transcribed, coded, and presented the data (Lodico et al., 2010).

I obtained permission from the school district and the principal before any teacher was asked to participate in this study. All teachers were given a description of the study as well as an informed consent form (Appendix F) before they participated in any part of this study. I asked the teachers to read all information carefully before agreeing to participate in this study. I informed them that participating in this study was voluntary, they could withdraw from participation at any time, and their names would remain anonymous. All information provided has remained confidential and has only been reported as aggregated data with no identifying information. I am the only person who has reviewed the data provided by each participant. I then shared the title of the study and explained exactly what I needed participants to do, which was answering the survey questions honestly. I told the teachers how long the survey should take so they could plan accordingly, and I shared the purpose and benefits of this study.

Next, I explained to the teachers that all information gathered would be used to benefit our school and the students. Additionally, I shared with them that no teacher would receive adverse action for any answers given. All information gathered from the study has been kept in a locked and secured location, and only I have access to that information. The information will be destroyed after a period of 5 years, as directed by the university.

Ethical Treatment of Human Participants

I received permission from the superintendent of schools (Appendix K) and my principal (Appendix I) before any teacher was asked to participate in this study. I had a meeting with my principal to explain the study and get his permission. He directed me to

the school system's Human Subjects Review System Approval Form. Once I completed all the information in this form, I submitted it to the superintendent. Once I received approval from the superintendent, my principal signed the Principal's Cooperation Agreement (Appendix J).

Next, I got permission from Walden University's Institutional Review Board (02-13-14-0150438; Appendix E). The IRB is in place to make sure that participants are treated fairly and ethically and are protected from harm (Creswell, 2009). I did not collect any data until all approvals were secured. I explained the purpose of the study as well as the benefits of the study. After I received permission, I met with the staff in a formal faculty meeting. I explained the purpose of the project study and answered any questions the staff had. Next, I reiterated that the data collected would be used solely for the purpose of research and that there would be no repercussions for the information that participants disclosed. Again, I let participants know that participating in this study was voluntary and no one would be compensated for participating. Additionally, I asked the teachers to sign the informed consent forms. Last, I assured them that their names would be kept confidential and they were free to withdraw from this study without penalty at any time. In 5 years, I will destroy all recordings and files associated with my research. Until then, they will remain locked securely in my home (Creswell, 2009).

Data Collection

The sources of data for this study consisted of a descriptive survey, semistructured participant interviews, counseling referrals for bullying behavior, and discipline referrals for bullying behavior. Using at least three data sources allowed me to

triangulate the data. Triangulating data aids in establishing validity and reliability (Creswell, 2003; Merriam, 2009). Creswell (2009) pointed out that in qualitative research, the researcher collects multiple forms of data and spends a significant amount of time in the natural setting. The specific qualitative method I used in this study was the constant comparative method. The constant comparative method involves comparing one form of data with another form of data to identify similarities and differences (Merriam, 2009).

The first phase of data collection for this study involved administering a descriptive survey to the participants. Pre-established survey questions were used in this study to ensure reliability and validity. Instruments used by previous researchers aid in establishing validity and reliability (Creswell, 2009). I used Bauman, Rigby, and Hoppa's (2008) Handling Bullying Questionnaire (Appendix D). This questionnaire may be used to determine the degree to which teachers perceive incidents as serious in regard to a bullying situation as well as what teachers might do about the situation. I obtained permission from Dr. Rigby to use this questionnaire (Appendix H). I personally distributed the surveys after school at the end of a faculty meeting. The teachers had 7 days to return the survey to me. Twelve teachers completed the survey.

The second phase of data collection involved interviewing participants who acknowledged they wanted to participate in the interview phase. Six participants were interviewed. A research interview is the process by which a researcher and participant have a conversation based on questions to gather information for a research topic (Merriam, 2009). Research interviews can be structured, semi-structured or unstructured.

Structured interviews consist of a predetermined order and wording of questions and do not always allow for more details to be obtained. A semistructured interview is a mixture of structured interviews and unstructured interviews. The questions are not arranged in a predetermined order and the questions are flexible. Lastly, an unstructured interview is more like a conversation than an interview. The questions are flexible and open ended. The researcher uses information from this interview to create questions for later interviews. I conducted semistructured interviews using interview questions from Dr. Brenda John's (2011) dissertation, "Childhood Reflections: The Effects of Bullying Experiences on Teacher Intervention" which were modified from Dr. Janet Bassett's (2007) dissertation, "Teachers' Lived Experiences of Bullying (Appendix B). Permission to use her interview questions can be located in Appendix G.

There are several ways to interview participants (Creswell, 2009). Interviews can be conducted either by face to face or over the phone. For this study, interviews took place using the in-depth face-to- face method. There are numerous advantages of interviewing participants to the qualitative researcher. Interviews give a researcher the opportunity to gain meaningful insight about a specific phenomenon (Merriam, 2009). Interviews are also extremely helpful when the phenomenon in question cannot be physically observed (Creswell, 2009). Finally, interviews give the researcher control over the questions to be asked. I audio recorded the interviews to ensure the accuracy of the information I gained. Field notes were taken during each interview. Teachers chose the best time after school for the interviews and they took place in the front office conference room. I allotted 15-30 minutes for each interview. At the end of each interview, I asked

participants if they had any questions about this process and I let them know that a follow up interview might be needed. Although the survey was administered to the participants in a group setting, the interviews were conducted individually. Interview questions can be located in Appendix B.

Every effort was made to ensure teachers were not inconvenienced in the interview process. Having 12 years of experience as a middle school counselor, gave me an advantage in the interview process. I interview students on a daily basis. I am trained in building rapport, establishing trust, and making people feel comfortable when disclosing personal information. I made sure the teachers were comfortable by making the interview process as informal as possible. It was my desire to personally transcribe the interviews as soon as they were over so the information was fresh. The audio recording was extremely beneficial. Although, I had field notes, it gave me the chance to review the interviews for things I had missed.

The third source of data was archival data from Infinite Campus, the school district's computer information system and counseling referrals. Archival data are data previously collected by the school or district (Lodico et al., 2010). Archival data are beneficial because it is a true representation of the participant's feelings and thoughts at the time it is collected (Creswell, 2009). Archival data save time for the researcher because it is data that has already been collected. Archival data were advantageous for me because I obtained it at a time that was convenient for me (Creswell, 2009).

The archival data I used were discipline referrals for bullying behavior and counseling referrals for bullying behavior. Infinite Campus is the school wide

information system used by this middle school to store discipline data. There are five categories in which bullying behavior can be recorded. The categories are bullying, inappropriate behavior, confrontation, threat and intimidation, and racial harassment. I searched school records dating back to the previous three years to investigate how many discipline referrals were written for the previous five categories. Additionally, I looked up the amount of students who were referred to the school counselor for bullying behavior. This data aided in validating the study because the counseling forms and discipline referrals both have a place to identify the teacher writing the referral. I created an excel spreadsheet labeled with teacher names vertically. The last three school years were placed horizontally across the top of the table. I tallied the amount of discipline referrals that each teacher wrote for bullying behavior. This allowed me to analyze and determine how it corresponded with the answers on their surveys and interviews.

Merriam (2009) suggests triangulation and member checking as strategies for ensuring validity of a research study. I conducted member checks and triangulated the data to ensure the trustworthiness of the study. Member checks gave the participants an opportunity to review the data once I transcribed it. This allowed the participants a chance to clarify or correct any statements I may have misconstrued. Triangulation is another common strategy, used to ensure the validity of data collected. Triangulation is the procedure of using more than one method to collect data on the same experience. I administered a descriptive survey, conducted participant interviews, and gathered archival data. My hope was that each individual method of data would support one another in answering the research questions.

Data Analysis

Data collection is the steps taken to acquire good information to answer research questions (Creswell, 2007). Data analysis is the process of making sense out of the good information collected (Merriam, 2009). In other words, the goal of analyzing data is to answer the research questions (Merriam, 2009). The data I collected consisted of, a descriptive survey, participant interviews, and archival data. I collected and analyzed data simultaneously (Merriam, 2009). By collecting data simultaneously, I eliminated being overwhelmed with a pile of raw data at the end of the data collection phase.

In order to analyze the survey data, I created an excel spreadsheet. First, I assigned each survey an id number (e.g.01). Assigning an id number allowed me to locate a particular survey easier. It also gave me the flexibility of removing identifying participant data. Once I assigned the id numbers, I entered the id numbers horizontally in the top row of the spreadsheet. Then I entered each question number (e.g.Q1) vertically in the first column of the spreadsheet. Next, each response was assigned an alphabet. For example, "I definitely would" was assigned the letter A. "I probably would" was assigned the letter B. "I'm unsure" was assigned the letter C. "I probably would not" was assigned the letter D. "I definitely would not" was assigned the letter E. After I assigned the surveys, the questions and responses, I took one survey at a time and entered the appropriate alphabet in the spreadsheet for each response that particular teacher chose. Entering the corresponding alphabet into the spreadsheet allowed me to see which questions received the most responses. All 12 participants answered all 22 questions on

the survey. Analyzing the survey data gave me the opportunity to better understand what the participants would do in the given scenario.

Once I entered all data, I double checked the surveys to make sure I had entered the data correctly. I did this three times because after I checked the first time I found an error. Somewhere along the way I made a mistake and my numbers and responses were off. After the third time, everything matched up. The excel spreadsheet showed me the mode for each question. The completed spreadsheet allowed me to quickly compare and contrast the participants' answers.

I audio recorded all participant interviews to make certain I maintained accurate information. After transcribing the interviews, I noticed common themes in all of them. The first interview provided initial data. Once I read through the second interview I was able to identify common themes in the data. After comparing the first two interviews, I assigned numbers to the common themes. Once I reviewed the third interview if there were any recurring themes from the first two interviews I assigned those themes with the appropriate number. I repeated this process for all of the interviews. I transcribed participant interviews after each interview so that the information was fresh. After I coded the interviews into themes, I listened to the recordings again to make sure I did not leave out or miss any information. Once I was finished coding the interviews for themes, I shared the transcribed information with the participants to make sure I conveyed the information correctly. Member checking gave the participants the opportunity to ensure I communicated their information with accuracy (Merriam, 2009). I analyzed all of the coded interviews and six themes emerged from the data.

The archival data gathered for this project study were discipline referrals for bullying behavior and counseling referrals for bullying behavior. I searched school records for the school years 2010-2013 to investigate how many discipline and counseling referrals were written for bullying, inappropriate behavior, confrontation, threat and intimidation, and racial harassment. This data aided in validating the study because the counseling forms and discipline referrals both have a place to identify the teacher writing the referral. I created an excel spreadsheet labeled with the teacher's names vertically. I placed the last three school years horizontally across the top of the table. I tallied the amount of discipline referrals and counseling referrals that each teacher wrote for bullying behavior. This allowed me to analyze and determine if this information supported or refuted the answers on the surveys and interviews.

Once I collected all descriptive surveys, I tallied the teachers' responses to the survey and found the mode for each response. Next, I recorded and took field notes during each participant interview. I transcribed each interview and coded them for common themes. Finally, I used an excel spreadsheet to organize the archival data by teacher and category. The descriptive survey, the participant interviews, and archival data served as the forms of data collected to help triangulate this study.

The data collected did answer the research questions. When the teachers were asked how they handle bullying incidents in their classrooms, they all confirmed that bullying was addressed immediately and not tolerated. They also indicated on the survey they would say something to the bully or give the situation to a counselor or administrator. However, the archival data tells a different story. Some of the teachers

have not written a discipline or counseling referral for bullying behavior in three years. There is a discrepancy in reference to addressing bullying in the classroom. The second research question was how the response to bullying differs among teachers who were bullied as children versus teachers who were not bullied as children. The responses from the teachers who were bullied as children were not significantly different from those who were not bullied as children. The data indicated they all needed adequate training whether or not they were bullied as children. Finally, the last research question was how a teacher's personal experience with bullying influences their responses to the bully and the victim in a bullying incident. The teachers' personal experience with bullying did not have an impact on how teachers responded to the bully or the victim. Again, the responses from the teachers who were bullied as children were not significantly different from those who were not bullied as children. They all disclosed they felt anger towards the bully and sympathy for the victims, indicating a need for a consistent nonjudgmental or biased response to the bully as well as the victim. The fact that this was a qualitative study based on feelings and perceptions of teachers in one building, I am not able to make a generalization outside of this study (Creswell, 2009).

Results

Twenty-two teachers were invited to participate in this study because I chose teachers with three or more years of teaching experience as well as teachers who were hired at this particular middle school before the 2010-2011 school year. The project study was presented and the Handling Bullying Questionnaire (HBQ) (Bauman, Rigby, & Hoppa, 2008) was distributed. The HBQ offered a bullying scenario and then asked 22

questions about the scenario to determine how the teachers believe the scenario should be handled. Each question contained five choices for participants to choose from *I definitely would, I probably would, I'm unsure, I probably would not, and I definitely would not.* Of the 22 participating teachers, 12 completed and returned the HBQ. All 12 participants who responded answered each question on the survey. When all the surveys were collected, the data were recorded into an Excel spreadsheet for analysis.

Excerpts from the survey are displayed in Tables 1-6. This data shows there is not a consistent flow or streamline of procedures on what should happen in the building when bullying takes place. The following questions show a wide discrepancy of opinions among the teachers who responded on how to handle some aspects of bullying in this middle school. Each table shows the question that was asked, the choices from which the teachers had to choose, and the number of teachers that chose that particular response.

Table 1

I Would Make Sure the Bully Was Suitably Punished (n = 12)

Response item	# of teachers	Percent
5 I definitely would	8	67%
4 I probably would	1	8.3%
3 I'm unsure	1	8.3%
2 I probably would not	1	8.3%
1 I definitely would not	1	8.3%
Total	12	100%

Table 2

I Would Convene a Meeting of Students, Including the Bully, Tell Them What Was Happening, and Ask Them to Suggest Ways They Could Help Improve the Situation (n = 12)

Response item	# of teachers	Percent
5 I definitely would	2	16.7%
4 I probably would	2	16.7%
3 I'm unsure	2	16.7%
2 I probably would not	3	25%
1 I definitely would not	3	25%
Total	12	100%

Table 3

I Would Tell the Victim to Stand Up to the Bully (n = 12)

Response item	# of teachers	Percent
5 I definitely would	2	16.7%
4 I probably would	2	16.7%
3 I'm unsure	2	16.7%
2 I probably would not	1	8.3%
1 I definitely would not	5	42%
Total	12	100%

Table 4

I Would Suggest the Victim Act More Assertively (n = 12)

Response item	# of teachers	Percent
5 I definitely would	1	8.3%
4 I probably would	2	16.7%
3 I'm unsure	2	16.7%
2 I probably would not	2	16.7%
1 I definitely would not	5	42%
Total	12	100%

Table 5

I Would Contact the Victim's Parents or Guardians to Express My Concern About Their Well-Being (n = 12)

Response item	# of teachers	Percent
5 I definitely would	3	25%
4 I probably would	1	8.3%
3 I'm unsure	4	33.4%
2 I probably would not	3	25%
1 I definitely would not	1	8.3%
Total	12	100%

Table 6

I Would Insist to the Parents or Guardians of the Bully That the Behavior Must Stop (n = 12)

Response item	# of teachers	Percent
5 I definitely would	4	33.4%
4 I probably would	4	33.4%
3 I'm unsure	2	16.7%
2 I probably would not	1	8.3%
1 I definitely would not	1	8.3%
Total	12	100%

Data from Tables 1-6 show there are inconsistencies of opinions as to what procedures to follow when bullying takes place. For example, look at the participant responses in Table 5. The question asked if the participant would contact the victim's parents to share their concern for the victim. Three participants said they definitely would, one participant said he/she probably would, four were unsure, three more said they probably would not, and one said he/she definitely would not. Many of the participant responses to the questions in the survey show a wide discrepancy of opinions about how to handle bullying among the teachers in this middle school, therefore, professional development on bullying procedures was needed.

Participant Interviews

The interview phase of the study took place after the HBQ was returned. Of the 22 participating teachers, 12 completed and returned the HBQ and six of the 12 informed me they were willing to participate in the interview phase. All six participants were subsequently interviewed. All interviews were audio recorded and lasted between 15 and 30 minutes. The participants' years of teaching experience ranged between 3 and 21 years. Additionally, all interviews were conducted in a face-to-face meeting, after school, in the conference room in the main office. Interviews were transcribed within 48 hours to ensure accuracy. I transcribed and coded the interviews for common themes and checked them against the recording to make certain data were recorded accurately. Within five days after each interview was transcribed, I asked the participants to review the transcript to make sure I transcribed what they said accurately. Member checking allowed for triangulation of data. Interview questions from Dr. Brenda John's, Childhood

Reflections: The effects of bullying experiences on teacher interventions were used for this study (Appendix B).

During the reading and re-listening of the interviews, similar words and phrases were underlined and labeled with a number 1-6. There were six themes that emerged from the interviews: lack of training, anger towards students who bully, equipping bystanders, effective intervention/prevention will happen when school culture towards bullying changes, girls are meaner than boys, and bullying is different today than in the past; adults have to intervene.

Theme 1: Lack of Training

> Training. I wouldn't necessarily say training in a sense of official formal training." (Participant 4)
>
> I did attend Olweus bullying training. It was kind of enlightening. I didn't know there were different forms of bullying, different types of bullies and what kind of roles they play …, I really enjoyed that training. I think it enlightened me a lot on how to handle bullying and what bullying really is. (Participant 2)

Five out of the six participants felt teachers in the building needed adequate training on how to handle bullying. The results indicated that teachers felt teachers and students needed to be trained on what bullying is and what bullying is not. They felt it needed to be formal official training and that it needed to be ongoing. Participant 2 attended Olweus training years ago. Participant 2 felt the Olweus training was extremely helpful.

Theme 2: Anger Toward Students Who Bully

> I was bullied in 4th grade. Lee Elementary…I was always short. Much shorter than my peers and this one girl was tall and heavy set. But I was popular because of my cousins. My cousins went to the school and were popular because they played ball…, She came up to me and said I am going to whip your you know what…I said NO! She pushed me on the shoulder and we fought. I didn't hear from her anymore. (Participant 4)

Two of the participants (Participant 4, Participant 5) were bullied as children. Three of the participants (Participant 2, Participant 3, and Participant 6) were bystanders as children and Participant 1 reported that when he was a child, there was no bullying per se. He claims if kids did not get along they fought and went on their way. Although each participant was not bullied as a child they all reported above average anger towards students who bully. Participant 4 ended up getting into a physical fight with her bully. All of the participants indicated having sympathy towards students who are bullied and anger towards students who bully. None of them like to see kids get mistreated for any reason. All five participants who were either bullied or bystanders as children said they wish there were an easy organized way for them to have told an adult.

Theme 3: Equipping Bystanders

> Bullies want to put on a show for bystanders. (Participant 4)

> I tell kids to write me an anonymous letter and tell me who is bothering other kids. I also tell kids to go tell the counselor she will not disclose who told her something. They are so concerned with being called a snitch. (Participant 5)

All six participants mentioned getting bystanders to tell an adult would make huge progress in decreasing bullying in the building. Influencing peer bystanders is a major key to effective bullying intervention (Salmivalli & Poskiparta, 2012). Many of the incidents are not witnessed by teachers. But almost all bullying incidents are witnessed by bystanders. Bullies want an audience and they thrive on bystander behavior (Salmivalli & Poskiparta, 2012). Kids are afraid of the bully and do not want to be labeled a "snitch". In order to change the culture of the school, the bystander effect needs to be addressed.

Theme 4: Intervention/Prevention

> Our school culture should be an atmosphere of zero tolerance when it comes to bullying. Point blank. No questions asked! (Participant 4)

All participants stated that prevention will not be successful until the school culture changes. The school cannot do it alone (Beane, 2005). Addressing bullying has to be collaboration between school and home. Participant 5 shared, "Parents have to talk with their kids and let them know bullying is unacceptable." Participant 2 stated, "Consequences for bullying are not strict enough. When the consequences become stricter the culture associated with bullying will change. We condone bullying when the

consequences are too lax." All participants said they intervene in bullying situations but intervention methods varied from teacher to teacher. Participant 1 was comfortable with sending the student who bullies to the counselor whereas Participant 5 says she makes sure consequences are put in place by an administrator and parents are called. Participant 4 wants zero tolerance throughout the entire building.

Theme 5: Girls Are Meaner Than Boys

> Girls are different. Bullying with girls is a whole different issue. Their bullying is more Facebook, emotional and exclusionary. (Participant 1)

> Girls are more likely to gossip and exclude each other from friendships. Girls form cliques and gang up on other girls. (Participant 2)

> Girls are more into cyber bullying and trying to hurt each other's feelings. Girls cut deep with their words. (Participant 6)

The participants agreed that girls were more vicious and malicious than boys. They acknowledged that boys do participate in bullying; however girls are notorious for the "mean girl" syndrome (Participant 1). The participants believed physical bullying is carried out more by boys against boys. Although bullying that involves hitting, kicking, spitting, and punching is less common among girls, (Long & Alexander, 2010; Rigby, 2012), emotional forms of bullying are just as harmful, if not more for the victims. Long after scars heal, effects of emotional bullying tend to linger on even after the bullying

ends (Carbone-Lopez et al., 2010; Rigby, 2007; Selekman & Vessey, 2004). Panic attacks, adult loneliness, depression, and anxiety are all associated with emotional or indirect forms of bullying. Emotional bullying can affect victims for the rest of their lives (National Center for Education Statistics, 2012).

Theme 6: Bullying Is Different Today Than in the Past; Adults Have to Intervene

> We now have signs posted in the building that if you are caught bullying on several occasions you can be sent to an alternative school. (Participant 3)

> It is against the law to bully in our state. We have signs that says kids can get expelled from school if they are caught bullying. (Participant 4)

All participants felt that bullying today is much different than it was in the past. "Kids cannot handle today what we could in the past", stated Participant 6. It is no longer kids just being kids. "Kids are killing themselves and their classmates because of bullying", stated Participant 5. It is such a serious matter that 49 states have developed anti-bullying laws and schools are responsible for keeping kids safe (Bryn, 2011; Bully Police, 2012). The school and parents must work together to reduce bullying in schools. Parents can file charges against the school and students who have been accused of bullying their kids. The participants were not sure of all the details of the law but they have definitely seen the posters and know that bullying is now against the law in their state.

Archival Data

The third source of data was archival data from Infinite Campus, the school district's computer information system. Archival data are data previously collected by the school or district (Lodico et al., 2010). The archival data I used were discipline referrals and counseling referrals for bullying behavior.

Infinite Campus is the school wide information system used by this middle school to store discipline data. There are five categories in which bullying behavior can be recorded. The categories are bullying, inappropriate behavior, confrontation, threat and intimidation, and racial harassment. I searched school records for the six teachers that were interviewed between the school years of 2010-2011 through 2012-2013 to investigate how many discipline referrals were written for the previous five categories and the number of students who were referred to the school counselor for bullying behavior. I created an excel spreadsheet labeled with the six teacher's code numbers on the vertical axis and the three school years on the horizontal axis. The results are listed in Table 7.

In the table below, you will find the number of discipline referrals as well as the number of counseling referrals for bullying behavior that was submitted by the participants for a particular school year. The three school years are listed horizontally at the top of the table. Inside the table, each participant has two numbers associated with the three school years. The first number in the series is number of discipline referrals (DR) for bullying behavior submitted by that participant for that school year. The second number in the series is the number of counseling referrals (CR) for bullying behavior

submitted by that participant for that particular school year. Results of the discipline and counseling data revealed more inconsistencies in this building in reference to addressing bullying behavior.

Table 7

Discipline Referrals and Counseling Referrals for Bullying Behavior Sorted by the Six Participants Who Participated in the Interviews

	2010-2011	2011-2012	2012-2013
Participants'	#DR/CR	#DR/CR	#DR/CR
Participant 1	0/3	0/3	0/2
Participant 2	3/0	1/0	1/0
Participant 3	0/0	2/0	2/0
Participant 4	3/0	2/0	3/0
Participant 5	4/4	4/2	4/3
Participant 6	0/1	1/2	1/2

In the survey, the participants were asked if they would report bullying behavior to a counselor or administrator. All six participants chose "*I definitely would*" report to the incident to a counselor or administrator. In the interviews, the participants indicated that bullying was a serious concern. According to the data listed in Table 7, it would appear that there are very low incidents of bullying at this school. For example, look at Participant 1. For the three years investigated, Participant 1 never wrote a discipline referral for bullying behavior and referred only 8 students to the counselor, yet feels bullying is an issue that needs addressing in the building. Next, look at Participant 3. For

the three years investigated, Participant 3 never referred a student to the counseling office for bullying behavior and only wrote four discipline referrals for bullying behavior. Again, according to the data listed in Table 7, it would appear that there are very low incidents of bullying at this school, which is a contradiction to the results of the survey and the interviews. There were discrepancies and inconsistencies with teachers reporting bullying behavior, therefore professional development was necessary.

Evidence of Quality

A serious problem that can threaten the quality of data is the researcher imposing his or her views on the participants. I made every effort not to impart my views or beliefs on the participants in this study. Additionally, Merriam (2009) suggests triangulation and member checking as strategies for ensuring validity of a qualitative research study. Triangulation is the process of using more than one method to collect data on the same phenomena. Three methods of collecting data were used for this project study. Member checking allowed the participants a chance to clarify or correct any statements I may have misconstrued. Member checking is an excellent strategy for ensuring credibility of a study (Merriam, 2009). In order to address accuracy of data the interviews were recorded and checked against the recording to make certain data were recorded accurately.

Conclusion

In conclusion, the results of this research answered the three research questions. The first research question asked how teachers handle bullying in their classrooms. The participants indicated they did not condone bullying and addressed it in some type of capacity. Whether they spoke with the bully about their behavior or referred them to a

counselor or administrator the teachers said if they saw bullying happening they addressed it. The second question examined if the responses to bullying differed among teachers who were bullied as children versus teachers who were not bullied as children. There was not a significant difference in the responses of the participants in reference to them being bullied as children. Although, two of the six participants interviewed were bullied as children, their responses to bullying behavior did not differ because of the bullying in their childhood. The final research question asked if the participants' personal experience with bullying impacted how they treated the bully and how they treated the victim. The results revealed whether the participants were bullied as children or not they all were very sympathetic towards victims and extremely angry towards students who bully. Whether or not the participants were bullied as children did not have an impact on the teachers' feelings, beliefs, or perceptions of bullying.

The data from the surveys, the participant interviews, and the archival data have provided sufficient evidence that teachers and staff need adequate training in order to address bullying consistently, effectively, and efficiently at this urban middle school. A professional development workshop may increase teacher knowledge of bullying behavior and equip them with strategies on how to intervene in a bullying situation. The goal of this project study was to address the needs identified by the research. This section provided an overview of the study's research design, data collection, data analysis, and research results. Section 3 will include an overview of the project and Section 4 will include a discussion of the findings and reflections.

Section 3: The Project

Introduction

The purpose of this project study was to explore the ways in which teachers who were bullied as children handled bullying situations in their classrooms as compared to those who were not bullied as children. The study was designed to answer the following research questions:

1. How do teachers handle bullying incidents in their classrooms?
2. How does the response to bullying differ among teachers who were bullied as children versus teachers who were not bullied as children?
3. How does a teacher's personal experience with bullying influence the teacher's responses to the bully and the victim in a bullying incident?

This section presents the project's goals and rationale, a literature review, project implementation, and implications for positive social change.

Findings from the study indicated that teachers needed adequate training on bullying regardless of whether they were bullied as children or not. Additionally, teachers disclosed feelings of uncertainty when dealing with bullying situations in the school building. A professional development workshop could ensure that all teachers receive the same training, creating a cohesive, streamlined approach to dealing with bullying throughout the building. Outlining the appropriate steps for teachers to follow in a bullying situation is significant in consistently addressing bullying in this middle school.

Description and Goals

The project that I developed from the results of this study is an antibullying professional development workshop for teachers. The workshop is designed to equip teachers with the necessary tools to address bullying in their school. Obtaining extensive knowledge about bullying is the first step in reducing it in the school environment (NEA, 2014). The workshop is divided into 3 full days of information, strategies, and activities.

The project was chosen as an antibullying professional development workshop for teachers based on the supporting data from the research study. Although one teacher expressed that she had received some training, the data show that all of the teachers interviewed felt the need for adequate training on bullying. After receiving proper training, teachers can confidently address bullying in their classrooms. Additionally, training can give teachers the knowledge, tools, and resources they need to reduce bullying.

The proposed project is a professional development workshop for teachers called Recognize, Respond, and Reduce (Appendix A). Within this workshop, the problem of bullying will be addressed over a 3-day period. The first day of training will involve the presentation of a working definition of bullying, the different types of bullying, and the major players in a bullying situation, as well as facts and myths about bullying. The expected outcome is an increase in awareness of the major components of bullying.

The second day of training will involve learning where the hot spots of bullying are, antibullying rules, and specific ways to handle bullying in the classroom. The

expected outcome of Day 2 will be for teachers to be more conscious of the different places that bullying occurs and to develop a plan to increase supervision in those areas.

In the final day of training, participants will gain more insight in regard to what a teacher should and should not say to victims, bullies, and their parents. Specific procedures and protocols for dealing with bullying in the school will be presented. At the end of the workshop, teachers should be able to recognize bullying, properly address the victim as well as the bully, and take appropriate steps to reduce bullying behavior. The goal of this professional development workshop will be to equip teachers with the necessary tools to recognize bullying, respond appropriately to bullying, and reduce bullying in their school.

Rationale

Professional development is the process of improving and increasing teacher effectiveness through training opportunities, classes, or workshops (Bayer, 2014; Zepeda, 2012). Learning goals and objectives are created based on an analysis of the school's data. When a school's data show that there is a deficiency in a specific area, then professional development is needed to improve that area (Bayer, 2014). A professional development workshop is conducted by a well-prepared expert in the area in which improvement is needed, such as a principal, a mentor, or a master teacher (Bayer, 2014; Zepeda, 2012). A professional development workshop was chosen for this project because bullying was identified as an area for improvement at this school. Furthermore, data analysis from Section 2 showed that teachers in this building need to be adequately trained first in order to reduce bullying in this school.

This project was chosen to equip teachers with the strategies needed to address bullying in the school environment. According to the research, most teachers felt it was right to say something to a bully, but they were not sure of the exact steps to take after that. This professional development workshop will give teachers step-by-step details on how to address all parties involved in a bullying situation. Additionally, it will outline specific directions on the procedures teachers should follow. The professional development workshop will also illustrate how accountability will be distributed throughout the building. This accountability piece will help educators ensure that they did their job effectively. Bullying can be reduced in schools if it is consistently addressed by all teachers in the same strategic process. Additionally, consequences must be given in the same strategic flow. When implemented effectively, this project could promote positive social change because teachers will have the guidance that is necessary to reduce bullying in their school.

Other outcomes of this professional development workshop will include a clear and concise definition of bullying for teachers. No longer will teachers have to use their own personal experience to guide them. Teachers will learn the specific actions to take when bullying occurs. They will not have to rely on what they think they should do. Teachers will have a detailed flow map of policies and procedures. Additionally, students will benefit from teachers using the strategies learned in the professional development workshop. Students will learn the rules and consequences for bullying and see the process followed through. Victims and bullies will get to see that bullying is not allowed at school. Finally, parents will be made aware of situations that happen at school. Parents

and staff will be able to form a partnership to reduce bullying in the school. All in all, teachers, students, and parents will reap the benefits of this professional development workshop, which will take the form of a safer learning environment.

Review of the Literature

Extensive research on various types of bullying exists in the literature. Despite the fact that an abundance of articles have been written on bullying, few articles have been written about teachers' experiences with bullying as children and how those experiences affect their procedures for managing bullying behavior in their classrooms (Bradshaw, Waasdorp, O' Brennan, & Gulemtova, 2013). Although experiences play an important role in how teachers address bullying behavior, in order to acquire a bully-free school, all administrators, teachers, and staff must be in accord (Raisor & Thompson, 2014). In many cases, school prevention efforts vary because perceptions and understanding of bullying vary (Bradshaw et al., 2013). Furthermore, there has to be a consistent definition of bullying in the school in order for prevention efforts to be successful (Vivolo, Holt, & Massetti, 2011).

In order for successful prevention efforts to occur, the staff has to be properly trained on school-wide expectations. The most effective way to train staff in a school is professional development. Professional development is the process of improving identified weaknesses within the school and increasing teacher effectiveness through training opportunities (Gulamhussein, 2013; Wei et al., 2010). Therefore, a professional development workshop was the best option for this project because bullying was identified as an area for improvement at this school.

To search for terms in peer-reviewed scholarly journals, the following databases were used: EBSCOhost services ERIC and Education Research Complete, Dissertations & Theses at Walden University, and Professional Journals. The search terms used to find articles on professional development were *professional development, professional development and teachers, teacher training, faculty development, teacher training and professional development, quality professional development, effective professional development, components of professional development, evaluating professional development,* and *staff development.*

According to the Institute for the Advancement of Research in Education (IARE) (2004), the 2001 No Child Left Behind (NCLB) legislation emphasized that "effective professional development should improve teachers' knowledge in their content area; be ongoing, hands on, and of high quality; and give teachers the knowledge and skills they need to improve their instructional practices such that student achievement is impacted" (p. iii). By the same token, recent studies highlight how important it is for teachers to collaborate as members of a professional learning community (Jacobson, 2010; Levine, 2010; Musanti & Pence, 2010; Skerrett, 2010). Additionally, effective professional development occurs in the company of colleagues who support, encourage, and learn in partnership (Guskey, 2014; Levine & Marcus, 2010; Tate, 2012; Zepeda, 2012). In general, research has indicated that student learning depends on teacher learning (Zepeda, 2012).

Teachers and students benefit when teachers participate in effective professional development (Zepeda, 2012). There are five conditions needed to support a culture that

embraces professional development:(a) success seams feasible on goals that are clearly defined; (b) the goals are important; (c) the experience is enjoyable; (d) supervisors are encouraging; and (e) colleagues are supportive (DeMonte, 2013; Ferguson, 2006). This review of the literature includes seven components of effective professional development: (a) addresses student needs, (b) incorporates hands-on learning, (c) is job embedded, (d) has application to specific subject matter, (e) occurs over time and provides follow up support to teachers, (g) occurs with colleagues, and (h) incorporates an evaluation process (IARE, 2004).

Effective Professional Development Addresses Student Needs

The ultimate objective of conducting professional development is to repair or enhance an identified area of concern; therefore, planning professional development begins with the area of concern that needs to be addressed (IARE, 2004). Guskey (2014) suggested always beginning professional development with the end goal in mind. In a learning environment, addressing student need and improving student achievement are the main goals. Furthermore, student needs are identified through collecting data and data-driven professional development targets specific learning outcomes (Gulamhussein, 2013; Wood, 2013). Therefore, effective professional development addresses student needs (Gulamhussein, 2013; Hunzicker, 2010).

Research shows that students who receive instruction from teachers who use strategies learned in professional trainings perform better than students whose teachers do not participate in professional trainings (Gulamhussein, 2013). Additionally, professional development focused on student need is effective because teachers find the needs of

students relevant to their job responsibilities (Hunzicker, 2010). The professional development series *Recognize, Respond, and Reduce* falls in line with this component of professional development because bullying behavior was identified at this middle school as an area that needed to be addressed. The main goal of the workshop is to reduce bullying behavior in this school.

Effective Professional Development Incorporates Hands-On Learning

There is an abundance of professional development workshops offered to teachers each year. Participation in professional development workshops is not the problem. The problem is that most professional development workshops have teachers sitting for hours listening to a lecture. The lecture-style workshop model has no impact on teacher practice and consequently no impact on student achievement (Gulamhussein, 2013). Ten percent of teachers reported leaving lecture-style trainings completely unchanged (Gulamhussein, 2013). Moreover, research shows that children and adults learn concepts better when they are actively engaged in the learning process (Hillman, 2011; Hung, 2013). Hands-on learning helps teachers learn and apply concepts, theories, and research-based strategies more easily (Gulamhussein, 2013; Hung, 2013). Hands-on learning activities can include role playing, open-ended discussion on the information being presented, live modeling, and reflection (Hillman, 2011; Hung, 2013).

Incorporating hands-on learning activities in the professional development process helps teachers to develop confidence in their skills and abilities (Gulamhussein, 2013; Hillman, 2011; IARE, 2004). Likewise, teachers improve their teaching practices when they are strong and confident in their ability to teach their students. Furthermore,

improved teaching practices can positively impact student achievement. By becoming actively engaged in the learning process, teachers are afforded the opportunity to delve more deeply into the topic of study (Hillman, 2011; Hung, 2013). *Recognize, Respond, and Reduce* will give teachers the opportunity to learn about bullying by participating in hands-on learning activities. The workshop calls for teachers to work in groups, watch videos, role play, create a commercial, and engage in many more fun activities.

Effective Professional Development Is Job-Embedded

In contrast to traditional professional development, job-embedded professional development is conducted among educators at the school level, where educators engage in continuous learning (Hoppey & Dana, 2012; IARE, 2004). A professional development team is responsible for boosting learning within the educators' daily activities (Hoppey & Dana, 2012). In order to facilitate an effective professional development workshop, the material should be embedded or ingrained into the heart of the job (Archibald et al., 2011; Croft et al., 2010). The "heart of the job," or the main objective of teaching, is to successfully facilitate the transfer of knowledge to students (Wiggins & McTighe, 2011). Hence, job-embedded professional development is focused on quality instruction and student achievement (Archibald et al., 2011; Croft et al., 2010; Hillman, 2011; Hoppey & Dana, 2012).

Job-embedded professional development should take place in the work setting and be connected to what teachers are required to do on a daily basis (Archibald et al., 2011; DeMonte, 2013; Hunzicker, 2010). When teachers see this connection, they can understand the value and importance of the professional development. Additionally, job-

embedded professional development should be designed to improve teachers' instruction and student learning. There should be a direct link between the professional development material and the needs of the school (Archibald et al., 2011; Croft et al., 2010). Ultimately, effective professional development is job-embedded, which makes it practical, meaningful, and relevant (Archibald et al., 2011; Guskey &Yoon, 2009; Hunzicker, 2010; IARE, 2004). *Recognize, Respond, and Reduce* is relevant because there is a direct link between the material that is presented in the workshop and the needs of this middle school. Plus, *Recognize, Respond, and Reduce* will be delivered in the school setting and will be connected with what teachers do on a daily basis.

Effective Professional Development Has Application to Specific Subject Matter, Knowledge, and Skills

Research has shown that professional development that is grounded in specific content helps teachers become more knowledgeable in the subject matter (Benedict et al., 2014; Garet et al., 2008; Hunzicker, 2010; IARE, 2004). Rozenszajn and Yarden (2014) suggested that professional development programs that address teachers' pedagogical content knowledge may further improve this knowledge. Professional development should not be designed as a generic, cookie-cutter lesson plan; instead, professional development should focus on the exact concepts that teachers need to address student learning (Benedict et al., 2014; Gulamhussein, 2013). This is why data are so valuable. Leaders collect data to make wise instructional decisions regarding their students (Benedict et al., 2014; Gulamhussein, 2013; Wood, 2013). Effective school leaders assess the strengths and weaknesses of the students in order to know what area to target.

Therefore, effective professional development provides teachers with extensive and comprehensive knowledge on specific areas that need to be addressed (Benedict et al., 2014).

Studies have indicated that teacher perceptions about their classroom atmosphere are influenced by teacher knowledge and beliefs (Linder, Post & Calabrese, 2012). For this reason it is important that professional development workshops be designed with the intent to expand teachers' professional knowledge base. It is important for teachers to understand and learn the theoretical foundations of knowledge as well as the skills needed to cultivate the knowledge in their students (Davis, 2013). For adults, knowing the why or the relevancy of the material is just as important as knowing the material (Davis, 2013). Studies show improving teachers' professional knowledge and skills is directly related to student performance (Benedict et al., 2014; Rozenszajn & Yarden, 2014).

Effective Professional Development Occurs Over Time and Provides Follow up Support for Teachers

Effective professional development occurs over time and is an ongoing process (DeMonte, 2013; Gulamhussein, 2013; Hunzicker, 2010; IARE, 2004; Lutrick & Szabo, 2012). One comprehensive study analyzed 1300 studies on professional development and found professional development programs that lasted less than 14 hours had no effect on teaching practices or student achievement (DeMonte, 2013; Gulamhussein, 2013). Additionally, by participating in ongoing professional development teachers are kept abreast of evolving teaching practices, strategies, and methods (Lutrick & Szabo, 2012).

Effective professional development requires a significant amount of time and follow up activities (DeMonte, 2013; Guskey & Yoon, 2009). Lutrick and Szabo (2012) suggested that ongoing professional development "helps teachers to mesh new knowledge with previous knowledge in order to promote positive change in their teaching practices" (p. 8). For years professional development experts have stressed that follow up activities are just as important as the initial training. Research finds that teachers' greatest challenge with participating in professional development workshops is implementing freshly learned methods in their classroom (Gulamhussein, 2013). This challenge is known as the implementation dip (Gulamhussein, 2013). The implementation dip is the dip in performance or achievement when a new strategy or concept is introduced. Without follow up activities, teachers can get frustrated by the implementation dip and give up attempting to implement anything at all. Therefore, teachers are more successful in implementing new strategies or concepts when they receive ongoing support and follow up activities after professional development. Professional development follow up activities include mini refresher courses, modeling, coaching, observing, and meeting with colleagues in professional learning communities. Although, *Recognize, Respond, and Reduce* is designed to be delivered in a three day workshop; it does incorporate follow up activities that include meeting with colleagues in professional learning communities to discuss strengths and weaknesses of implementation.

Effective Professional Development Occurs With Colleagues

The most effective professional development workshops are those that give teachers an opportunity to collaborate with one another to discuss and share their

experience (DeMonte, 2013; Darling-Hammond, 2013; IARE, 2004; Lutrick & Szabo, 2012). Palmer (1998) stated, "The growth of any craft depends on shared practice and honest dialogue among the people who do it." Collaboration allows teachers to share ideas and learn from one another in a non-threatening environment (Collay, 2013; Lutrick & Szabo, 2012). Collaboration, also known as networking, gives teachers an opportunity to share best practices with their colleagues as well as analyze what strategies may be ineffective. Additionally, collaboration reduces feelings of isolation when learning new concepts. Furthermore, teachers who have experience with innovative practices provide a great peer to peer support system for other teachers (Collay, 2013; Darling-Hammond, 2013). All in all, collaboration allows teachers to come up with creative workable solutions together to address what is in the best interest of their students (Collay, 2013). *Recognize, Respond, and Reduce* encourages collaboration among the participants. There are several opportunities for participants to work in groups and learn from one another.

Effective Professional Development Incorporates an Evaluation

Professional development provided to teachers should be effective and produce positive results (Guskey, 2014). The initial professional development workshop as well as the results of the skills and strategies learned during the training is evaluated (Guskey, 2014; IARE, 2004; Killion, 2008). If the initial training is not of high quality or did not meet the needs of the school it is wasted time, money, and energy. During the training the goals of the professional development are clearly defined. Clearly defined goals allow participants an opportunity to understand why they are there and to know the end result they are working towards. Additionally, the professional development experience is

enjoyable. Adults learn better when they are having fun (Hillman, 2011; Hung, 2013). Next, supervisors and colleagues are encouraging and supportive. If the principal does not see the benefit of the professional development training this mindset can carry over to the staff and implementation of the strategies is not a priority, therefore making the training useless. Last but not least, the trainer is an expert on the material being presented (Johnson & Kardos, 2002; Killion, 2008; MacGlaughlin & Mertens, 2014). The initial training should incorporate all of the aforementioned components.

In regards to implementation of the strategies learned during the training, there are some essential questions that each leader should ask. Did student achievement increase as a result of the professional development and is there evidence to prove there was an increase in student achievement? Professional development is evaluated based on how it impacted student achievement (Benedict et al., 2014; Gulamhussein, 2013). The evaluation process opens up discussion on if the weaknesses identified before the professional development training were addressed. This process can take place through summative evaluations. A summative evaluation is a method or tactic of judging the effectiveness of a program at the end of the program. The focus is on the outcome (Performance, Learning, Leadership, & Knowledge, n.d). Summative evaluations give teachers and staff the opportunity to express any questions, comments or concerns about the strategies and concepts that were implemented. Additionally, the data is also reviewed again to see if there was an impact on student achievement after implementation (DeMonte, 2013). Finally, each school has a professional development committee and this committee should review the evaluations and make changes as needed.

The professional development workshop *Recognize, Respond, and Reduce* was the best option for this project study because bullying was identified as an area of weakness for this particular school. Additionally, *Recognize, Respond, and Reduce* incorporate the seven components of effective professional development that are all included in this literature review. In conclusion, effective professional development addresses student needs and student needs are identified through data. Research shows professional development is strongest when it is delivered in the hands on approach versus the lecture model. Also, professional development should be job embedded, practical, meaningful, and relevant to teachers' pedagogical content knowledge. Next, effective professional development should occur in a professional learning community with colleagues. Finally, effective professional development is ongoing with follow up activities and has an evaluation process to prove its effectiveness.

Implementation

Potential Resources and Existing Supports

To implement my project, I will need the support of the middle school principal, the staff and the professional development department of the county. Because my project is a professional development workshop that will be conducted for three days prior to the start of the teachers' contract, I need the principal to offer a small stipend or incentive to the staff for attending. I will need the buy in of the staff for the training to be successful. Finally, I would need the support of the office of professional development for the school system. Although, teachers need this training, the school system has the ability to grant professional learning units for teachers who participate for the full three days.

Potential Barriers

One potential barrier to my project could be teacher resistance. Some teachers feel like there is always something new coming down the pipeline so they shut down once they see something new without giving it a chance. Another barrier could be the administrators and staff not following through consistently until the end of the year. Policies and procedures have to remain consistent throughout the school year or it will model to the students that bullying is not a serious issue and bullying behavior will continue.

Proposal for Implementation and Timetable

First, I would share the study's findings with central office staff that is responsible for professional development and the middle school's administrative team. I need their support to implement the project effectively. The implementation of my project would occur three days prior to pre planning of the 2015-2016 school year and during monthly checkups throughout the school year. The project is designed to be delivered during a three day workshop from 9:00-3:30. The schedule allows for two 15-minute breaks and a one hour lunch break.

The first day of the workshop is designed to increase teacher awareness of the major components of bullying. Initially, the teachers will be given a pretest to assess their knowledge about bullying. The second day of the workshop will involve developing a plan to increase supervision in areas where bullying behavior takes place the most. The third and final day of the workshop will break down specific procedures and protocols for dealing with bullying in school environment. The teachers will be given a posttest at the

end of the workshop to evaluate their mastery of the professional development. Finally, the teachers will complete an evaluation on the material presented and the trainer. Monthly checkups will be conducted with each grade level to address any concerns and to make certain teachers are implementing policies and procedures with fidelity.

Project Evaluation

The evaluation of this project will be take place in a formative and summative manner. A formative evaluation is a method of evaluating a program while the program is ongoing (Performance, Learning, Leadership, & Knowledge, n.d.). It allows for the opportunity to make necessary changes as needed. Each grade level team has a representative on the Positive Behavior Intervention Support Team (PBIS). That PBIS team member will check in monthly with their respective grade level teams to review any issues or concerns as it relates to the staff's confidence in recognizing and responding to the different types of bullying behavior in their classroom. Teachers will be asked to share how many discipline referrals or counseling referrals they wrote for bullying behavior for the previous month. They will be asked to share which type of bullying was involved as well.

In the first two months of implementation, referrals should be high. The reason for this is teachers and students are becoming more knowledgeable about bullying. Therefore, as more students report and teachers are able to adequately identify bullying behavior, the referrals will be higher. As time goes on and procedures are implemented consistently, the number of referrals should drop. Finally, students will be randomly selected monthly and asked what they see as it relates to bullying behavior being

addressed by their teachers in their classroom. Administrators and counselors will have to meet with each grade level team monthly to assess if the teachers are following through with the procedures that were put in place. If there are any concerns or issues they can be corrected along the way.

The summative evaluation will take place at the end of the school year. A summative evaluation is a method or tactic of appraising the quality of a program at the end of the program. The focus is on the outcome (Performance, Learning, Leadership, & Knowledge, n.d). Teachers and staff will be given a survey to express their concerns about the program. The end of year survey is designed to see if the training and monthly checkups made teachers more aware of bullying and feel more confident in addressing bullying incidents. Discipline referrals for bullying behavior will also be reviewed to see if there was a decline in bullying behavior after the implementation of the project. The PBIS team will review the evaluations and make changes as needed for the 2016-2017 school year.

Implications Including Social Change

Local Community

The results of this study could have significant implications for social change. After going through this training, the administrators, teachers, and staff will be able to adequately identify all types bullying behavior and be more confident in handling a bullying situation. Teachers will be able to recognize bullying where they may not have been able to recognize it before. They will be able to create a classroom of trust, respect, and responsibility. Additionally, they will learn the role that they play in reducing

bullying in the school. If the teachers apply and model the information they learn in the training it will transfer over to the students. Eventually, the students will notice the shift in the atmosphere in regards to bullying. Students who are targets may feel more comfortable going to their teacher for support. It is a domino effect that starts from the head down. It is likely to beget positive student behavior. Research shows better student behavior equals more learning and better test scores (Espelage, 2012).

Far-Reaching

The results of this project study could have long term positive ramifications. This study may serve as a model in the community for other middle schools to follow. The PBIS team may be able to go and network with other schools and other school systems and share best practices. Additionally, this project may give all stakeholders the assurance that bullying behavior is an issue that is addressed effectively in this school.

This project may have a positive social impact on society as well. Students who would have otherwise been the target of bullying behavior will not experience the negative side effects associated with bullying. Likewise, for the students who bully others. If the bullying behavior is stopped before it is too late the student who bullies will also have the opportunity to grow up and become a productive member of society.

Conclusion

This project details an anti-bullying professional development workshop for teachers called *Recognize, Respond, and Reduce*. The workshop is intended to be conducted over a three day period prior to teachers returning to school for the new school year. Teachers will learn strategies and tools to recognize all types of bullying behavior

and respond to it appropriately. Teachers will have a monthly opportunity to share their thoughts and concerns about the progress with a PBIS member, counselor, and administrator. A summative evaluation of the program will take place at the end of the school year to determine the project's effectiveness.

Section 4: Reflections and Conclusions

Introduction

The purpose of this study was to investigate whether teachers who were bullied as children addressed bullying incidents in their classrooms differently from teachers who were not bullied as children. Findings from the study suggested that all teachers and staff, regardless of whether they were bullied as children, needed adequate training to address bullying effectively in their school today. A professional development workshop was created because of these findings. In Section 4, I provide my personal reflections on this project study, as well as a summary of the project's strengths, the project's limitations, and project development and evaluation. Finally, I discuss my role as a scholar, practitioner, and developer.

Project Strengths

This project had a host of strengths. To start with, training teachers to effectively handle bullying is a major strength for a school, and staff indicated that this is an area of concern. Because this project was data driven, it was created specifically to address the needs at this school. Another major strength of this project is that teachers will have full assurance that they have been given clear guidelines, clear expectations, and specific responsibilities to reduce bullying in their school. Additionally, this project could propel this school to be a model for other schools locally as well as statewide. Furthermore, this project could prove beneficial for students who bully as well as victims. If the behavior of a student who bullies is addressed before it is too late, this student is less likely to experience the negative ramifications that are associated with bullying behavior.

Likewise, if bullying is addressed and stopped early, the victim is less likely to experience the negative psychological effects associated with being a bullied victim. Additionally, this project could create a positive social climate at this school. Finally, this project contains a plan for a formative and summative evaluation process. Formative evaluation will allow for improvements to be made during the implementation period instead of waiting until the end of the year.

Recommendations for Remediation of Limitations

Although this project was data driven, it had some limitations. Currently, I am serving in my 12th year as a middle school counselor, with the last 7 years being at the school where my study took place. I have witnessed bullying from all perspectives, and I am often the first person teachers seek when there is a bullying incident. Teachers in my building tend to think bullying is my responsibility, rather than our responsibility. I feel that my role as the school counselor aided me in gathering thick, rich data because the teachers trust me. Additionally, the teachers in my building tend to do what they can to assist me in the area of bullying if they believe it will reduce what they are obligated to do. I have spoken with teachers about bullying incidents often, and many of them are open to a working solution.

On the contrary, I can see where my role as the school counselor could have been a hindrance to this study. I am the school counselor, which means I am a member of the leadership team. As a member of the leadership team, I work in close proximity with the principal and assistant principal. Some teachers could have felt as though the information they disclosed was going to get back to the principal and assistant principal and have

adverse consequences for them. Some participants may have felt that they had to give me the "politically correct" answers or tell me what they think I wanted to hear. In the faculty meeting that I had with all the teachers, I made it clear that all information gathered was solely for the purpose of research. No one would receive any retribution for honestly participating in this study. I reiterated this on the informed consent form that the participants signed before the study began.

A serious problem that can threaten the quality of data comes from a researcher imposing his or her views on the participants. It was extremely important for me to be aware of any differences of opinions and make every effort not to impose my views on the participants. Although I tend to side with the victims, I do not feel that my biases swayed the research study one way or the other. The teachers determined whether they wanted to participate in the face-to-face interviews instead of me choosing them; I hope that this aided in validating the study.

Another limitation was that out of 22 invited participants, only 12 completed the survey, and from those 12, only six agreed to be interviewed. The small number of participants reduces the ability to make generalizations about any other middle school in North Georgia. The results are specific to this school. I believe a replication of this study with all the middle schools in this district would yield better results in reference to whether there is a difference between teachers who were bullied as children and those who were not and how they handle bullying in their classrooms. Another limitation of this project study could be teacher buy in. If teachers do not follow the guidelines with fidelity, then the project will be unsuccessful. Administrators and counselors have to

follow through in meeting with teachers on a monthly basis. This creates a check and balances system. Administrators will be able to evaluate who is following through and who may need additional support.

One way to address bullying from the teacher's perspective differently would have been to have the students in the school participate in the study as well. Not only would I have teacher perception data, but I would have the students' perceptions to compare and contrast with teacher data. Another recommendation would be for the survey to have a physical bullying scenario in addition to the nonphysical bullying scenario. This would provide a more in-depth understanding as to what the teachers actually consider bullying. It would also show the difference in how the teachers would handle the two scenarios.

Scholarship

Webster defines *scholarship* as a serious formal study or research on a subject ("Scholarship," 2014). As a professional school counselor, I thought I knew what there was to know about bullying. After all, I had worked with bullied students for 12 years. Boy, was I wrong. The previous knowledge I had about bullying did not even scratch the surface. I gained an extensive amount of knowledge on bullying. Initially, I learned about all the different types of bullying. I learned about the various roles that bullies as well as victims play. I discovered reasons why children bully. Next, I uncovered long-term and short-term psychological effects of bullying. I was introduced to several bullying programs, methods, and techniques, whereas before, I was only familiar with the Olweus bullying program. I found out about all sorts of bullying surveys and questionnaires to get

pertinent information on bullying in a school. Furthermore, I gained knowledge of other scholars such as Rigby, Swearer, Espelage, and Mishna who have invested years of research on bullying. Before this endeavor, I had no knowledge of them whatsoever. Ultimately, I learned how to review literature.

Additionally, I found out that there is limited research in the area of teacher perceptions of bullying and that my study contributes to filling a gap in literature. I conducted research and created a professional development curriculum that can actually be implemented. Unbeknownst to me, I entered this process as a bullying novice. I emerge as a bullying expert. Through tears and much prayer, this experience has pushed me further than I thought I was capable of going. I have indeed done a serious formal study on bullying.

Project Development and Evaluation

I learned that a great deal goes into a project study. At first, I thought the project was conducting the research. I did not realize that the research guided the creation of the project. I selected professional development in order to address the needs of the staff at the school. Data from teacher surveys and interviews, discipline referrals, and counseling referrals indicated a need for clear guidelines and teacher expectations. Developing the project was invigorating for me. As I was writing the curriculum, I could envision the day-to-day process of the workshop. The goal of the project was for teachers to learn the material and follow through with what they learned. My objective was to make sure the workshop was not only informative, but also engaging. I wanted the project to have measurable goals, and I wanted the information to come across as simply as possible. As

the project developer, I am responsible for making sure I give the teachers everything they need to be successful. Upon completion of the training, teachers will evaluate the project. Teachers will share how satisfied they were with each component of the training. The evaluation will involve determining participants' knowledge about bullying before the training and after the training. Additionally, it will determine what they liked the most and what changes they feel could improve the training.

Leadership and Change

I learned that data drive change and that therefore change is attainable. When I stood back and observed this middle school, it was clear that there were some discrepancies in how teachers were addressing bullying. Change was needed. This project study gave me the opportunity to provide a data-influenced solution to correct this issue. This process developed leadership skills I did not realize I possessed. A leader is a person who leads others to reach a common goal. I lead the teachers in this middle school on a journey to enact positive change. I learned that being an effective leader is not only about leading people to a common goal, but also about being considerate of the feelings and beliefs of those I am leading. Finally, I learned that change will not take place simply because a new program is introduced. The program has to be monitored for use and effectiveness, and it has to serve the purpose that it was created for.

Analysis of Self as Scholar

I have definitely grown as a scholar. I now have extensive knowledge of bullying that I am yearning to share. I am more confident in my ability to research a topic and derive necessary information about it. I am no longer intimidated by the length of

research articles. I can read an article and make an educated decision on whether I agree or disagree with it. I can compare and contrast it to my research and my viewpoint. The creation of this project increased my leadership skills, my listening skills, my research skills, and my problem-solving skills. When I think about an expert or a scholar, I think about someone who has been immersed for years in a particular phenomenon and has research to prove it. Then I thought about myself. I, too, have been immersed in bullying for years and have contributable research to prove it. I am a bullying expert, and I am extremely proud of myself.

Analysis of Self as Practitioner

As a practitioner, I was able to apply what I have learned as a scholar and put it into practice. I also learned that research is constantly evolving. In order to stay knowledgeable, I have to stay informed on current research. I am also aware that I did not learn everything I learned just for a doctoral study. It is my responsibility as an educator and as a practitioner to put this information in action to effect change.

Analysis of Self as Project Developer

Developing the project was invigorating for me. I learned that project development is a strength of mine, and I need to use it more. As I was writing the curriculum and the various activities, I could envision the day-to-day process of the workshop. I could see it playing out in my head. As I was writing, I developed a newfound respect for people who create lessons and curricula. I had to be mindful of everyone who may be involved in the training. Therefore, I wanted to make sure all activities and all written materials were simple and easily understood. I like to have fun

when I am learning, so it was important for me to incorporate some fun, lighthearted activities. Basically, I tried to create a workshop I would personally enjoy.

The Project's Potential Impact on Social Change

The project outcomes could have a direct impact on social change at the school-wide level as well as the local and even a far-reaching level. At the school-wide level, equipping teachers to handle bullying in their classroom effectively has positive outcomes for students, teachers, and the school as a whole. It helps to create a positive school climate. This may influence how students interact with each other. Research suggests that students who possess positive social skills become productive citizens of society. At the local and far-reaching levels, this school may serve as a model for other schools to influence positive social change throughout the community. All in all, the creation of this project shows that positive social change can be created by addressing the specific needs of a group of people.

Implications, Applications, and Directions for Future Research

The work in this research study is important. It is important to the participants; it is important to me; and it should be important to every adult who comes into contact with children. Bullying is a serious issue that is sweeping through schools and communities. Although there is a myriad of research on bullying, there is limited research focusing on teachers' experiences with bullying and how these experiences shape their perceptions as well as how they deal with bullying in their classrooms. This project study was created at one middle school in North Georgia. Initially, I will implement the project at this school. This project provides a direct solution for the educators in this building who may be

apprehensive about addressing bullying in their classrooms. Next, there are 23 schools in this district. If this study were conducted with all schools in this district, it would provide thick, rich data allowing for comparisons between teachers of different grade levels and genders. The initial project could be implemented at the other schools, or the project could be modified to meet the needs of the other teachers in their own settings.

To ensure future application of this research, it has to be shared. The first step is getting my study published. This will add to the effort to fill the gap in research. After my study is published, I plan to implement my project. I already have approval from my principal and the appropriate people in the district. Then I want to share it at the other schools in the district. I believe that the more I share this professional development workshop, the more opportunities to share will arise. Eventually, I plan to write books on bullying and get them published as well. Before I started this process, I had no idea of the growth I would experience. Sharing this project will force me to stay current on bullying research and to continue to grow as a practitioner, leader, and scholar.

Conclusion

This project study was created to examine how teachers' bullying experiences affected the way in which they handle bullying in their classrooms. The study found that teachers needed adequate training whether they were bullied as children or not. A professional development workshop entitled *Recognize, Respond, and Reduce* was developed to establish a consistent definition of bullying and clear and concise guidelines as to what steps teachers are to take in addressing bullying issues. The project's strengths included training teachers to effectively handle bullying, using data-driven results, and

giving teachers clear guidelines, clear expectations, and specific responsibilities to reduce bullying in their school. Additionally, this project could be a model for other schools locally and statewide, and this project could create a positive social climate at this school. The project's limitations included a small population and the possibility that teachers would not buy into a new program. In addition, this project showed me how I have learned and grown as a practitioner, a leader, a scholar, and a project developer. Finally, this project is important because bullying is a social problem. Sharing this project ensures application for future research and may create positive social change by addressing, deterring, and reducing bullying behavior.

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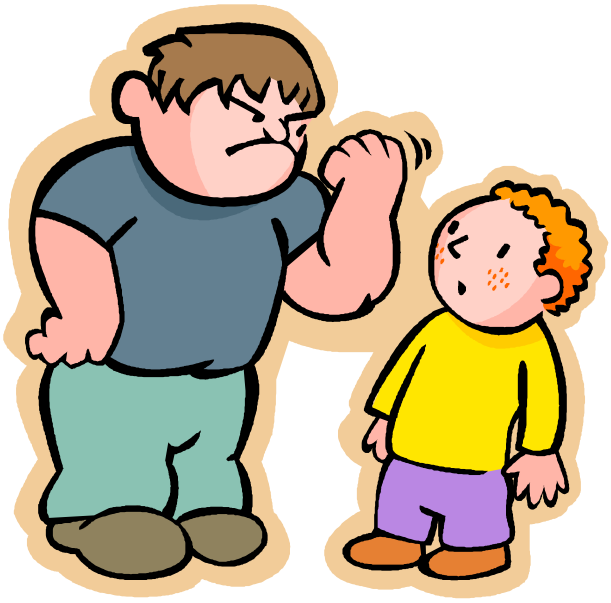
Appendix A: The Project

Recognize, Respond, and Reduce: An anti-bullying professional development series



Recognize, Respond, and Reduce

Power Point Notes-Day 1

- I will discuss the reason why they are here; the purpose, the goals and the learning objectives of the workshop.
- Next, I will administer a pre workshop test to see what they already know about bullying.
- View and discuss the Mad World YouTube video
    - What did you see
    - How did this clip make you feel
- Discuss the RIP definition of bullying
    - Repeated
    - Intentional
    - Imbalance or Power
    - RIP is a quick easy way to remember the definition of bullying. It is also a way to identify if the situation in question is indeed bullying.
- Different types of bullying
    - Direct Bullying-an open attack, physical
    - Indirect Bullying-concealed and subtle
- Discuss the 9ways children bully, There are nine ways that children are typically bullied
- Read directions for Direct/Indirect Activity, Divide participants into groups
- Once the groups finish we will discuss the similarities and or differences that the groups chose
- After group activity we will discuss the categories that the nine ways children are bullied fall in to-Emotional, Verbal, Cyber, Physical
    - Emotional, lies, rumors, exclusion
    - Verbal, cursing, yelling, threatening
    - Cyber, using computers, phones, any technology to bully
    - Physical, hitting, kicking, spitting, stealing
- BREAK, please be back in 15 minutes
- Any questions over what we discussed before the break?
- When participants come back give 5 people a card labeled (Victim, Bully, Follower, Defender, Bystander)
- Major Players of bullying, Victim, Bully, Follower, Defender, Bystander
- Have 5 participants come up front as we discuss each player
    - Characteristics of a Victim
    - Characteristics of a Bully
    - Characteristics of Followers
    - Characteristics of Defenders
    - Characteristics of Bystanders
- LUNCH, please be back in an hour

- Once participants come back from lunch they will get back into their groups
- Read directions Major Players Activity
- Let each group present
- Reasons children bully, power, home life, attention
- Discuss Facts and Myths
- BREAK, please be back in 15 minutes
- Any questions over what we discussed today?
- If there are questions answer them, if not pass out quiz.
- QUIZ
- Ticket out the door-Write down three things you learned today that you did NOT already know about bullying.

Power Point Notes-Day 2

- Good morning. Who can tell me what we discussed yesterday?
- View and discuss Bullying Elementary School You Tube video
- Introduce Hot Spots common places that bullying occurs
    - Classrooms, locker rooms, playgrounds, lunchroom, bus
- Read Directions for Hot Spot Activity
- Participants will divide up into groups and they cannot choose the same group they were with on yesterday.
  The groups will generate 3-5 ways to reduce bullying in the HOT SPOTS.
- Choose a rep from each group to share what they came up with.
- Begin to discuss characteristics of an anti-bullying classroom, rules, against the law posters
- BREAK, please be back in 15 minutes
- Any questions over what we discussed before the break?
- Continue antibullying classroom
- Go over Anti Bullying Rules Activity, Get with your group and create what your anti-bullying classroom looks like.
    - You will need four anti-bullying rules for your classroom,
    - A plan for weekly discussions.
    - Groups will create a commercial of their anti-bullying rules and present it to the whole group
- LUNCH, please be back in an hour
- Any questions over what we discussed before lunch?
- Let's talk about your weekly bullying discussion, definitions, rules, bully box
- Introduce Characteristics of Teachers that bully
    - You humiliate kids in front of others
    - You respond to questions with sarcasm
    - You make an example out of students
    - You compare students to other students
    - You yell at a particular student often

- BREAK, please return in 15 minutes
- Gender Differences, let's talk about how girls bully vs boys
- View Are girls meaner than boys You Tube Video
- Are girls meaner than boys? Sometime it is difficult to spot a female bully.
- Any questions over what we discussed before the quiz?
- QUIZ
- Ticket Out the Door, Write down three things you want to know more about that we have not discussed in these two days.

Power Point Notes-Day 3

- Who would like to share something we learned yesterday?

- Now that you can recognize bullying and what type of bullying behavior it is what should you say to the bully and victim? What about their parents?
- Open the floor for discussion on what participants think they should say.
- Things you should and should not say to
    - Victim
    - Bully
- BREAK
- Any questions over what we discussed before the break?
- Things you should and should not say to
    - Victim's Parents
    - Bully's Parents
- Role Play Activity, pick a partner, use the scripts to call a victim's parents, and a bully's parents
- LUNCH
- Bullying protocols and procedures
    - What are teachers responsible for? **Teachers have to call home and have to send the name to the counselor.**
        - Teacher sees bullying or child reports bullying.
        - Teacher privately meets with victim.
        - Teacher privately addresses bully.
        - Teacher calls victim's parents.
        - Teacher calls bully's parents.
        - Teacher sends bully's name to counselor.
    - What are counselors responsible for?
        - Counselor gets bully's name from teacher.
        - Counselor puts bully's name in Bully Database.
        - Counselor is responsible for meeting with bully after bully's name shows up twice.
        - Counselor is responsible for informing administrator of the amount of times bully's name has shown up in the bully database.
- BREAK
- Walk through bully flow chart
    - 1)Student bullies someone
    - Teacher calls home, sends name to counselor
    - 2) Student bullies someone
    - Teacher calls home, sends name to counselor
    - Counselor sees this is this student's second time.
    - Counselor intervenes. Meets with student.
    - 3) Student bullies someone.
    - Teacher calls home, sends name to counselor.
    - Counselor notices third time for this student. Counselor meets with student again and a referral is sent to administrator.
    - Student gets 3-5 days of ISS.
    - 4) Student bullies someone.

    - Teacher calls home, sends name to counselor.
    - Counselor notices fourth time for this student.
    - Meets with student, Referral is sent to administrator
    - Student gets 5 days of OSS.
    - 5) Student bullies someone.
    - Teacher calls home, sends name to counselor.
    - Counselor notices this is fifth time.
    - Referral is sent to administrator
    - Student gets 10 days of OSS pending tribunal hearing.
- It does not have to be the same teacher that reports and the student does not have to be bullying the same child.
- Watch and discuss worst case scenarios, pics of students who have committed suicide
- Post Workshop Assessment “What do you know now”
- Evaluation of Training
- Trainer Contact Information should you have any questions later on.

Recognize, Respond, and Reduce: An anti-bullying professional development series

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WHY?

Purpose-The purpose of this professional development workshop is to train educators to recognize bullying, respond effectively to bullying, and to reduce bullying in their school.

Goal- One goal of this professional development workshop is to increase the participants' familiarity and knowledge base about bullying. Additionally, participants will be able to recognize bullying immediately and they will gain the necessary tools and confidence to effectively deal with bullying in their school.

Learning Outcomes-Educators will learn appropriate strategies to reduce bullying in their school.

Target Audience-Middle school educators

Day One

- Pre-workshop assessment "What do you know" 9:00
- View "Mad World"9:10
- Discuss "Mad World"9:15
- Definition of bullying (RIP) 9:25
- Become familiarized with different types of bullying 9:35
  - Direct/Indirect Bullying
- Discuss 9 ways children bully, 4 categories 9:45
- Direct/Indirect Activity 10:15
- Discuss similarities and differences of groups 10:20
- Break 10:30

Day One

- Discuss major players in bullying scenario 10:45
- Characteristics/Signs of a Victim 11:10
- Characteristics of a Bully 11:30
- Lunch 12:00
- Major Players Activity 1:15
- Why children bully 2:15
- Break 2:30
- Facts and Myths Worksheet 2:45
- Quiz 3:00
- Ticket Out the Door 3:15

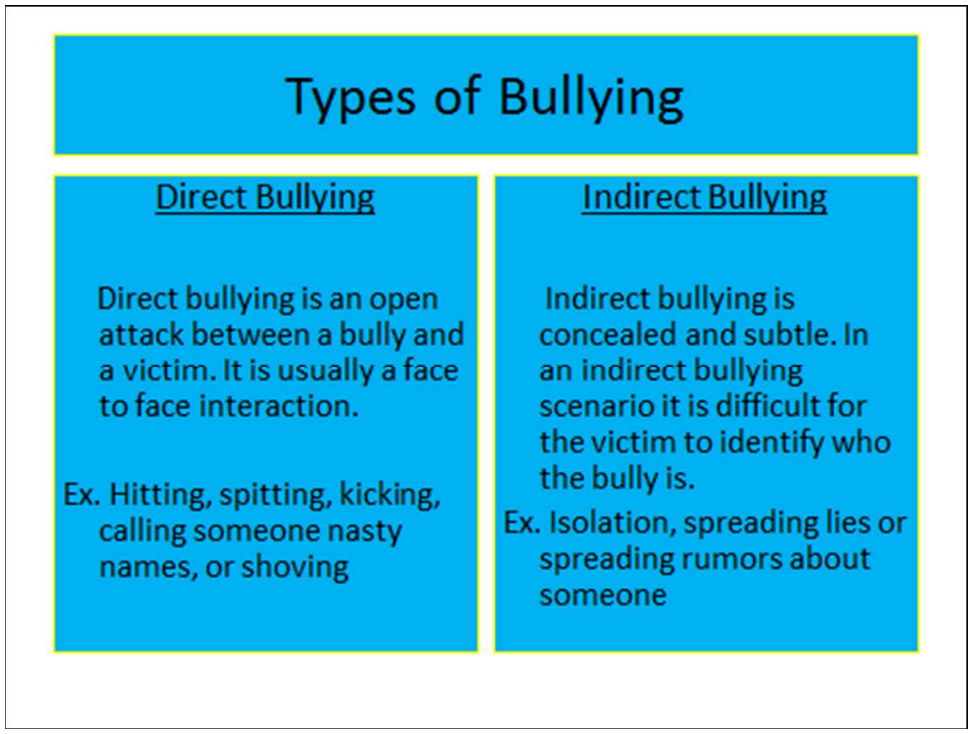
It's a Mad World

- http://www.youtube.com/watch?v=NeJsbybOrCw

Bullying (RIP)

The definition of bullying is negative repeated intentional actions on the part of one or more students against another student where an imbalance of power exists between the victim and the bully.

- **R**-repeated
- **I**-intentional
- **P**-power (imbalance of power)


Types of Bullying
Direct Bullying
Direct bullying is an open attack between a bully and a victim. It is usually a face to face interaction.
Ex. Hitting, spitting, kicking, calling someone nasty names, or shoving
Indirect Bullying
Indirect bullying is concealed and subtle. In an indirect bullying scenario it is difficult for the victim to identify who the bully is.
Ex. Isolation, spreading lies or spreading rumors about someone

NINE Ways to Bully

- Yelling or cursing
- Lies and rumors
- Money or things taken or damaged
- Sexual conversation or touching
- Social exclusion or isolation
- Hitting, spitting, kicking
- Threatening
- Inappropriate racial comments
- Sending inappropriate pictures or messages

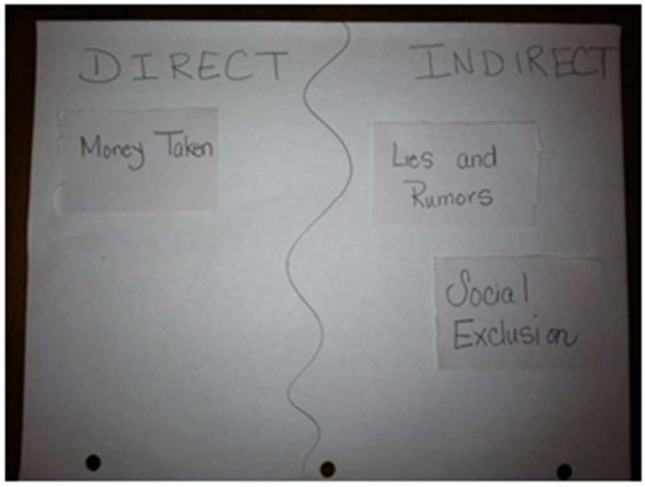
Direct/Indirect Activity

Participants: Attendees

<u>Materials Needed</u>
Butcher Paper
Index Cards
Tape
Marker

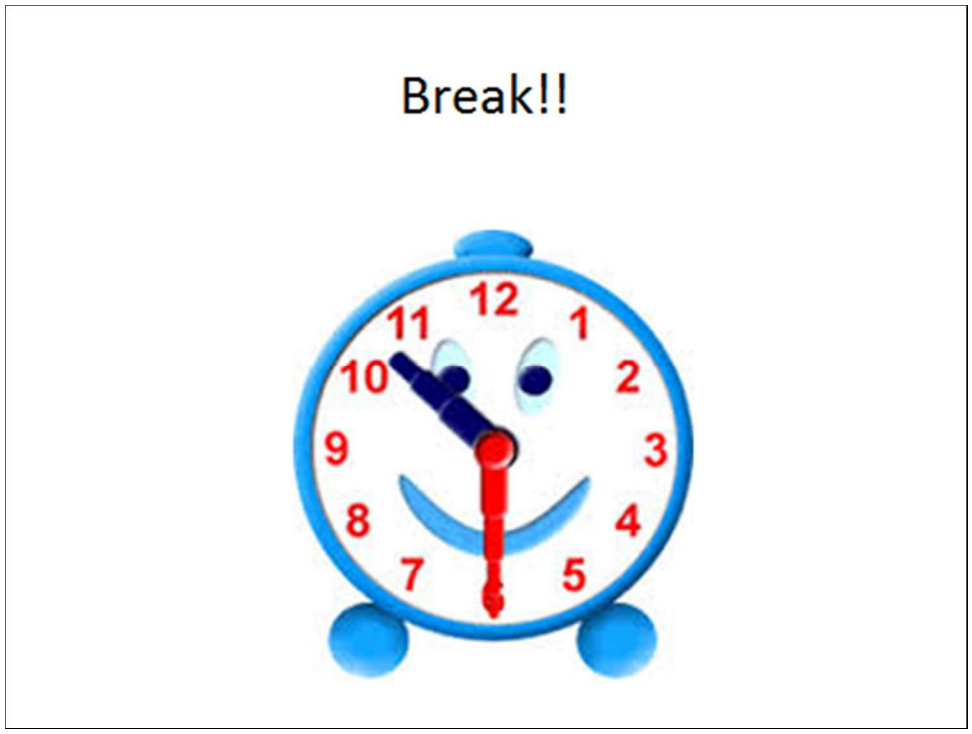
Divide participants into 4 groups. They will identify the nine ways that children are typically bullied. The group will write the nine ways on an index card. They will use one card per way. Therefore, each group should end up with nine index cards. On their butcher paper the group will write Direct on one side and Indirect on the other side. The group will work together to match the bullying type to the appropriate category, direct or indirect. They will tape the index card in the appropriate column.

Direct/Indirect Activity ex.



9 Ways fall into 4 Types of Bullying

- Emotional Bullying
- Verbal Bullying
- Cyber Bullying
- Physical Bullying


Break!!
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Major Players

- Victims
- Bullies
- Followers
- Defenders
- Bystanders

Victims

Two types of victims

- Submissive Victims- are victims that are bullied but do not bully others. They are victims only.

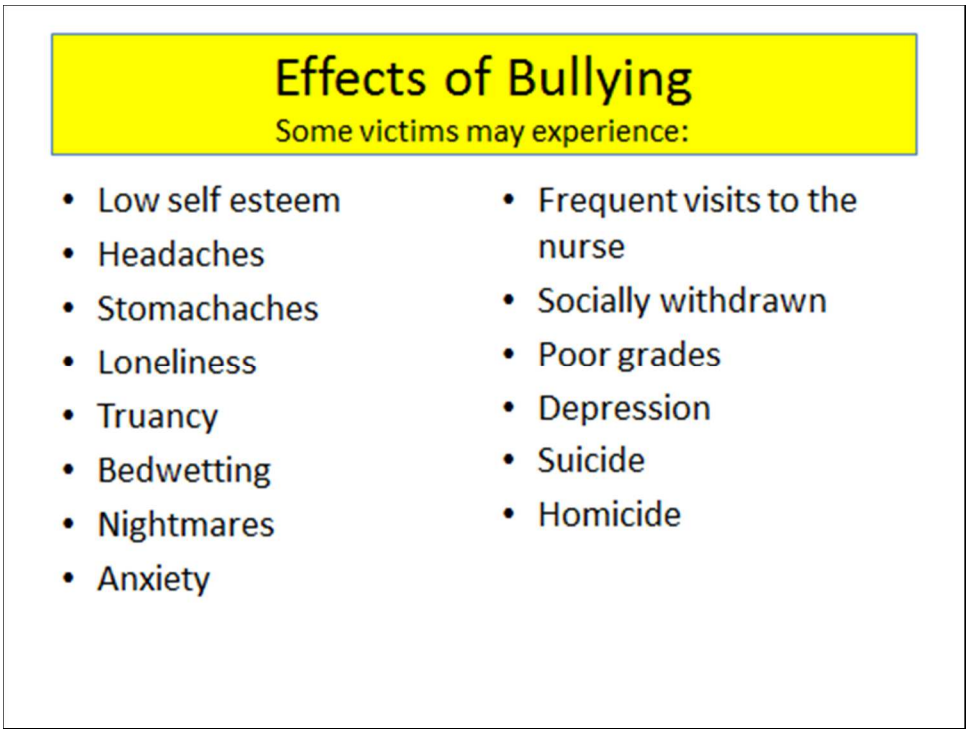
- Bully victims- are victims that are both bullied and bully others.

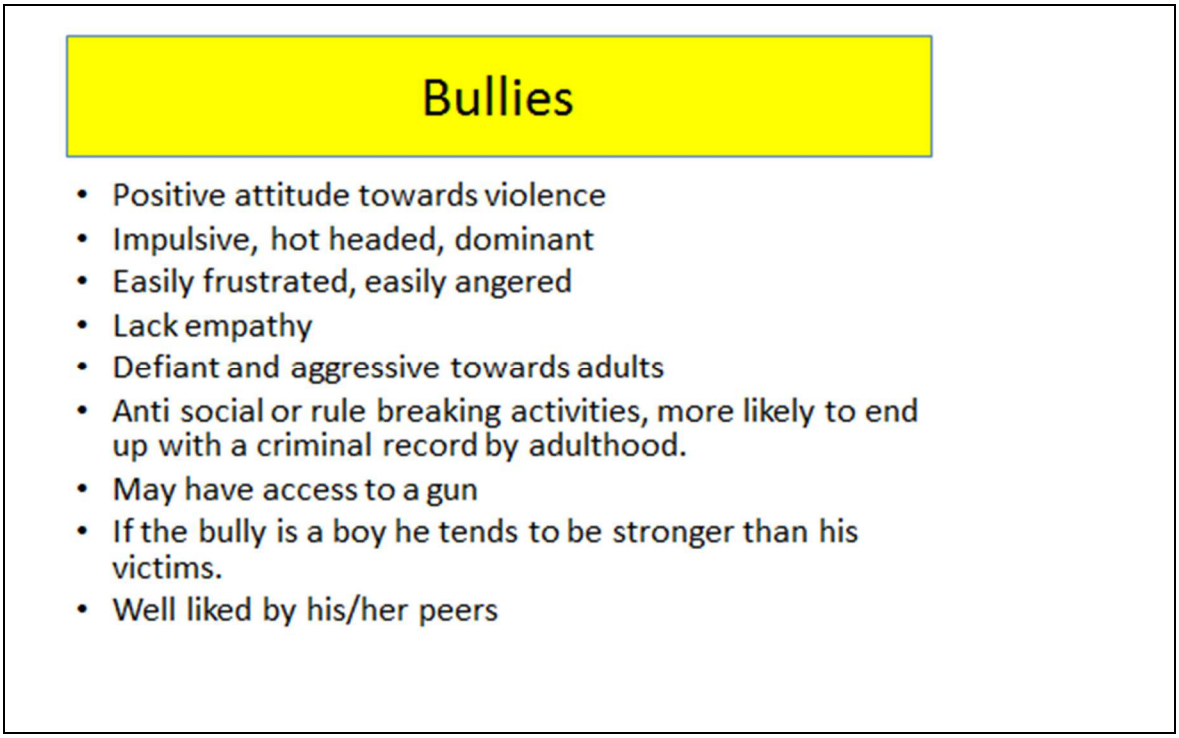
Characteristics of Submissive Victims

- Shy
- Quiet
- Withdrawn
- Sensitive
- May be depressed
- May have low self-esteem
- May have thoughts of suicide
- May be smaller than their peers

Characteristics of Bully-Victims

- Shy
- Quiet
- Withdrawn
- Sensitive
- May be depressed
- May have low self-esteem
- May have thoughts of suicide
- May be smaller than their peers
- Aggressive
- Anti social behavior
- Typically boys
- Lack social skills
- Behave in ways to irritate, cause tension and get negative reactions from their peers and teachers.


Effects of Bullying
Some victims may experience:
Low self esteem
Headaches
Stomachaches
Loneliness
Truancy
Bedwetting
Nightmares
Anxiety
Frequent visits to the nurse
Socially withdrawn
Poor grades
Depression
Suicide
Homicide


Bullies
Positive attitude towards violence
Impulsive, hot headed, dominant
Easily frustrated, easily angered
Lack empathy
Defiant and aggressive towards adults
Anti social or rule breaking activities, more likely to end up with a criminal record by adulthood.
May have access to a gun
If the bully is a boy he tends to be stronger than his victims.
Well liked by his/her peers

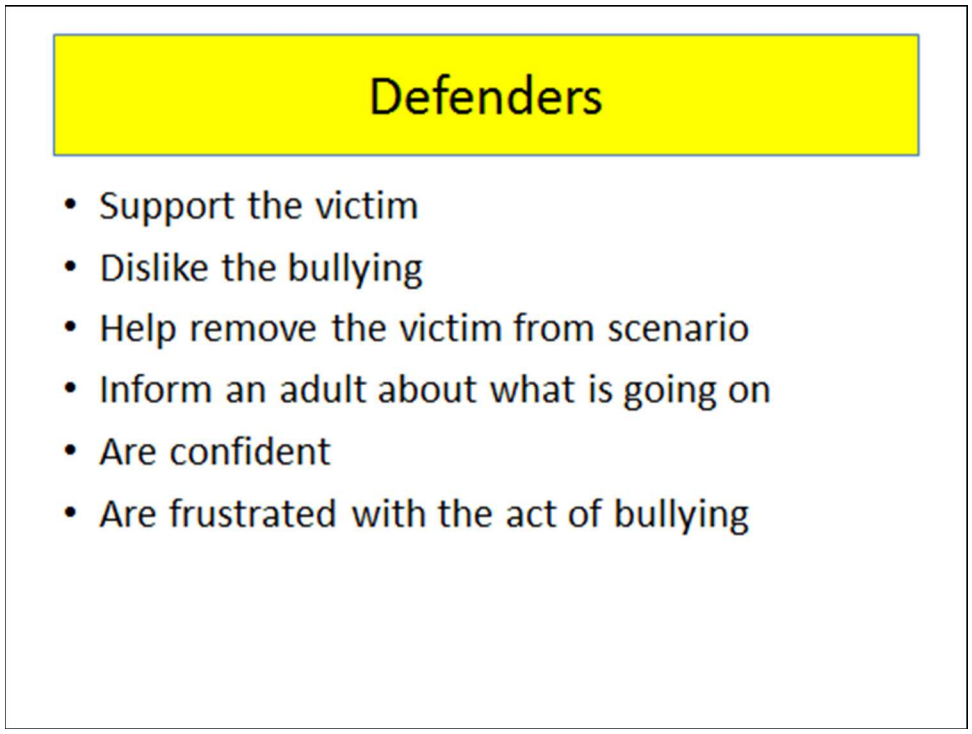
Being a Bully

Some bullies may:

- Carry a gun
- Use drugs
- Join a gang
- Skip School
- Participate in other criminal activity

Followers

- Support the bully
- Do not initiate bullying
- Take an active role in the bullying but not the lead role
- Laugh at the situation and bring attention to what is going on
- If bully is not around, more than likely will not say or do anything to victim


Defenders
• Support the victim
• Dislike the bullying
• Help remove the victim from scenario
• Inform an adult about what is going on
• Are confident
• Are frustrated with the act of bullying

Bystanders

- Do not get involved
- Do not take a stand
- Do not participate in the bullying
- Watch what happens
- Are afraid they could be next victim

Lunch!!

Major Player Activity

Participants: Attendees

Materials Needed

Index Cards with bullying scenarios written on them.

Attendees will be divided up into groups. Each group will get an index card with a bullying scenario on it. The group will role play the scenario in front of the other groups. The other groups have to do three things. First, they have to determine if the bullying is direct or indirect bullying. Secondly, the groups have to identify which of the 4 bullying categories does this scene fall in (Emotional, Verbal, Cyber or Physical). Lastly, they have to identify the major players in each scene.

Why Children Bully

- Have a strong need for power
- Live in a bad home environment
- Enjoy the attention or the status
- May be rewarded in some way
- May be witnesses or victims of domestic violence

Fact or Myth

- Children who bully are socially isolated.
- Only boys bully.
- Only a few students are bullied.
- Children who bully have low self esteem.
- Most bullying occurs outside of school.

Break

Questions or Comments

- Questions or comments about any material discussed today

Quiz Time

1. What is bullying? (RIP)

2. What is the difference between a defender and a bystander?

3. Name four types of bullying.

Ticket out of the door

Write down three things you learned today that you did NOT already know about bullying.

Day Two

- Recap of yesterday's lesson 9:00
- Watch "Bullying-Elementary School"9:05
- Discuss "Bullying-Elementary School"9:10
- Become familiarized with "Hot Spots"9:20
- Hot Spot Activity 9:45
- Discuss characteristics of an anti-bullying classroom10:15
- Break 10:30

Day Two

- Characteristics of anti-bullying classroom cont. 10:45
- Anti-bullying Rules Activity 11:30
- Lunch 12:00
- Ways to proactively handle bullying in classroom 1:15
- Teachers that bully 2:00
- Break 2:30
- Gender Differences2:45
- Quiz 3:00
- Ticket Out the Door 3:15

Bullying- Elementary School

- http://www.youtube.com/watch?v=nJTy4ciH4mo

Hot Spots!!

- Classroom
- Locker rooms
- Bus
- Outside of school
- Cyber Space
- Playground
- Bathroom
- Lunchroom
- Hallways

The main thing to remember is bullying can take place anywhere!

Hot Spots Activity

- Participants will break off into groups. They cannot choose they same group they were with on yesterday.
- The groups will generate 3-5 ways to reduce bullying in the HOT SPOTS.

Example: Bullying can be reduced on the bus by having assigned seats or by checking to see if a bus monitor can be assigned to a particular bus.

What does an anti-bullying classroom look like?

- Anti-bullying rules
- The Bullying Law
- Anti-bullying posters
- Bullying discussion
- No bullying by the teacher

Break!!
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What does an anti-bullying classroom look like?

- Anti-bullying rules
- The bullying law
- Anti-bullying posters
- Bullying discussion
- No bullying by the teacher

Activity

- Get with your group and create what your anti-bullying classroom looks like.
- You will need four anti-bullying rules for your classroom, a plan for weekly discussions.
- Make sure the rules are simple and to the point. You want them to be something you and the children can remember.
- The group will come up with a commercial of their anti-bullying rules and present it to the group.
- Be creative.

Lunch!!

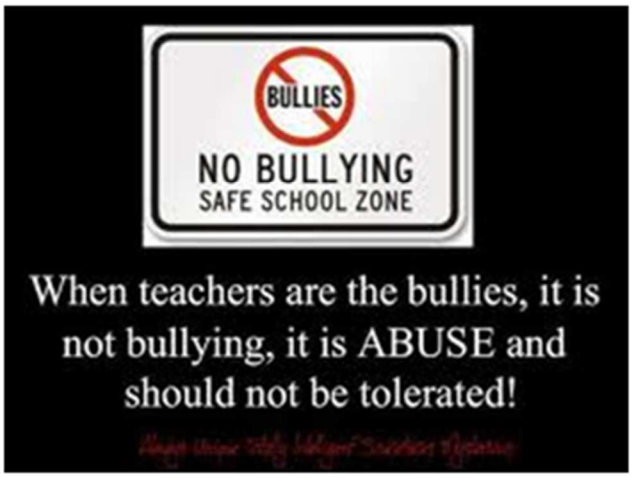
Be proactive

Points that should be discussed in your bullying discussion:

- Definition (RIP)
- Rules
- Not intimidating others but helping others
- Equipping bystanders

Again, class discussions should be held at least 15 minutes once a week.

Can teachers be bullies?



Signs that you may be a teacher bully

- You humiliate kids in front of others
- You respond to questions with sarcasm
- You make threats of physical harm or giving low grades
- You make an example out of students
- You compare students to one another
- You yell at a particular student often

Break!!

Gender Differences

- Boys and girls bully
- Boys tend to be bullied by boys
- Girls tend to get bullied by boys and girls
- Verbal bullying is most common form for both genders
- Boys-physical bullying
- Girls-rumors, social isolation, and emotional bullying

Are girls meaner than boys?

- https://www.youtube.com/watch?v=re5veV2F7eY

Are girls meaner than boys?

It is not always easy to spot a girl who bullies.

- Verbal assaults
- Exclusion
- Online attacks
- Phone calls
- Scare tactics
- Friendship manipulation

Quiz Time

- What is most common form of bullying for girls?
- Classroom discussions should be held once a month? T/F
- Name three HOT SPOTS.
- Name three ways to reduce bullying in the HOT SPOTS.
- Is it possible for a teacher to bully? If so, how?

Ticket Out of the Door

- Write down three things you want to know more about that we have not discussed in these two days.

Day Three

- Recap of yesterday's lesson 9:00
- Discuss the proper way bullying should be addressed 9:10
- What to say/not to say to the victim 9:40
- What to say/not to say to the bully 10:05
- Break 10:30
- What to say/not to say to victim's parents 10:45
- What to say/not to say to bully's parents 11:15
- Activity Role play how to address parents 11:45

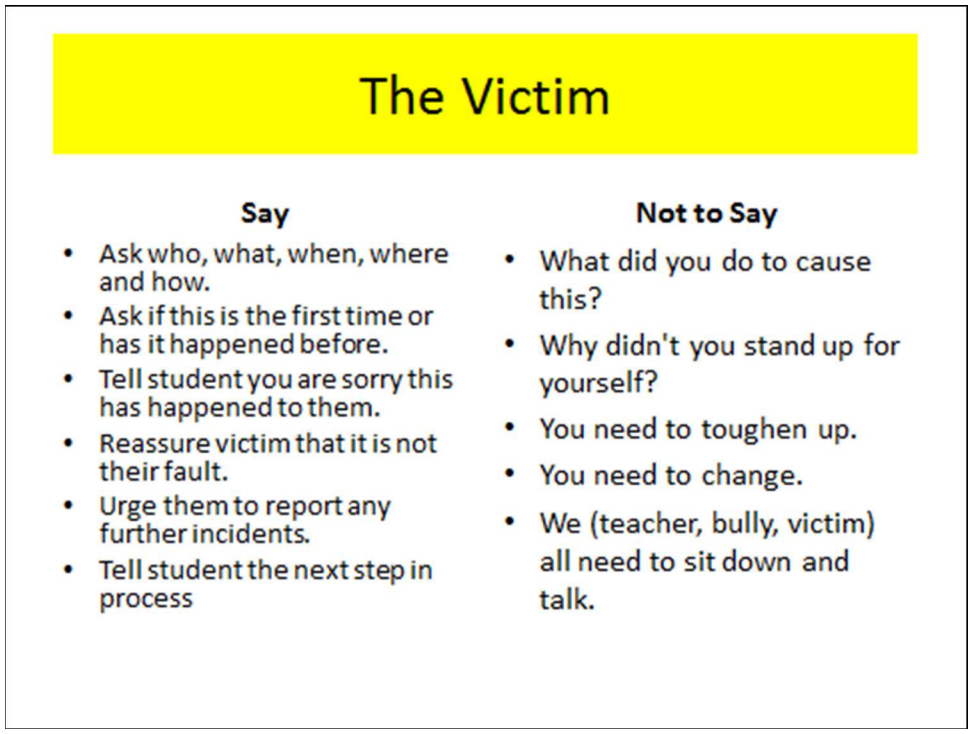
Day Three

- Lunch 12:00
- Bullying protocol and procedures 1:15
- Teachers' responsibility
- Counselor responsibility
- Break 2:30
- Bully flow chart 2:45
- Watch and discuss "Worse Case Scenarios" 3:15
- Post workshop assessment
- Evaluation of training 3:30

To say or not to say?

What do you say to these people?

- Victim
- Bully
- Victim's parents
- Bully's parents


The Victim
Say
Ask who, what, when, where and how.
Ask if this is the first time or has it happened before.
Tell student you are sorry this has happened to them.
Reassure victim that it is not their fault.
Urge them to report any further incidents.
Tell student the next step in process
Not to Say
What did you do to cause this?
Why didn't you stand up for yourself?
You need to toughen up.
You need to change.
We (teacher, bully, victim) all need to sit down and talk.

The Bully

Say

- Be specific in whatever behavior you want them to stop doing.
- State facts...I saw you _____
- Reiterate the bullying rules. We do not treat others this way.
- Let them know they will receive consequences for their behavior.

Not to say

- Are you misbehaving again?
- You are a mean person.
- I'm sick and tired of you bullying other students.
- One day you will meet your match.

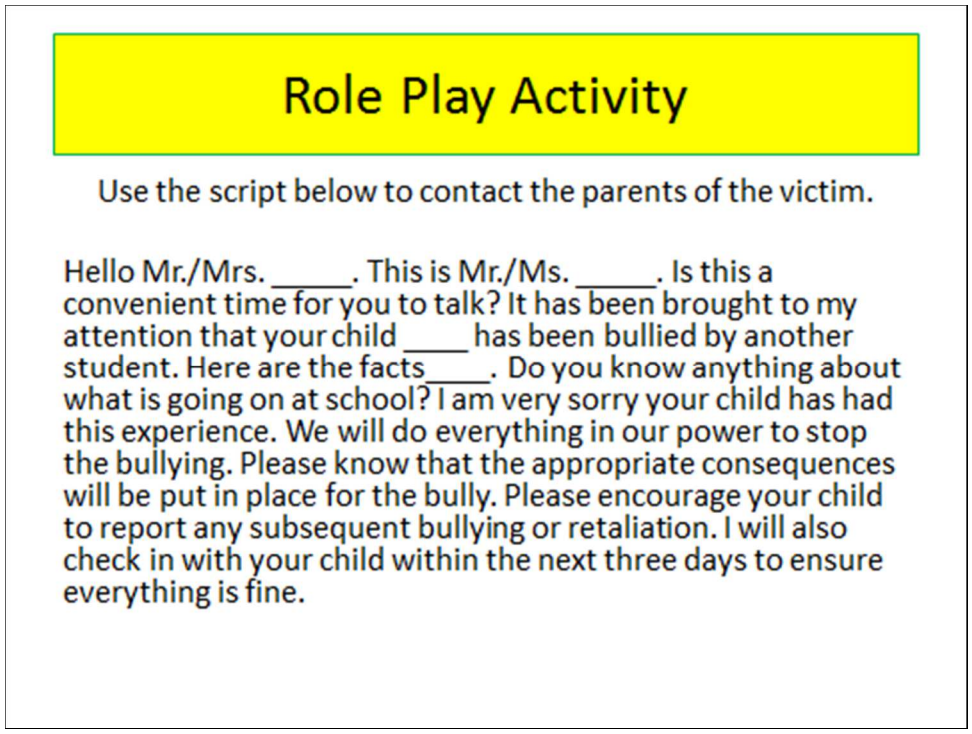
BREAK

The Victim's Parents

- If parents are unavailable, leave a message for them to call you back. Do not leave details on the phone.
- Let them know it has come to your attention that their child may be the victim of bullying.
- Ask if they would like to talk on the phone or come in to the school.
- Report facts only.
- Do not disclose other student's name.
- Assure them that appropriate consequences will be administered.
- Ask them to report any subsequent acts of bullying or any retaliation.

The Bully's Parents

- If parents are unavailable, leave a message for them to call you back. Do not leave details on the phone.
- Let them know it has come to your attention that their child has exhibited bullying behavior.
- Ask if they would like to talk on the phone or come in to the school.
- Report facts only. Give them specific examples. Do not give the victim's name.
- Explain that what their child did is an act of bullying and it is unacceptable at school.
- Inform them that their child may receive consequences for their behavior.
- Ask for their help to stop this bullying behavior from occurring again.


Role Play Activity
Use the script below to contact the parents of the victim.
Hello Mr./Mrs. _____. This is Mr./Ms. _____. Is this a convenient time for you to talk? It has been brought to my attention that your child ____ has been bullied by another student. Here are the facts____. Do you know anything about what is going on at school? I am very sorry your child has had this experience. We will do everything in our power to stop the bullying. Please know that the appropriate consequences will be put in place for the bully. Please encourage your child to report any subsequent bullying or retaliation. I will also check in with your child within the next three days to ensure everything is fine.

Role Play Activity cont.

Use the script below to contact the parents of the bully.

Hello Mr./Mrs. _____. This is Mr./Ms. _____. Is this a convenient time for you to talk? It has been brought to my attention that your child ____ has bullied another student. Here are the facts____. I have to let you know that what your child did is bullying. Bullying is not allowed at school. We will do everything in our power to stop the bullying. Please know appropriate consequences will be put in place for your child. Also encourage your child to stop this behavior and do not retaliate in anyway. Should this incident warrant a discipline referral, you will receive a call and paper work from the principal.

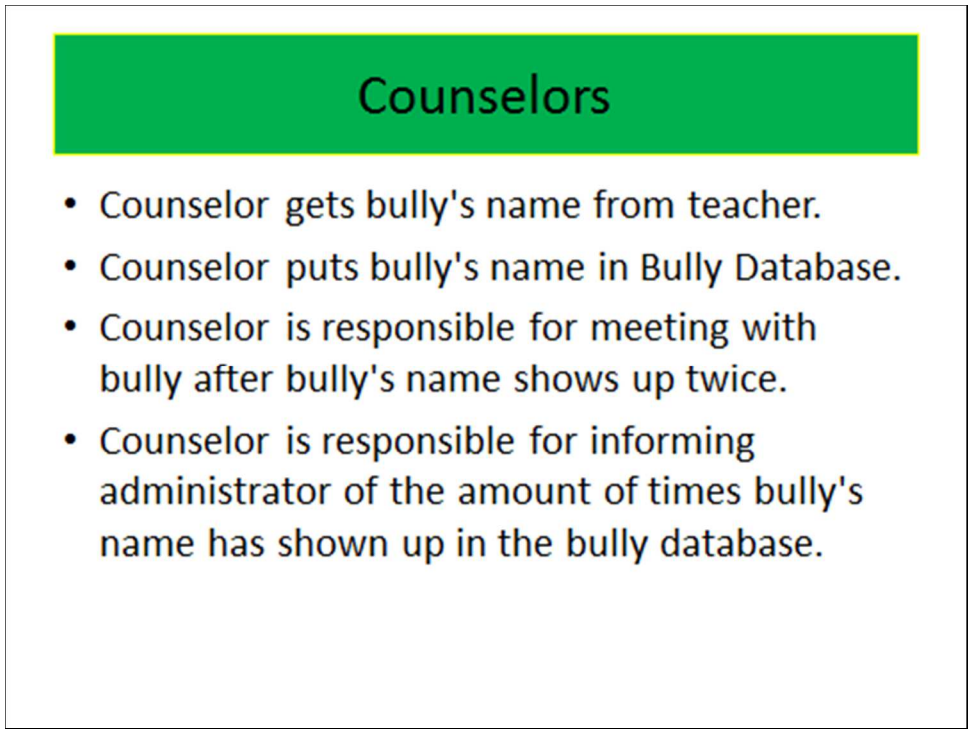
Lunch

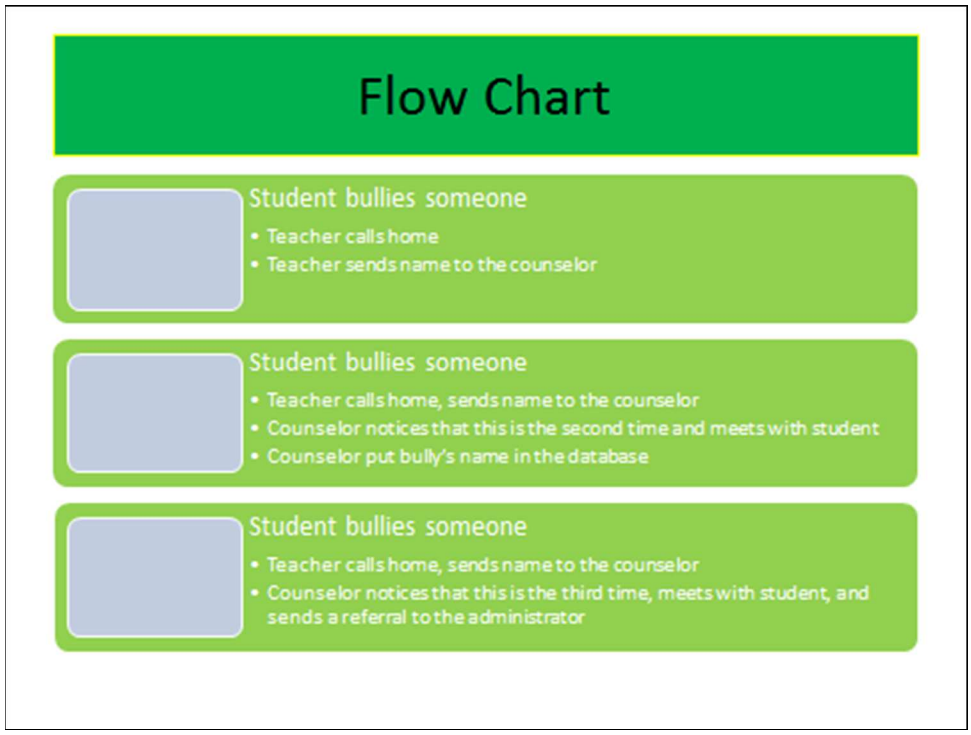
Bullying Protocol and Procedures

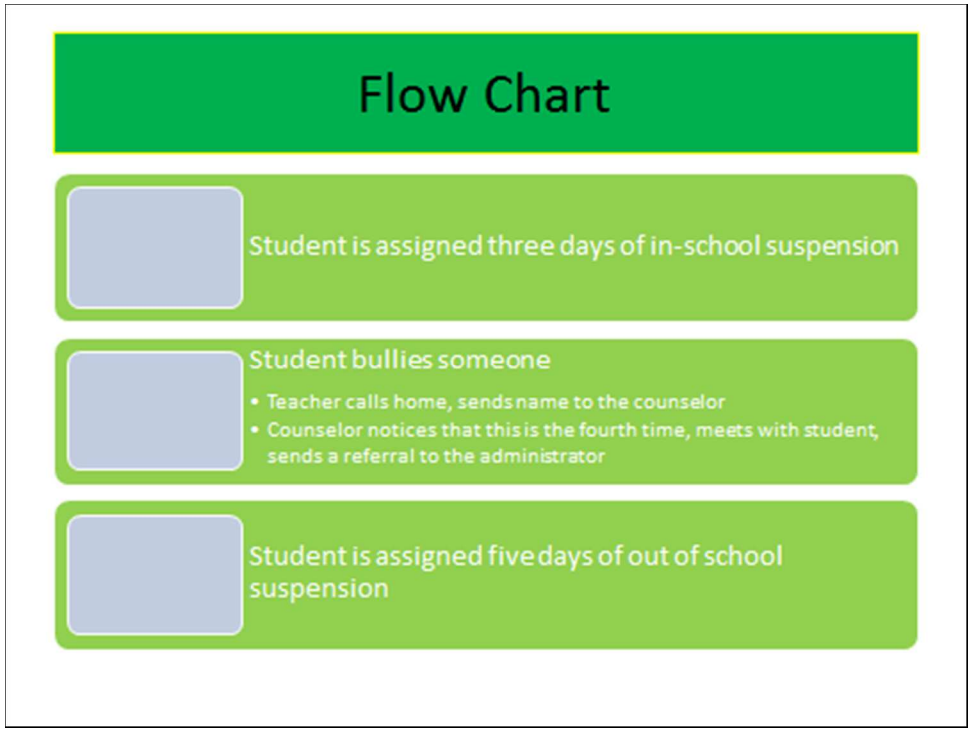
- Teacher Responsibility
- Counselor Responsibility
- Administrator Responsibility
- Bully Flow Chart

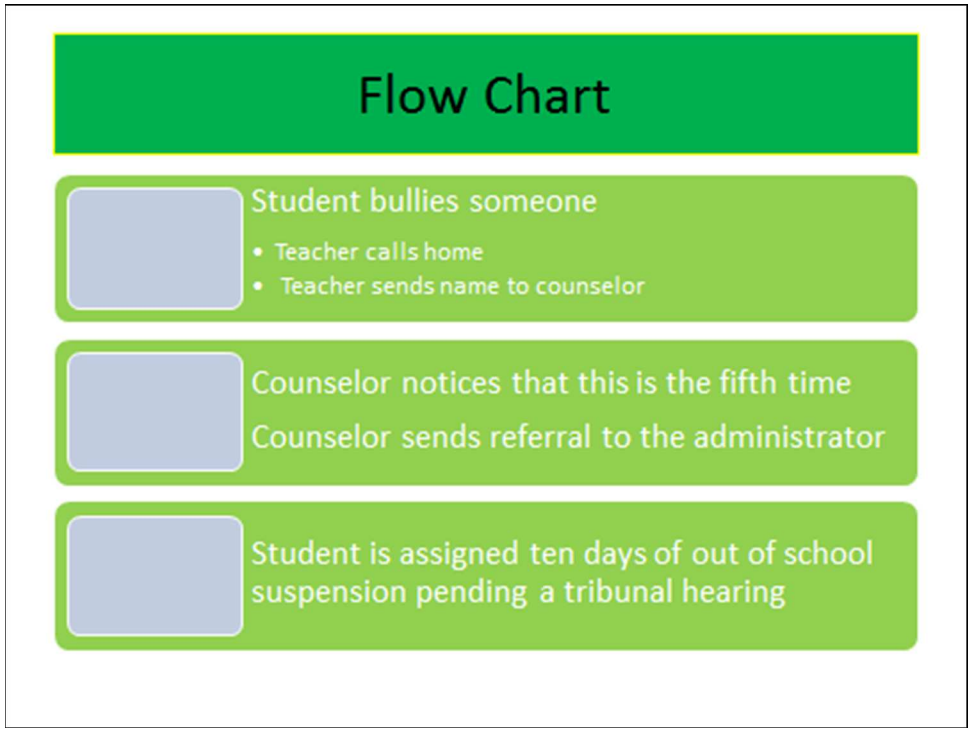
Teachers

- Teacher sees bullying or child reports bullying.
- Teacher privately meets with victim.
- Teacher privately addresses bully.
- Teacher calls victim's parents.
- Teacher calls bully's parents.
- Teacher sends bully's name to counselor.


Counselors
• Counselor gets bully's name from teacher.
• Counselor puts bully's name in Bully Database.
• Counselor is responsible for meeting with bully after bully's name shows up twice.
• Counselor is responsible for informing administrator of the amount of times bully's name has shown up in the bully database.


Flow Chart
Student bullies someone
• Teacher calls home
• Teacher sends name to the counselor
Student bullies someone
• Teacher calls home, sends name to the counselor
• Counselor notices that this is the second time and meets with student
• Counselor put bully's name in the database
Student bullies someone
• Teacher calls home, sends name to the counselor
• Counselor notices that this is the third time, meets with student, and sends a referral to the administrator


Flow Chart
Student is assigned three days of in-school suspension
Student bullies someone
• Teacher calls home, sends name to the counselor
• Counselor notices that this is the fourth time, meets with student, sends a referral to the administrator
Student is assigned five days of out of school suspension


Flow Chart
Student bullies someone
• Teacher calls home
• Teacher sends name to counselor
Counselor notices that this is the fifth time
Counselor sends referral to the administrator
Student is assigned ten days of out of school suspension pending a tribunal hearing

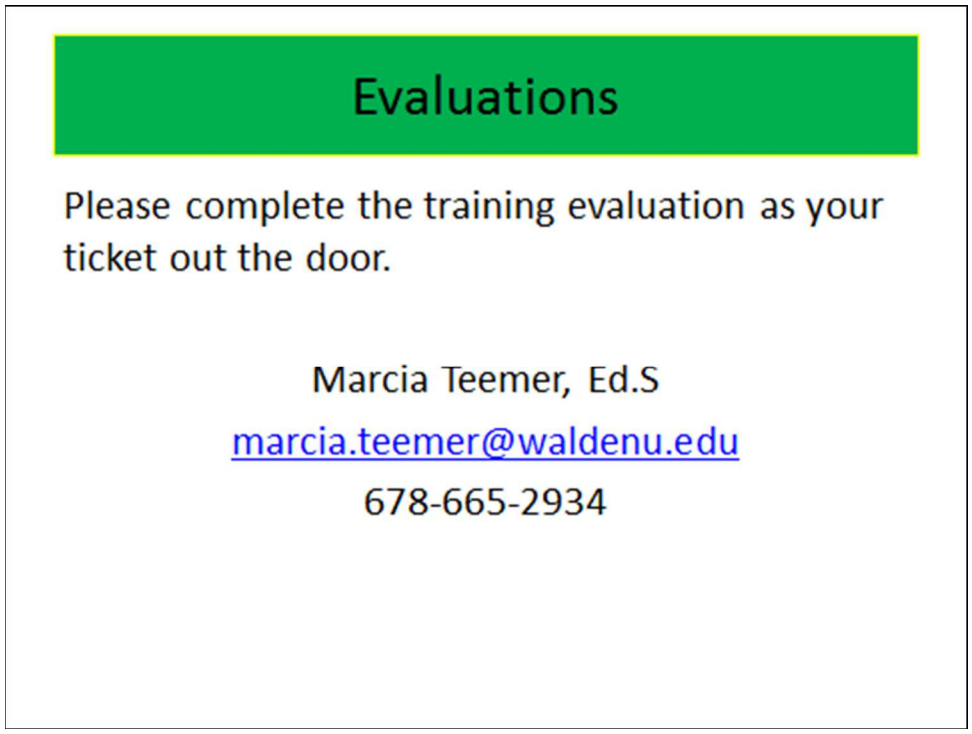
Worst Case Scenario

- https://www.youtube.com/watch?v=2SzAMMam5yU Jasmine
- https://www.youtube.com/watch?v=_smLYQo3TuA Amanda

Recognize, Respond, and Reduce

We have to do all we can to stop bullying in our schools!

Questions/Comments/Concerns


Evaluations
Please complete the training evaluation as your ticket out the door.
Marcia Teemer, Ed.S
marcia.teemer@waldenu.edu
678-665-2934

Recognize, Respond, and Reduce Bullying

Pre Workshop Assessment: What do you already know?

1. 1. What is bullying?

2. 2. What is Direct Bullying? What is Indirect Bullying?

3. 3. Which one of these is a "Hot Spot"?

Outside of school	Hallway	Bus
Playground	Classroom	All of the above

4. 4. What is the most common form of bullying for girls?

5. 5. Bullying is just kids being kids. They need to work it out themselves. T/F

6. 6. Bullies are popular kids with lots of friends. T/F

7. 7. Who are the major players involved in a bullying incident?

8. 8. Name three characteristics of a bully.

9. 9. Name three harmful effects of being bullied.

Direct/Indirect Activity

Participants:Workshop Attendees

Objective: Participants will become familiar with direct and indirect forms of bullying.

Materials Needed
Butcher Paper
Index Cards
Tape
Markers

Divide participants into 4 groups. They will identify the nine ways that children are typically bullied. The group will write the nine ways on an index card. They will use one index card per way. Therefore, each group should end up with nine index cards. The group will write Direct Bullying on the left side and Indirect Bullying on the right side of their butcher paper. The group will work together and decide which side the nine ways children are bullied should fall under. They will tape the index card in the appropriate column.

Discuss similarities and differences with other groups.

Definition of Terms

Emotional Bullying

Emotional bullying is excluding others from a group, gossiping, spreading lies and rumors. Bullying that hurts emotionally.

Verbal Bullying

Verbal bullying is name calling, teasing, insulting, cursing at another, or threatening

Cyberbullying

Cyberbullying is sending emails, text messages, and pictures or posting information on the internet to threaten someone, hurt their feelings, spread rumors or lies about them or reveal secrets. Stealing others account information and hacking into their accounts to make it look as if that person is saying mean things about others when in actuality they are not.

Physical Bullying:

Physical bullying is hitting, kicking, spitting, pushing, shoving, slapping, tripping, beating someone up, knocking their books out of their hand, stealing money or possessions.

Sexual Bullying:

Sexual bullying can be all of the above with a sexual connotation. It is touching, pinching, grabbing, making sexual remarks about someone's body, anything that makes the other person feel uncomfortable.

Major Player Activity

Materials Needed: Index Cards with bullying scenarios written on them.

Divide up attendees into groups. Each group will get an index card with a bullying scenario on it. The groups will role play the scenario in front of the other groups. The group has 7-10 minutes to practice the role playing. The other groups have to do three things. First, they have to determine if the bullying is direct or indirect bullying. Secondly, the groups have to identify which of the 4 bullying categories does this scene fall under (Emotional, Verbal, Cyber or Physical). Lastly, they have to identify the major players in each scene (Bully, Victim, Bystander, Follower, or Defender).

Scenario#1

Four students are sitting at the lunch table. Another student comes and sits down. One student gets angry and gets up to leave. The other three students proceed to get up as well. The student is left at the table alone. A student watching the scene goes and sits down at the table.

Scenario #2

A student walks into the locker room for gym and all the other students start laughing. Everyone proceeds to quickly put up their phones. After gym class, the student is walking down the hall and people are laughing making comments as they look at their phones.

The student gets a text message. It is a picture of the student's head on a naked person's body. Some children watch in disbelief while others point and laugh.

Scenario #3

Every day in class Kathy takes Cynthia's homework and copies it. When Cynthia is at her locker Kathy and her friends walk by and knocks Cynthia's books out of her hand or Kathy slams Cynthia's locker shut as soon as she gets it opened. Robin always helps Cynthia pick up her books. At lunch Kathy licks her finger and touches something on Cynthia's plate and says "do you want this?" Robin writes a letter to the assistant principal reporting all of Kathy's antics.

Scenario #4

Chris calls Johnny stupid every day. Whenever Johnny gets to class, Chris's friends say look what just walked in… it's retard and they all laugh. Chris talks about Johnny's clothes, his shoes and his hair cut. Johnny is smaller than and not as strong as Chris. Chris is on the football team. Chris calls Johnny dumb, gay, stupid, ugly, and stinky. He even curses at him. Zoe, Kim, and Ricky watch this scene play out everyday hoping they will not be next. One day Zoe goes and informs the football coach of everything that has been going on.

Hot Spots Activity

Materials Needed: Markers, Butcher paper

Objective: To be proactive and generate ideas to reduce bullying in hot spots.

Participants will break up into groups. They cannot choose the same group they were with on yesterday. The groups will generate 3-5 ways to reduce bullying in the HOT SPOTS. The groups will share their answers with the other groups.

Example: Bullying can be reduced on the bus by having assigned seats or by checking to see if a bus monitor can be assigned to a particular bus.

Antibullying Classroom Activity

Objective: To create a classroom where teachers and students understand that bullying is not allowed at school.

Participants will get with their group and create their anti-bullying classroom.

- They will need four anti-bullying rules. The rules need to be simple and to the point.
- They need a plan for when their weekly discussions will take place.
- The group will come up with a commercial of their anti-bullying rules and present it to the group.

Recognize, Respond, and Reduce Bullying

Workshop Evaluation

1. How satisfied are you with the material presented in this training?
   Satisfied Neutral Unsatisfied
   If unsatisfied, please explain why.

2. How satisfied are you with the presenter of this training?
   Satisfied Neutral Unsatisfied
   If unsatisfied, please explain why.

3. Do you feel the guidelines and expectations of the educators are clear?
   Yes Unsure No
   If no, please explain why.

4. Before this training how confident were you about addressing bullying in your classroom?
   Very Confident Somewhat Confident Not Confident

5. How confident are you now about addressing bullying in your classroom?
   Very Confident Somewhat Confident Not Confident

6. What were the trainer's strengths? Weaknesses?

7. What did you like most about the training?

8. What changes or additions would you make to improve this training?

9. Please list any other comments or concerns.

Appendix B: Interview Questions Based on the Study Conducted

by Dr. Brenda Maria John

1. What were your thoughts about bullying as you completed the survey?

2. Could you tell me about a specific bullying incident from your past?

3. You chose to tell me about a bullying incident in which you were the (bully, victim, bystander). Tell me about how this was handled by any others who were involved?

Do you think the incident could have been handled more effectively?

(If "No" go on to next question; if "Yes" ask the following question: In your case how do you think it should have been handled?)

4. How do you think this impacted your emotional reactions to other situations (either as a child or an adult)?

5. How does your experience of bullying as a child affect you as a teacher? Can you give me any examples?

6. How do you deal with bully behaviors in your own classroom?

7. How do you handle bullying incidents on the school campus involving your students or others?

8. Do you think bullying can be reduced in schools today? How?

9. Do you think your school environment influences bullying in any way? How?

10. Do you think your school has a (high, moderate, low) percentage of bullying incidents? To what do you attribute that?

11. Do you see any specific gender differences in bullying at your school? Do you believe that gender issues were involved in your own original bullying incident?

12. If you could go back in time and change the bullying incident you described for me, how would the new outcome look?

13. Can you think of an example when your intervention as a teacher in a bullying incident changed the outcome?

14. What can you tell me about recent changes in government anti-bullying legislation 124?

15. Do you feel that you have received the proper training to handle bullying within your school community?

16. Is there anything else you would like to add before we conclude this interview?

Appendix C: Interview Transcript

Participant #2 Interview Transcript

MT: What were your thoughts about bullying as you completed the survey?

P2: Umm…I tried to really define bullying and what it was and I felt like some instances when kids are calling each other unpleasant names might not necessarily be bullying but if it is repeated or if someone is more powerful than someone else then that would be considered bullying. I felt like when I went through the survey I would do most of the things in terms of stopping the bullying with two students and approaching the bully and having conversation with them about stopping whatever it is that they were doing.

MT: Could you tell me about a specific bullying incident from your past?

P2: Yes, I think the most severe bullying incident might have been about four to five years ago. It was an 8th grade male student and I almost felt like it was a situation where the student that was the bully was being bullied by other students and he was taking his aggression out on someone less powerful than him. It got to the point to where a parent had to step in because the bully went to the boy's house and tried to fight him. I think the parent had to come to the school and say he was going to press charges because the bully went to his house threatening his child.

MT: Was there a bullying incident in your childhood where you were the bully, victim, or bystander?

P2: I do not recall being bullied. I know people might have called me a name every now and then but I did not feel like it was consistent and that someone was more powerful

than me in the situation and that I could not handle it whatever it was. So I do not believe I personally encountered bullying. Nothing comes to mind but I'm sure I have witnessed bullying before and because I was young I do not know that I ever really said anything. I believe I am more outspoken now than I was as a child so I probably would have just been a bystander.

MT: How do you think this impacted your emotional reactions to other situations (either as a child or an adult)?

P2: That particular situation angered me. I believe in that incident I did say something to the bully in terms of going to his house was taking it too far and he could really get in trouble for that. I think in having a conversation with the bully I believe he did mentioned something about people picking on so we had conversation about the fact that he knows it is wrong for people to pick on him so why would he do it to someone else. I told him, "You are just taking advantage of the fact that he is weaker than you and you know that if you got into an altercation with him you know that you would win and you would not do that to everybody else."

MT: How does your experience of bullying as a child affect you as a teacher? Can you give me any examples?

P2: I think my perspective on bullying would be different if I were bullied as a child. I am still sensitive to it even though I was not bullied. It angers me to see someone bully someone else that really does not bother people or that they are just nice kids and that

really bothers me. But I think I know it would be an emotional attachment if I had been bullied and I do not think there is an emotional attachment now.

MT: How do you deal with bully behaviors in your own classroom?

P2: I address the situation and I tell them that is bullying, it is repeated, you do it often, and it needs to stop and if it does not stop then I report it. There was an incident about two years ago. A student was bullying another student who was really quiet. He was bullying him to do his work and I reported it to the principal.

MT: How do you handle bullying incidents on the school campus involving your students or others?

P2: If I see it occurring then I will address the bully and tell them that it needs to stop. If it is reoccurring then I write it up like anything else I feel is inappropriate behavior. Or I definitely let an administrator know that it has been consistent and that something needs to be done about it.

MT: Do you think bullying can be reduced in schools today? How?

P2: I think with the internet and social media it has been magnified. When we were going through school we did not have all of this stuff. It is so many other levels like cyberbullying. I think if there are stricter consequences put in place for bullying, I think that it could be minimized but I do not think it will just go away. I think there will always be bullying. Because even if there is a strict policy here, I still think kids would do it outside of school through social media or when they are interacting with their peers. I still think it would happen.

MT: Do you think your school environment influences bullying in any way? How?

P2: Yes. I think inconsistent discipline could play a huge part in it. I feel like kids will do something as long as they can get away with it. As teachers we become bystanders and they feel like it is acceptable to do if we do not say something.

MT: Do you think your school has a (high, moderate, low) percentage of bullying incidents? To what do you attribute that?

P2: I would at least say moderate and I might be leading more to the high side. I think inconsistent discipline could play a huge part in it. If kids feel like no consequences are going to be put in place for it then they are going to continue to do it. But if consistent strict consequences were put in place for bullying, I think kids would not do it as much.

MT: Do you see any specific gender differences in bullying at your school?

P2: I just think it is different types of bullying. Like with females it is kind of like the mean girl bullying. I mean it is still all bullying, no difference still bullying. I just think that girls kind of get in their little cliques to do it. Guys do not have to have anybody else with them to bully. They can individually bully and I have seen that occur. It is kind of repeatedly talking about a person and they do not have to be with their friends to do it. Girls are more likely to gossip and exclude each other from friendships. I feel like girls gang up or clump up on other girls.

MT: Can you think of an example when your intervention as a teacher in a bullying incident changed the outcome?

P2: I feel like it changed in my presence. I am not necessarily sure if it changed completely but I know after saying something to the bully that they did not do it in front of me. Now whether they did it somewhere else I am not really sure but I feel like at some point it will make some type of difference if it is addressed.

MT: What can you tell me about recent changes in government anti-bullying legislation?

P2: I know that they put up signs around the building stating that a kid could have charges pressed against them and they could go to an alternative school if it happened multiple times. I believe three times so I know that that legislation has passed. Now since that point I do not know if there are any other laws or legislation has passed.

MT: Do you feel that you have received the proper training to handle bullying within your school community?

P2: I did attend Olweus bullying training. It was kind of enlightening. I didn't know there were different forms of bullying, different types of bullies and what kind of roles they play. So I think that if broadened my knowledge of what bullying really is. Sometimes we feel like they are just being kids but without proper training that's how we view it, not realizing there are different forms and bullies take on different roles, so we have to pay attention to everything that is going on. I really enjoyed that training. I think it enlightened me a lot on how to handle bullying and what bullying really is.

MT: Is there anything else you would like to add before we conclude this interview?

P2: I will say that I think a shift in administration in our building might have really changed the atmosphere of what is tolerated and what is not tolerated. I think kids adjust to administration in those terms and I feel like policies are a little bit more relaxed. I am afraid that it might heighten even more if we do not become really firm.

Appendix D: The Handling Bullying Questionnaire

(HBQ; Bauman, Rigby & Hoppa, 2008)

Teachers have alternative ways of dealing with incidents of bullying in a school. To some extent, what is done depends on the circumstances in which the bullying takes place, and the severity of the bullying. It is, of course, sometimes difficult to generalize, but in answering the following questions, indicate what you think you might do.

Imagine the following scenario:

A 12 year old student is being repeatedly teased and called unpleasant names by another, more powerful, student who has successfully persuaded other students to avoid the targeted person as much as possible. As a result, the victim of this behavior is feeling angry, miserable and often isolated.

Please check the answer which is closest to what you think you would do.

	I definitely would	I probably would	I'm unsure	I probably would not	I definitely would not
1. I would insist that the bully "cut it out."					
2. I would treat the matter lightly.					
3. I would make sure the bully was suitably punished.					
4. I would discuss the matter with my colleagues at school.					
5. I would convene a meeting of students, including the bully or bullies, tell them what was happening, and ask them to suggest ways they could help improve the situation.					

6. I would tell the victim to stand up to the bully.					
7. I would make it clear to the bully that his or her behavior would not be tolerated.					
8. I would leave it for someone else to work it out.					
9. I would share my concern with the bully about what happened to the victim, and seek to get the bully to behave in a more caring and responsible manner.					
10. I would let the students sort it out themselves.					
11. I would suggest that the victim act more assertively.					
12. I would discuss with the bully options from which he or she could make a choice in order to improve the situations.					
13. I would ask the school counselor to intervene.					
14. I would refer the matter to an administrator.					
15. I would contact the victim's parents or guardians to express my concern about their child's wellbeing.					
16. I would just tell the kids to "grow up."					
17. I would encourage the victim to show that he or she could not be intimidated.					
18. I would ignore it.					
19. I would help the bully achieve greater self-esteem so that he or she					

would no longer want to bully anyone.					
20. I would insist to the parents or guardian of the bully that the behavior must stop.					
21. I would find the bully something more interesting to do.					
22. I would advise the victim to tell the bully to back "off."					

In using this questionnaire cite The Handling Bullying Questionnaire (HBQ) (Bauman, Rigby & Hoppa, 2008).

Appendix E: Institutional Review Board Approval

Dear Ms. Teemer,

This email is to notify you that the Institutional Review Board (IRB) has approved your application for the study entitled, "Bullying: Teachers' Interventions based on Childhood Bullying Experiences."

Your approval # is 02-13-14-0150438. You will need to reference this number in your doctoral study and in any future funding or publication submissions. Also attached to this e-mail is the IRB approved consent form. Please note, if this is already in an on-line format, you will need to update that consent document to include the IRB approval number and expiration date.

Your IRB approval expires on February 12, 2015. One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you wish to collect data beyond the approval expiration date.

Your IRB approval is contingent upon your adherence to the exact procedures described in the final version of the IRB application document that has been submitted as of this date. This includes maintaining your current status with the university.
Your IRB approval is only valid while you are an actively enrolled student at Walden University. If you need to take a leave of absence or are otherwise unable to remain actively enrolled, your IRB approval is suspended. Absolutely NO participant recruitment or data collection may occur while a student is not actively enrolled.

If you need to make any changes to your research staff or procedures, you must obtain IRB approval by submitting the IRB Request for Change in Procedures Form. You will receive confirmation with a status update of the request within 1 week of submitting the change request form and are not permitted to implement changes prior to receiving approval. Please note that Walden University does not accept responsibility or liability for research activities conducted without the IRB's approval, and the University will not accept or grant credit for student work that fails to comply with the policies and procedures related to ethical standards in research.

When you submitted your IRB application, you made a commitment to communicate both discrete adverse events and general problems to the IRB within 1 week of their occurrence/realization. Failure to do so may result in invalidation of data, loss of academic credit, and/or loss of legal protections otherwise available to the researcher.

Both the Adverse Event Reporting form and Request for Change in Procedures form can be obtained at the IRB section of the Walden web site or by emailing irb@waldenu.edu: http://researchcenter.waldenu.edu/Application-and-General-Materials.htm

Researchers are expected to keep detailed records of their research activities (i.e., participant log sheets, completed consent forms, etc.) for the same period of time they retain the original data. If, in the future, you require copies of the originally submitted IRB materials, you may request them from Institutional Review Board.

Please note that this letter indicates that the IRB has approved your research. You may not begin the research phase of your doctoral study, however, until you have received the **Notification of Approval to Conduct Research** e-mail. Once you have received this notification by email, you may begin your data collection.

Both students and faculty are invited to provide feedback on this IRB experience at the link below:

http://www.surveymonkey.com/s.aspx?sm=qHBJzkJMUx43pZegKlmdiQ_3d_3d

Alex Dohm

Research Service Specialist
Center for Research Quality
Walden University
100 Washington Avenue South, Suite 900
Minneapolis, MN 55401

Appendix F: Consent Form

You are invited to take part in a research study that will investigate bullying. Teachers with three or more years of teaching experience as well those teachers that have taught at this middle school at least three years are invited to participate in this study. This form is a part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Marcia Teemer who is a doctoral student at Walden University. You may already know the researcher as a school counselor, but this study is separate from that role.

Background Information:

Bullying is a major problem in modern day schools and has long term psychological effects on its victims. Most studies are centered on the perceptions of the students or victims. The researcher believes it is important to look at educator perceptions, feelings, and beliefs about bullying. The purpose of this study is to investigate if childhood bullying has any affect of how teachers handling bullying in their classrooms today.

Procedures:

If you agree to be in this study you will be asked to:

 Complete a 15 minute survey.

 Once the survey is complete, you may choose to take part in the interview phase. If you choose to be interviewed, the interview will take approximately 30 minutes. The interview will be audio taped, and scheduled at your convenience.

 Please note that you do not have to participate in the interview phase of the study in order to complete the survey.

 If you decide to participate in the interview, you will have the opportunity to review my notes to ensure I convey your thoughts accurately.

Here are some sample interview questions:

1. What were your thoughts about bullying as you completed the survey?

2. Can you think of an example when your intervention as a teacher in a bullying incident changed the outcome?

3. Could you tell me about a specific bullying incident from your past??

4. Do you feel that you have received the proper training to handle bullying within your school community? Voluntary Nature of Study:

Please note that participation in this study is completely voluntary. No one at [redacted] Middle School or [redacted] will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You are free to withdraw your consent to participate or may discontinue your participation in the
study at any time without consequence.

Risks and Benefits of Study:

There are no anticipated risks to you as a participant in this study.

A benefit of this study is to add to the gap in research on bullying from the teachers' perspective.

Payment:

You will not be compensated for participating in this study.

Privacy:

All information gathered is solely for the purpose of this research study. Confidentiality will be maintained at all times. Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by needing a password to access it. Data will be kept for a period of at least five years, as required by the university.

Contacts and Questions:

You may ask questions now or later. Should you have any questions or concerns later please do not hesitate to contact me at Marcia.teemer@waldenu.edu.

If you have any questions about your rights as a participant or would like to speak privately with a University Research Participant Advocate you may do so by calling Dr. Leilani Endicott at 612-312-1210. Walden University's approval number for this study is 02-13-14-0150438 and it expires on February 12, 2015.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. You may keep this form for your records.

Appendix G: Permission to Use Dr. Brenda John's Interview Questions

Interview Questions

5 messages

Marcia Teemer <teemer2@gmail.com> Wed, Apr 25, 2012 at 11:06 AM
To: brenda.john@[redacted]
Cc: marcia.teemer@waldenu.edu

Hi Dr. John,

My name is Marcia Teemer. I am a doctoral student at Walden University. I am seeking permission to use your interview questions for my study. Please contact me at your earliest convenience so that we may discuss my request. Thanking you in advance.

Marcia Teemer
[redacted]
marcia.teemer@waldenu.edu

John, Brenda <brenda.john@[redacted]> Thu, Apr 26, 2012 at 9:29 AM
To: Marcia Teemer <teemer2@gmail.com>

Hi Marcia,

I remember what it was like to email Craig, Bassett, and Rigby for permission, so, of course, you are more than welcome to use my interview questions for your study. I'm quite thrilled that you think they will be useful. I thoroughly enjoyed my research; although, if I had known the stress going into the doctoral program, I might never have started.

You have chosen a difficult, but rewarding task. If you require any other assistance, please don't hesitate to ask. I will do what I can. If you would like to get in touch with Dr. Bassett, her email address is JanetBassett@[redacted].

Remember to take some time to relax.

Sincerely,

Brenda

Brenda M John, PhD
[redacted]

Appendix H: Permission From Dr. Ken Rigby to Use Handling Bullying Questionnaire

RE: Handling Bullying Questionnaire

2 messages

Kenneth Rigby <Kenneth.Rigby@unisa.edu.au> Wed, Apr 25, 2012 at 11:53 PM

Reply-To: Kenneth Rigby <Kenneth.Rigby@unisa.edu.au>
To: Marcia Teemer <marcia.teemer@waldenu.edu>
Cc: "sherib@u.arizona.edu" <sherib@u.arizona.edu>

Dear Marcia

Yes, feel free to go ahead, with acknowledgements. Dr Bauman and I would be interested in what you are doing and of course what comes out of your research.

Best Wishes

Ken Rigby

From: Marcia Teemer [marcia.teemer@waldenu.edu]
Sent: Thursday, 26 April 2012 1:00 PM
To: Kenneth Rigby
Subject: Handling Bullying Questionnaire

Hello Dr. Rigby,

My name is Marcia Teemer. I am a doctoral student at Walden University. My research is centered around teachers' perspectives of bullying. I am seeking permission to use your questionnaire(Handling Bullying Questionnaire) for my study. I know it states on the website that the questionnaires may be used freely however I still felt compelled to ask permission. You have done in outstanding job sharing pertinent information on bullying. I want to say thank you. From you and your colleagues alone I have a plethora of information for my project. Thank you for your time and consideration and I look forward to hearing back from you soon.

Warmest Regards,

Marcia Teemer

Appendix I: Principal Permission to Conduct Research

Mr. [redacted]
Middle School Principal

Dear Mrs. Teemer:

I have met with you, and we have discussed your research proposal. I hereby grant my permission to conduct the research titled *Bullying: Teachers' Interventions based on Childhood Bullying Experiences,* as proposed in a middle school. As part of this study, I authorize you to interview faculty and staff who provide the proper form of consent to take part in your study. I understand that individual interviews will be conducted before or after school hours. I also grant permission for you to access data from Infinite Campus.

Please keep in mind that individuals' participation will be voluntary and at their own discretion. In addition, faculty and staff names and other confidential information including the school name and students' names will not be disclosed in the research. We reserve the right to withdraw from the study at any time if our circumstances change.

Sincerely,

[redacted]
Middle School Principal
770-229-3760

Appendix J: Principal's Cooperation Agreement

Principal's Cooperation Agreement

Marcia Teemer
1777 Bennett Dr.
McDonough, GA 30253
770-272-7087

December 2013

Dear M[redacted]

I am requesting permission to conduct valuable research at your middle school. I am conducting a study on teacher interventions based on childhood bullying experiences. As part of my graduate studies in Educational Administration at Walden University, I will be collecting data which will be essential in completing my doctoral research project. The title of my doctoral study is Bullying: Teachers' Interventions based on Childhood Bullying Experiences. The study will include participation of teachers. I will ask them to complete one survey and participate in one semi-structured interview that should take approximately 30 minutes. I will also need to gather data from Infinite Campus on bullying from the previous three years. The interviews will be held before or after school at a place and time that is convenient for the participants. All information gathered will remain confidential. Neither the school nor any teacher will be identified in any report or submitted document. You can be assured that the participants, the students, the school and location will remain anonymous. Please sign below if you grant your permission for me to conduct valuable research at your middle school. I thank you for your assistance and cooperation with this research.

Sincerely,

Marcia Teemer

Principal's Signature [redacted]

Date 1-13-14

Appendix K: Human Subjects School System Approval

[redacted] County Schools

Human Subjects Review – System Approval Form

Employee's Name: Marcia Teemer - [redacted]S

School: [redacted] Middle School / Walden University

Address: _____

Title of Research Project: Bullying: Teachers' Interventions Based on Childhood Bullying

Program and Degree of Study: _____

Project Proposed Start Date: _____ Project Proposed Completion Date: _____

Approval Signatures: Marcia Teemer

DO NOT PROCEED TO COLLECT DATA PRIOR TO RECEIVING IRB APPROVAL

Circle the following either "Yes" or "No":

a. Research involving minors or students: Circle N if the research only involved the observation of public behavior by the investigator. **Y** **N**

b. Research involving intellectually, mentally, or physically challenged members of protected groups. **Y** **N**

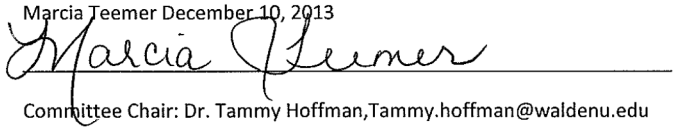
c. Research involving subject deception of any kind. **Y** **N**

Describe the nature of the involvement of human subjects: Teachers will be asked to complete a ten to fifteen minute survey. Those that indicate on the survey they would like to participate in the interview phase will be interviewed.

Describe how confidentiality will be maintained: I will not disclose or discuss any confidential information with others, including friends or family. I will not in any way divulge copy, release, sell, and loan, alter or destroy any confidential information except as properly authorized. I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant's name is not listed. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information. I agree that my obligations under this agreement will continue after termination of the job that I will perform. I understand that violation of this agreement will have legal implications. I will only access or use systems or devises I'm officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signature and date of review:

Marcia Teemer December 10, 2013



Committee Chair: Dr. Tammy Hoffman,Tammy.hoffman@waldenu.edu

Superintendent _____

Please complete:

1. Study Site and Participants:

2. Brief but detailed summary of the Project (attach extra page if needed).

3. Describe the nature of the involvement of human subjects in the project (personal interview, mailed questionnaire, observation, etc. (Attach copy of any instrument, chart, or questionnaire that will be used with subjects.)

4. Describe how confidentiality will be maintained. Be specific if using secondary documents, audio/video tapes, etc.

5. Signature and date of review:

   Student/Date Marcia Leemer / 12/12/13

   Dissertation Committee Chair/Co-Chair/ Date _____ /

   Superintendent/Date [redacted] / 12.17.13

Attach any other forms, tests, institutional permission slips, etc., relative to this study. Failure to do so will result in delayed processing of the approval form.

9-1-04

Appendix L: Curriculum Vitae

Curriculum Vitae

Marcia Teemer

Education

Walden University, Minneapolis, MN
Ed.D (candidate), Administrator for Teaching and Learning

Albany State University, Albany, GA
MEd, School Counseling

Albany State University, Albany, GA
BA, Psychology

Southwest DeKalb High School, Decatur, GA
High School Diploma

Professional

Henry County Schools/Hampton Middle School
Hampton, Georgia
2014-Present

Professional School Counselor

- Individual and Group counseling
- Classroom Guidance Lessons
- Consulting with Others (Parents, agencies, teachers and administration)
- Master Scheduling (Infinite Campus)
- GACollege411
- RTI
- Enrolling and withdrawing students
- Train New Counselors

Griffin-Spalding County Schools/Kennedy Road Middle School
Griffin, Georgia
2006-2014

Professional School Counselor

- Conducted individual and group counseling sessions
- Taught classroom guidance lessons
- Consulting with Others (Parents, agencies, teachers and administrators)
- Standardized Testing (Georgia Criterion Reference Competency Test)
- Coordinating Activities (Smooth Moves, Career Day, Field Trips)
- Enrolling and withdrawing students
- Master Scheduling (Infinite Campus)
- Interview Committee
- RTI Coordinator
- PBIS Team Leader
- GACollege411
- 504 Plans

Newton County Schools/ Clements Middle School
Covington, Georgia
2005-2006

Guidance Counselor

- Conducted individual and group counseling sessions
- Taught classroom guidance lessons
- Consulting with Others (Parents, agencies, teachers and administrators)
- Testing (Georgia Criterion Reference Competency Test)
- Coordinating Activities
- Enrolling and withdrawing students
- Scheduling

Worth County Schools/Worth County Middle School
Sylvester, Georgia
2002-2005

Guidance Counselor

- Conducted individual and group counseling sessions
- Taught classroom guidance lessons
- Consulting with Others (Parents, agencies, teachers and administrators)
- Testing Coordinator
- Coordinating Activities
- Enrolling and withdrawing students
- Scheduling

Dougherty County Department of Family and Children Services
Albany, Georgia
2002-2002

Call Center Newborn Social Services Specialist

- Assisted mothers with Medicaid, TANF and Food stamps
- Answered phones
- Consulted with others
- Monitored the status of mothers on my caseload

Dougherty County Schools/ Lincoln Fundamental Magnet School
Albany, Georgia
1998-2000

Paraprofessional

- Assisting classroom teacher
- Grading papers
- Consulting with Others (Parents, teachers and administrators)
- Monitoring Children
- Preparing daily activities

Internship

Mitchell County Schools/ Mitchell County Middle &Mitchell Baker High School
Camilla, Georgia
2001-2001

Professional School Counseling Intern

- Conducted individual and group counseling sessions
- Taught classroom guidance lessons
- Consulting with Others (Parents, teachers and administrators)
- Standardized Testing (Georgia High School Graduation Test)
- Coordinating Activities
- Enrolling and withdrawing students

Community Service

New Birth Fellowship Christian Center
Albany, Georgia

GED Teacher
Prepared adults to take the GED

Professional Organizations

Georgia State Education Certified/Counseling K-12
Alpha Kappa Alpha Sorority, Inc.
Professional Association of Georgia Educators
Georgia School Counselor Association