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Understanding Teachers' Perceptions of Bullying for Developing Teacher Detection and Intervention

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This is to certify that the doctoral study by

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Christopher S. Hazeltine

MA, New York University, 2006

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Doctoral Study Submitted in Partial Fulfillment

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Abstract

Bullying behaviors can have lasting adverse consequences for teachers, victims, offenders, and bystanders. Teachers are often not prepared with the knowledge required for appropriate interventions. The purpose of this study was to understand teachers' perceptions of bullying in one of the largest urban school districts in the United States. Guided by Bronfenbrenner's ecological systems theory, which holds that individuals impact and should be impacted by various environmental systems around them, the study was focused on teachers' understanding of detection and intervention of bullying in the school setting. A qualitative single case study design was used. Fifteen urban, middle school teachers who reported having experience with bullying behaviors were recruited using purposive sampling. Data were collected through 60-minute, individual, semistructured interviews and a review of documents pertaining to bullying. Data were analyzed employing Braun's and Clarke's thematic analysis. All data were examined for patterns or commonalities across the various sources for emergent themes. The themes that emerged are signs of bullying, difficulty in identifying bullying, confidence in identifying bullying, initial steps to intervene, confidence in intervening, school policies and initiatives, perceptions of regulations and initiatives, and need for education and training. Teachers' perceptions may reflect an understanding of school bullying that involves a range of factors, including individual, school, community, and familial elements. Results of this study may support social change by serving as a basis for professional development for preparing teachers to recognize and intervene in school bullying, thereby allowing students to learn in nonthreatening school environments.

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Dedication

"Two roads diverged in a wood, and I— I took the one less traveled by, and that has

made all the difference."   ~ Robert Frost

This project study is in dedication to my grandparents Sam and Dorothy who

helped raise and nurture me by instilling integrity, righteousness, religion, and

compassion. Your guidance and encouragement is an everlasting gift that motivates me

still today and always!

Acknowledgments

The completion of this milestone would not have been accomplished without the everlasting support of my family and friends. To my son Andrew who has brought so much joy to my life, my mom and my brothers, thanks for understanding how difficult this process has been. Your words of encouragement are what kept me going. My family who believed in me even when I thought I couldn't do it anymore, thanks for sharing the burden by listening and encouraging me to keep going. To all my friends who offered support and guidance, thank you!

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Section 1: The Problem

Introduction

Bullying has been an ongoing issue in public schools. School administrators are seeking solutions to bullying in order to provide both teachers and students with support and guidance to help them identify signs of bullying (McDougall & Vaillancourt, 2015). According to Zerillo and Osterman (2011), many children report personal experiences with their school environment being unwelcoming or violent. Students' attitudes toward school can contribute to bullying problems in schools. Teachers may not be properly trained or equipped with resources to work with diverse populations that make up their classes to detect and combat bullying (DeVoe & Bauer, 2011).

In an effort to fight bullying, school administrators are implementing programs to help students and teachers identify signs of bullying before they result in disciplinary action. Without teachers' ability to properly identify signs of bullying, it may be difficult to develop and successfully implement meaningful interventions (McDougall & Vaillancourt, 2015). Evidence-based approaches are being developed for teachers and administrators to use to improve school environments. Implementing evidence-based approaches may result in increasing students' and teachers' awareness of bullying (McDougall & Vaillancourt, 2015; Zerillo & Osterman, 2011).

The absence of professional development (PD) and the lack of implementation of preventative bullying measures in the classroom should be addressed for teachers to be able to combat school bullying. Teachers need PD to help them identify the signs of bullying. Teachers also need to be equipped with resources to successfully implement

antibullying measures (Vaillancourt, Hymel, & McDougall, 2013). I conducted a single case study to understand teachers' perceptions of bullying. The findings may help teachers with detecting bullying.

Definition of the Problem

According to Puhl, Peterson, and Luedicke (2013), bullying is a form of aggression that includes intentional and repeated attempts to physically, verbally, socially, or emotionally hurt another person. Bullying is a problem that has lasting effects on an entire school community. On average, 50% of U.S. students have been bullied at school (deLara, 2012). Recent school related occurrences of bullying have caused greater concern with the safety of students in schools (Jenson, Dieterich, Brisson, Bender, & Powell, 2010; Kessel Schneider, O'Donnell, Stueve, & Coulter, 2012). Bulling incidents created a sense of urgency regarding school violence and the need for continued research on school bullying. The result of bullying can lead to low academic success and lack motivation to attend school. When students feel like they are being bullied, they should address the issue immediately with a parent or guardian because in most cases, bullying ceases when the bully is stopped at the onset of the occurrences (deLara, 2012). Students who conduct themselves well tend to have high self-esteem and a good sense of self that can help protect them from becoming a victim of bullying (Dooley, Shaw, & Cross, 2012; Olweus & Limber, 2010).

Bullying is a major threat to student-to-student relationships and a threat to creating a positive and safe learning environment. Scholars have examined peer relationships and school engagement; however, little has been found on teachers'

perceptions of bullying (Li, Lynch, Kalvin, Liu, & Lerner, 2011). Scholars have reported

that a child's mental and physical health can be affected by bullying. Students who are

habitually bullied by classmates are at a higher risk of developing psychological

suffering, which often can lead to depression and even suicide (Konishi, Hymel, Zumbo,

& Zhen, 2010; Wei & Jonson-Reid, 2011). Li et al. (2011) interviewed 1,676 students

who were bullied in Grades 6-8 and observed students' roles in peer support, how

students with behavior problems interacted with one another, and bullying involvement

during the school day. Results indicated that peer support had a positive influence on

behavioral and emotional engagement in school, but friends with problem-behaviors and

bullying were negatively associated with school engagement (Cortes & Kochenderfer-

Ladd, 2014; Li et al., 2011). Dooley et al. (2012) studied student perceptions of bullying,

citing that adult perceptions of bullying events occurring among students may not be

accurate due to adults' misunderstanding what constitutes bullying behaviors. More

research is needed on teachers' perceptions of bullying as well as how teachers intervene

in bullying, and the data that was collected for this study could be critical to developing

programs in schools to prevent bullying.

Rationale

The growing awareness of the harmful effects that bullying has driven many

schools to adopt policies related to antibullying (deLara, 2012). On September 13, 2010,

the Dignity for All Students Act (DASA) was signed into law and took effect on July 1,

2012. The DASA mandated instruction in civility, citizenship, and character education

and has been designed to help promote tolerance, awareness, and sensitivity in

interpersonal relationships. All certified teachers are required to attend a 6-hour mandatory workshop on DASA. For some, this is their first exposure to the staggering statistics of the prevalence of bullying.

An increase in severity of a bully's actions has a direct link to the bully being rejected by peers (Wei & Chen, 2011; Wei & Jonson-Reid, 2011). A student's popularity has no correlation to bullying behaviors (de Bruyn, Cillessen, & Wissink, 2010; Wei & Chen, 2011). Wei and Chen (2011) observed that bullies are unpopular or outcasts and found no correlation between bullying and popularity in bullies and victims with the same number of peers. Bullying can be associated with problem behavior and poor student achievement (McDougall & Vaillancourt, 2015; Vaillancourt et al., 2013). Educators and researchers have begun to acknowledge that a healthy learning environment is conducive for promoting students' academic growth (Swearer, Espelage, Vaillancourt, & Hymel, 2010; Vaillancourt et al., 2013; Wei & Chen, 2011). Bullies who experience high academic failure may show their aggression by being disobedient to teachers (McDougall & Vaillancourt, 2015).

Wei and Chen (2011) found that there was also a higher likelihood that bullies would dropout before completing their senior year of high school. Bullies often demonstrated behaviors that disrupted the classroom, showing their difficulty in following rules. Wei and Chen (2011) cautioned about how the findings were interpreted given the diversity among aggressors. The victim and the bully were found to have difficulties in different areas, while the bullies showed no signs of academic failure. Researchers began exploring the causes of aggression in bullies because of conflicting

evidence about whether aggressive individuals have problems in peer relationships and how well aggressive individuals adjust in school settings (Thornton, Frick, Crapazano, & Terranova, 2013; Wei & Chen, 2011). In a study of 390 adolescents, Menesini, Nocentini, and Camodeca (2012) revealed immoral and disengaged behaviors predicted bullying in both cyberspace and in person.

Evidence of the Problem at the Local Level

In 2008, former school Chancellor Joel Klein and former Mayor Michael Bloomberg established Chancellor Regulation A-832 to address bullying behaviors and types of harassment in the New York City public schools. During the 2008 school year, students and teachers completed surveys related to bullying and harassment in their schools. The results identified a wide margin between the regulations put in place and how students' perceived experiences (Sikh Coalition, Asian American Legal Defense Fund, & New York Civil Liberties Union, 2010). On June 30, 2009, a report titled, *Bias-Based Harassment in New York City Public Schools: A Report Card on the Department of Education's Implementation of Chancellor's Regulation A-832* was published, revealing that many of the public schools at the local level were not implementing the new regulations. Some of the findings included that students were unaware of the process and procedures for reporting bullying incidents, city public schools were not implementing the regulation as they should have been, and schools failed to follow-up on incidents that were reported.

In October 2009, in response to the previously mentioned survey, the New York City Department of Education and city council, without making changes to the

Chancellor's regulations, made several expansions, including the citywide Respect for

All program. The Respect for All program launched in 2007 to address the issue of

homophobia in schools and the concerns identified in the survey. The major

improvement to the Respect for All program included making optional training

mandatory for at least two staff members per school. The 2009-2010 academic year was

used to monitor how the new antibullying initiative was working. At the conclusion of

the monitoring, teachers and staff were randomly surveyed from 117 schools regarding

the Department of Education and the progress made on Chancellor's Regulation A-832.

The findings included the need to implement the Chancellor's Regulation A-832. Based

on the results of the teacher and staff surveys, the Department of Education had not

allocated the appropriate resources to enforce Chancellor's Regulation A-832. Based on

the report, bullying was not addressed adequately in the local setting.

Of the 198 teachers and school staff who responded to the survey, 66.4% reported

having witnessed bullying in their schools (Sikh Coalition, Asian American Legal

Defense Fund, & New York Civil Liberties Union, 2010). Teachers reported witnessing

students being bullied based on race, ethnicity, gender, religion, and sexual orientation.

Others have reported students being bullied because of having an accent, because of

being in a special education or inclusion classroom, and because of their weight or height.

At the conclusion of the survey, several recommendations were made, including fully

implementing Chancellor's Regulation A-832 and offering the appropriate resources for

implementation, expanding Chancellor's Regulation A-832 to meet the requirements,

implementing the New York State's Dignity for All Act by July 1, 2012, and training

students and staff members to better address the problems associated with bullying (Sikh Coalition, Asian American Legal Defense Fund, & New York Civil Liberties Union, 2010). About 14% of 198 teachers and staff surveyed from the 117 city public schools reported they believed the Respect for All program was found to be effective. Several respondents reported a need for more resources to be made available to staff to take adequate action against bullying behaviors. A total of 26.9% of survey participants said their school offered the required 2-day Respect for All training and only 30.5% of teachers reported their students received the mandatory diversity and Respect for All required training. Based on the survey results, participants who had been offered the Respect for All training responded they were not properly trained on how to respond to bullying. With the lack of commitment from administrators, many felt they were unable to put what they learned into practice. Very few respondents felt their schools were able to respond effectively. Several more felt their schools lacked consistency in following procedures leaving individuals to respond to bullying occurrences. Twenty-six percent of those surveyed did not believe their school had a Respect for All liaison who received and followed-up with all reports of bullying (Sikh Coalition, Asian American Legal Defense Fund, & New York Civil Liberties Union, 2010).

Evidence of the Problem From the Professional Literature

Children are often subjected to bullying in their own school (deLara, 2012; Perkins, Craig, & Perkins, 2011), and school culture contributes to how children perceive themselves. An environment that promotes respect is critical in schools because that is where children spend about 25% of their day (Dessel, 2010). When students who have

been bullied in schools are asked what they believed bullying to be, they often only

described characteristics of bullies rather than incidents that occurred (Ciucci &

Baroncelli, 2013; Kokkinos & Kipritsi, 2012).

Olweus and Limber (2010) highlighted the increase of bullying among teens and

have described this epidemic as currently most rampant during school and after school.

Olweus and Limber (2010) found that 2.7 million students nationally identified as having

been bullied and 2.1 million students nationally described themselves as the bully. One in

seven students during their K-12 education have experienced being a victim of bullying

or have identified themselves as a bully (Olweus & Limber, 2010; Williford, Boulton, &

Jenson, 2014). As a defense mechanism, victims may resort to gun violence as a form of

retaliation, and 61% of students surveyed believed shootings at school occur because

victims have had enough of being bullied. Abuse in the home has caused children and

teens to become bullies, causing them to act out aggressively and violently in school

(Olweus & Limber, 2010).

National statistics have shown that 68% of students witnessed an act of bullying

taking place at school (Park, 2013; Trach, Hymel, Waterhouse, & Neale, 2010). Fifteen

percent of students have reported they do not attend school for fear of being bullied.

Seventy one percent of students view bullying as a continuous problem. Ten percent of

students drop out of school because of bullying. Five percent have seen a gun in school.

Ninety percent of students in Grades 4 through 8 reported to have been a victim of

bullying. According to 54% of students, violence at home can lead to violence at school.

Nationally, 282,000 students reported being attacked in high school. Suicide has been

reported as the number one cause of death among children under the age of 14. Over the past 30 years, suicide rates have increased to 50% among adolescents (Olweus & Limber, 2010). If teachers are unaware of what bullying is they may not be able to combat it appropriately (Dedousis-Wallace, Shute, Varlow, Murrihy, & Kidman, 2013; Oldenburg et al., 2014; Troop-Gordon & Ladd, 2013).

Definitions

The following are definitions for terms used throughout this project study.

Direct bullying: Direct bullying is bullying directed toward the victim by the bully (Thomas, Connor, & Scott, 2014; Zerillo & Osterman, 2011).

Gender-based bullying: Gender-based bullying refers to behaviors based on gender or gender roles that are viewed as threatening and harassing. It can include both physical harassment and verbal harassment, unwanted sexual advances, and discrimination based on sexual orientation (deLara, 2012; Topcu & Erdur-Baker, 2012).

Indirect bullying: Indirect bullying occurs when the bully sends harmful information to others about the victim (Rodkin, Espelage, & Hanish, 2015).

Traditional bullying: Traditional bullying is bullying that is repeated over time and can be done directly or indirectly with an intention to harm someone (Black, Weinles, & Washington, 2010; Thomas et al., 2014).

Victims: Victims are any individuals who are harmed or injured because of a crime, accident, or other event or action. This harm or injury can be caused intentionally or unintentionally. (Swearer et al., 2010; Vaillancourt et al., 2013).

Significance

Bullying by peers has been a problem in many schools across all grade levels, often resulting in severe consequences for the bully and victim (Zerillo & Osterman, 2011). Bullying among school aged students is viewed as a form of aggression by both children and adolescents, and in recent years has been extensively studied (Smith, 2011; Wei & Chen, 2011). For an act to be considered bullying, three factors need to be present are: (a) the behavior is intended to harm, (b) the same act or similar act is repeated over a period of time, and (c) an inequity of power exists between bully and victim (Rodkin, Espelage, & Hanish, 2015; Tenenbaum, Varjas, Meyers, & Parris, 2011). Physical attacks, name calling, destroying another's personal property, starting rumors, and attacking over the Internet are all forms of bullying. Victims of serious bullying will often experience symptoms of withdrawal and avoidance in academic tasks that lead to poor academic performance. Serious bullying can cause a victim to suffer from many symptoms including impaired concentration, feeling rejected or lonely, feeling a sense of anxiety or depression, and sometimes thoughts of suicide (Andreou & Bonoti, 2010; deLara, 2012; Wei & Jonson-Reid, 2011; Wynn & Joo, 2011).

The purpose of this project study was to increase awareness among teachers of bullying in one of the largest public school systems in New York State and to help them educate students on bullying. This would be accomplished through the development of an appropriate and meaningful professional development. Bullying can have serious implications for both victims and bullies. Both victims and bullies are equally at risk of being socially withdrawn resulting in academic failure (McDougall & Vaillancourt,

2015). Anger, aggression, and delinquency have been linked to bullying while anxiety, depression, and low self-esteem are linked to victimization (Kokkinos & Kipritsi, 2012; Swearer et al., 2010).

The findings of this study may help to identify gaps in properly identifying bullying incidents and aid in developing an antibullying intervention that would be beneficial to teachers by contributing to social change within the school. The findings may potentially contribute to further research on teachers' perceptions of bullying and help influence the implementation of more effective bullying prevention programs. The findings may also be used to develop an intervention program for students who are experiencing bullying. School and district administrators may use the findings of this study to better identify problems related to bullying and to take steps to create a positive learning environment for students. The overall contribution of this case study is to respond to bullying in an urban school district in New York by designing a PD program that may help prevent bullying.

Guiding Research Questions

The following research questions guided this study:

RQ1: What are teachers' perceptions of bullying in terms of detection?

RQ2: What are teachers' perceptions of bullying in terms of intervention?

Review of the Literature

Conceptual Framework

A social-ecological perspective may provide insights on preventing bullying in schools. The behavioral ecological model (BEM) has four levels of intervention to

promote a safe learning environment by including all stakeholders, individual, local, community, and social or cultural. At the individual level, a program for parents needs to be developed to offer advice to parents on bullying issues. Educating parents about bullying behaviors can help parents recognize the signs of bullying so they can intervene at home (Rigby & Griffiths, 2011; Schroeder et al., 2011). The local level includes implementing a school-wide antibullying campaign that includes local and national curricula, developing a school-wide code of discipline, and educating students on different types of bullying behaviors. For the community level to be successful, the media needs to play a major role by bringing individual occurrences of bullying to the forefront to help to raise awareness. The community plays a role by increasing funding to combat bullying. The social and cultural levels require training for teachers on bullying recognition, prevention, and intervention. BEM is used by researchers and practitioners to understand the need for a support line for teachers, students, and parents (Dedousis-Wallace et al., 2013; Rigby & Griffiths, 2011). Those advocating for this model assume all stakeholders are committed to supporting this program and are committed to ending bullying in public schools (Bradshaw, 2015; Rigby & Griffiths, 2011; Schroeder et al., 2011).

Review of the Broader Problem

I conducted a comprehensive online search of several databases through the Walden University library for timely literature relevant to the study. Various combinations of the following key terms and phrases used included *bullying, teachers, teachers' perceptions, detection, bullying intervention, bullying prevention, school*

bullying, and *behavioral ecological model*. Databases searched included Google Scholar, Educational Resource Information Center (ERIC), Education Research Complete, Education: A SAGE full-text collection, ProQuest Central, EBSCO Host, PsycINFO, SocINDEX, PsycARTICLES, Psychology: A SAGE full-text Collection, and Academic Search Complete/Premier. Preference was given to pertinent peer-reviewed journal articles published within the past 5 years. However, older studies were included if they were deemed to be foundational. I reviewed the bibliographies of key studies on bullying to locate titles of additional studies related to bullying.

Review and analysis of the literature revealed that bullying comes in many forms, including physical (e.g., pushing and hitting) and verbal (e.g., threats, taunting, and spreading rumors) coercion, as well as one of the newest forms of bullying, cyberbullying, or the use technology to cause harm to peers (Puhl et al., 2013). Serious psychoemotional consequences of being bullied include anxiety, depression, and low self-esteem (Brendgen, Girard, Vitaro, Dionne, & Boivin, 2014; Schroeder et al., 2011). Bullying at school may also adversely affect victims' academic performance (Rodkin et al., 2015). To combat the problem of school bullying, researchers have suggested approaching bullying as a systemic problem requiring school-wide intervention and awareness on the part of teachers, school officials, and students, rather than merely reacting to individual bullying incidents (Dedousis-Wallace et al., 2013).

Different Forms of Bullying

Interactions with a bully can be physical, verbal, nonverbal, direct, or indirect. Different forms of bullying can include hitting, stealing, teasing, threatening and

taunting, spreading rumors, and causing social isolation (Puhl et al., 2013). Regardless of the form of bullying, it is important to examine the physical and psychological humiliation that occurs habitually over a period to the victim (Puhl et al., 2013; Zerillo & Osterman, 2011). Educators did not address bullying in schools, and when they did, it was often in the form of a punishment against the bully and the victim without fully addressing the problem (deLara, 2012; Murray-Harvey & Slee, 2010; Rigby, 2012).

Bullies tend to receive satisfaction by causing harm or suffering to others. Bullies have the propensity to show little empathy for the victims or victims and attempt to shield their actions by accusing the victim or victims for infuriating them in some way (Swearer & Hymel, 2015). Scholars have reported that bullying and home life are connected (Perkins et al., 2011). Bullies may come from homes where the main form of punishment is physical (Swearer & Hymel, 2015). Bullies are taught to fight back when dealing with situations in homes where parental involvement is lacking. Children who show behaviors that represent characteristics of a bully will be defiant towards adults, are antisocial, and will break rules. Contrary to some beliefs, bullies have little anxiety and a very high self-esteem. For bullies, the behavior becomes more aggressive and habitual (Rigby & Smith, 2011). Bullies tend to choose victims based on what they perceive will be a target that will be less likely to seek revenge (Puhl et al., 2013). Little evidence has been presented in support of the idea that bullies victimize others because of persona or feelings about themselves (Swearer et al., 2010; Swearer & Hymel, 2015).

Cyberbullying

One of the newest forms of bullying in the 21st century is cyberbullying. This form of bullying is to use technology to cause harm to peers. Patchin and Hinduja (2011) defined "cyber bullying as willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices" (p. 178). With an increase in technology and technological advancements, more students have reported that they feel unsafe at school (Jacobson, Riesch, Temkin, Kedrowski, & Kluba, 2011; Pettalia, Levin, & Dickinson, 2013; Thomas et al., 2014).

Patchin and Hinduja (2011) conducted a study and found that 19% of Internet users between ages 10-17 had been a victim or a bully. In another study, 30% of those who responded under the age of 18 reported as being a victim of cyber bullying (Kowalski, Limber, & Agaston, 2012). Eleven percent of students younger than 18 years of age admitted to bullying others over the Internet (Runions, Shapka, & Wright, 2013). About 18% of middle school students experienced being cyber bullied, while 11% reported cyber bullying others (Patchin & Hinduja, 2011). Gender also played a role in cyber bullying, and Thomas et al. (2014) found females tended to criticize others online at a much higher rate than males did. Females also reported the Internet as a place to express their personal feelings and a comforting place that gave them a feeling of belonging. Further research conducted revealed that females were more involved than males in cyber gossiping (Cheng, Chen, Liu, & Chen, 2011; Thomas et al., 2014).

The Consequences of Bullying

Serious consequences of being bullied often include anxiety, depression, and low self-esteem (Brendgen et al., 2014; Schroeder et al., 2011). Rigby (2011) categorized bullying victim consequences into four groups: psychological distress, low psychological well-being, physical unwellness, and poor social judgment. Retaliation for standing up for oneself appeared to be the most common reported strategy of bullies. Males are more likely than females to use social support and problem solving as a way to handle bullying behaviors (Black et al., 2010; Caravita, Di Blasio, & Salmivalli, 2010). Personality traits do play a part in a victim's choice in how they react. Victims who allowed the abuse to occur tended to lack social skills and did not react to the bully (Black et al., 2010; Caravita, Di Blasio, & Salmivalli, 2010).

Children characterized as victims of bullying are usually anxious, cautious, very insecure, and have low self-esteem (Esbensen & Carson, 2009; Swearer et al., 2010). Victims will hardly defend themselves against a bully, and victims tend to lack social skills and often keep to themselves (Wynn & Joo, 2011). Some victims may be closer to parents or guardians and their parents tend to be over-protective (Eliot & Cornell, 2009). According to Wynn and Joo (2011), those adolescents who have been bullied tend be bullied repeatedly and are at risk for future delinquency as well as subsequent victimization. Students who are victimized at school may attempt to be self-protective by carrying weapons, and they may attempt to manage their image by becoming aggressive and retaliatory (Wynn & Joo, 2011).

According to Esbensen and Carson (2009), "Bullying victimization is part of the adolescent experience in most societies, yet little is known about its consequences" (p. 209). Previous research conducted on the correlation between bullying and victimization has shown that victimization is not evenly distributed across the adolescent population (Barhight, Hubbard, & Hyde, 2013; Bellmore, Ma, You, & Hughes, 2012; Cappadocia, Pepler, Cummings, & Craig, 2012). Esbensen and Carson (2009) found that males, ethnic minorities, and middle school students experienced more bullying than females, Caucasians, and students in high school. The research indicated higher experiences of victimization among racial minorities. Research also indicated that bullying takes place more frequently in early grades and tends to decrease in the higher grades (Lee, 2009). Esbensen and Carson (2009) also found that 14% of students in sixth grade, 7% of students in ninth grade, and 2% of students in 12th grade reported having been previously bullied during school. Esbensen and Carson also found that physical bullying decreases as students go into high school. The decrease over time is attributed to physical forms of bullying changing to more verbal forms of bullying.

Bullying and School Environment

Bullying continues to be a serious problem in schools in the United States (Patchin & Hinduja, 2011; Williford et al., 2014). Bullying can occur across race, gender, ethnicity, age, stature, and socioeconomic status (SES). Although bullying has not been studied as much in the United States, other countries have studied it extensively (Dedousis-Wallace et al., 2013; Menesini et al., 2013). Stereotypes are often associated with different forms of bullying. By age three, students become aware of race and

ethnicity and begin labeling themselves according to stereotypes (Peguero & Williams, 2011). When students feel inclined to behave like bullies, it is because they feel the need for a sense of power and control (Tenenbaum et al., 2011).

During the early 1980s, public awareness began to increase to the extent that more researchers began to study students' experiences with bullying in school (Currie, Zanotti, Morgan, Currie, DeLooze, Roberts, & Barnekow, 2012; de Bruyn et al., 2010; Gladden, Vivolo-Kantor, Hamburger, & Lumpkin, 2014). It is estimated that $10 - 30\%$ of students developed negative behaviors and anxiety related to being a victim of bullying (Konishi, & Hymel, 2009). According to de Bruyn et al. (2010), "There are two forms of social competence – each uniquely captured by one of the two sociometric dimensions – peer acceptance and perceived popularity" (p. 545). Acceptance by peers is viewed more as a negative predictor of violent behavior, but the opposite can be true as well. Students who were not accepted by peers, but were considered popular, tended to display more violent behaviors than those considered both popular and accepted by their peers (de Bruyn, Cillessen, & Wissink, 2010; Swearer & Hymel, 2015).

Due to the decrease in supervision as students' progress from elementary to middle school, places like hallways, cafeterias, and playgrounds that are not observed by teachers or staff contribute to an increase of bullying (Bickmore, 2010; Lee, 2010; Swearer et al., 2010; Swearer & Hymel, 2015; Tenenbaum et al., 2011). Much debate has taken place regarding school environments and the correlation between bullying among children. Research has been conducted on student-teacher ratio, school budgets, and the population of students, showing no absolute conclusion regarding one particular

aspect of community, school, or family roles in bullying (Swearer et al., 2010; Swearer & Hymel, 2015). Many bullying victims view school as an unsafe place. Studies have shown that 7% of America's students in eighth grade have missed school monthly for fear they will be bullied. When students fear being bullied, they shut down, which can lead to an increase in student isolation. In addition, many students are conscious about being viewed as associating with the victim for fear of being bullied themselves (DeLara, 2012). Being bullied as a child or young adult can carry into adulthood leading to depression and low self-esteem (Swearer et al., 2010; McDougall & Vaillancourt, 2015).

Researchers have suggested that school success is heightened within learning environments are supportive and safe (Konishi, Hymel, Zumbo, & Li, 2010; Saarento, Kärnä, Hodges, & Salmivalli, 2013; Vaillancourt et al., 2013). Students understand caring when they believe they are being accepted and respected by adults. Caring also helps students develop meaningful relationships within their school environment (Saarento et al., 2013). Relationship building and more effective ways of communicating between teacher and student within the learning community put students in a position to feel more comfortable asking for assistance when it is needed (Konishi, Hymel, Zumbo, & Li, 2010). Konishi et al., (2010) reported that the perceptions students have of the support given by their teachers should be connected with a sense of belonging students feel at school, student motivation, and academic performance. Konishi et al. also reported with younger children, positive relationships among students and teachers showed improved academic performance and increased motivation and self-direction.

New teachers can often feel overwhelmed and ill prepared to handle the diversity that comes with working in an urban public school (Rodkin et al., 2015). If the relationship between student and teacher is negative, teachers can become the bully (Rodkin et al., 2015). In positive student and teacher relationships, studies have shown a protective buffer forms that lessens the negative emotional effects of bullying (Saarento et al., 2013). A teacher's actions can set the appropriate expectations for behavior to provide for a more positive learning experience. One contributing factor to student success is the teachers' role both academically and socially. Separate from home and the community, schools are the primary place where students socialize as part of the culture (Murray-Harvey & Slee, 2010; Rodkin et al., 2015; Saarento, Kärnä, Hodges, & Salmivalli, 2013; Zerillo & Osterman, 2011).

Bullying can occur as a form of retaliation against the perpetrator. Scholars have reported that 15% of students are constantly bullied or have initiated bullying behaviors (Konishi & Hymel, 2009; Marsh, Nagengast, Morin, Parada, Craven, & Hamilton, 2011). As students progress from elementary school into high school, direct bullying increases, hitting its peak during the middle years and then slowly begins to decline in high school. Studies have shown that verbal abuse among peers in all grade levels remains constant (Saarento, Boulton, & Salmivalli, 2014; Swearer et al., 2010; Williford et al., 2014).

Few studies have been conducted on how peer groups are affected by bullying. According to Jones, Manstead, and Livingstone (2011), "Recent social developmental research shows that children also manage their identities in response to social situations" (p. 1). Jones et al. (2011) found that students tend to adapt their self-descriptions to be

perceived as positively as possible by various groups and that this tendency increased with age.

Bullying and Gender

Bullying based on gender is another type of bullying that many students encounter. Behaviors based on gender can be viewed as bullying if they are considered threatening or harassing in any way. Gender-based bullying is viewed as "the most common form of school violence in the United States" (Anagnostopoulos, Buchanan, Pereira, & Lichty, 2009, p. 519; Topcu & Erdur-Baker, 2012). Researchers have shown that in the United States before graduating from high school, 80% of adolescents are involved in some form of gender-based bullying. Students who have reported these incidents report the perpetrator as being one of their peers. Sexual harassment can be considered a form gender-based bullying. Anagnostopoulos et al. (2009) believed sexual harassment based on gender was one of the most studied forms of such violence. Bullying based on gender can include both physical harassment and verbal harassment, unwanted sexual advances, and discrimination based on one's sexual orientation. In the last 30 years, researchers, feminists, legal advocates, and gay and lesbian educators advanced gender-based bullying to the nation's forefront. In 1997, due to an increase in reported cases of gender-based bullying, the United States Department of Education mandated all schools receiving federal funding develop and implement policies and procedures related to sexual harassment (Anagnostopoulos et al., 2009; Topcu & Erdur-Baker, 2012).

In order to combat gender-based bullying in schools across the country, faculty members need to play an integral part to help prevent further bullying. Researchers have suggested that faculty and staff are unaware of what constitutes bullying (Cheng, Chen, Ho, & Cheng, 2011; Veenstra, Lindenberg, Huitsing, Sainio, & Salmivalli, 2014). As a result, faculty and staff members tend to get only involved in situations they feel are extremely severe, thus allowing the more common occurrences to go undetected (Cheng et al., 2011, Veenstra, Lindenberg, Huitsing, Sainio, & Salmivalli, 2014). Anagnostopoulos et al. (2009) found that staff members did feel the need to arbitrate in occurrences of sexual harassment where male students engaged in bullying behaviors with female students.

Home Life and Bullying

Murray-Harvey and Slee (2010) investigated the impact home life has on education and bullying as well. Family influences and parental work hours have been associated with bullying in schools. Murray-Harvey and Slee also found the results of their study to be consistent with earlier research studies that have shown family life influenced a child's behavior outside of the home, and bullies in elementary school reported their families to be less cohesive. Bullying behavior has been related to the number of hours parents worked each week, thus making a student's home life a contributing factor to bullying.

Students who do not spend enough time with their parents at home are at higher risk of experiencing bullying behaviors (Arseneault, Bowes, & Shakoor, 2010; Christie-Mizell, Keil, Laske, & Stewart, 2010). A mother's work schedule was associated with an

increase in bullying behaviors (Murray-Harvey & Slee, 2010). Fathers to be a more influential role in their child's life with regard to bullying behaviors (Murray-Harvey & Slee, 2010). Parents who worked long hours or constant overtime found their children engaged in bullying behaviors more often (Christie-Mizell et al., 2010).

Christie-Mizell et al. (2010) reported that there are three reasons why bullying is related to a parents' work schedule and the impact it has on bullying behaviors. Christie-Mizell et al. (2010) stated that the longer the time parents spend away from their children, the less time they have to "coach children in how to deal with and handle conflict, such as bullying, with their peers" (p. 5). Another reason is that children are more apt to report bullying to parents or guardians and not school personnel (deLara, 2012). Not spending a lot of time together takes time away from the teachable moments where a parent or guardian can immediately intervene and correct a child's negative behaviors (Christie-Mizell et al., 2010; deLara, 2012; Murray-Harvey & Slee, 2010; Rodkin et al., 2015).

Walden and Beran (2010) observed that most bullying occurred during the later elementary and middle school years. Walden and Beran conducted further research on these academic years and personal attachment to parents. Attachment and bullying during these academic years had no significant relationship to being a victim of bullying. Walden and Beran (2010) found that students in Grades 5 and 6 who were devoted to both parents were not as likely to report an occurrence of bullying as students who were not as devoted to both parents were. Other researchers have claimed that when children lacked parental guidance and felt unsafe in homes and in school; they would often turn to

criminal behaviors as a way of accepted by those engaging in similar behavior (Moon, Hwang, & McCluskey, 2011)

According to Olweus (1993), scholars have reported a stronger than normal correlation between growing up as a bully throughout the years and criminal activity as an adult (Moon et al., 2011; Schroeder et al., 2011). Olweus (1993) found that students in Grades 6-9 who had been identified as a bully were convicted of a criminal crime at some point in their lives. Long-term effects on victims have been studied immensely, but how bullying effects the bully has not been studied as extensively. Lee (2010) stated that students who exemplify bullying behaviors have a strong correlation to violent crime, withdrawn behaviors, and delinquency later in life. Bullies who continued to bully throughout their education tended to continue the behavior into adulthood (Black et al., 2010; Vaillancourt, Hymel, & McDougall, 2013).

Bullying Intervention

Bullying is an ongoing issue that often occurs in a social setting as part of a broader culture. Those characterized as bullies tend to take out their aggression in social settings where staff members and parents are oblivious of how big the problem is, while other students are reluctant to intervene because they may not know how to. For programs to be effective for all students, interventions must include the school community not just the bully and the victim. Researchers have emphasized the importance of developing school-wide bullying policies, an improved school environment, and empowering students to deal with situations such as conflict resolution

and peer counseling (Cortes & Kochenderfer-Ladd, 2014; Donnon, 2010; Hamburger, Basile, & Vivolo, 2011).

Interventions need to be implemented for a school's culture and climate to change. Some of the best types of interventions include creating cooperative learning environments and developing character education programs (Dessel, 2010). To begin understanding bullying in schools, it is important to understand the culture and identify the individual behaviors in students that are problematic (Donnon, 2010). Tenenbaum et al. (2011) found that coping methods helped alleviate some of the problems associated with bullying. They identified two different coping methods that victims used as a way to manage the bully: emotional-focused coping and problem-focused coping. Emotional-focused coping deals with the individual's emotions and problem-focused coping is associated with problem solving skills (Williford, Boulton, Noland, Little, Kärnä, & Salmivalli, 2012).

Often incidents of bullying that occur over time begin to overwhelm the victim. Coping mechanisms for bullying differ based on the type of bullying directed at the victim. Children who have experienced bullying often hear the words "solve the problem yourself" repeated (Dessel, 2010). The healing time for children coping with bullying depends on how often it occurs. Social and academic settings in school and family relationships at home can affect how a child copes with the stress of being bullied. Based on this research, children need to be taught ways to cope with the stress of being bullied (Gladden, Vivolo-Kantor, Hamburger, & Lumpkin, 2014; Skrzypiec, Slee, Murray-Harvey, & Pereira, 2011). Studies have shown that a coping mechanism for children

with stress can be achieved by teaching different strategies including problem solving (Skrzypiec et al., 2011; Vezzali, Capozza, Stathi, & Giovannini, 2012).

Jenson, Dieterich, Brisson, Bender, and Powell (2010), found that 30% of students in elementary school engaged in bullying or was characterized as victims of bullying. Some of the types of bullying interventions educators have been employed included classroom management, support from peers, and cognitive behavioral strategies to help decrease bullying behaviors (Jenson et al., 2010). Jenson et al. reviewed 30 anti-bullying prevention programs and found a 23% decrease in occurrences among schools that adopted anti-bullying interventions (Jenson et al., 2010). Of the 30 programs that were evaluated, 10 were considered effective and eight had no positive effects on either the victim or the bully (Jenson et al., 2010). The main factors that contributed to the reduction of bullying in schools were properly training parents to effectively identify and prevent bullying from occurring, more adult supervision on the playground, disciplinary plans, school conferences, educational videos, and better classroom management techniques (Jenson et al., 2010). Fundamentals of the program connected to a reduction of victimization included cooperative grouping, skills training, parental training, and peer interventions. Jenson et al. (2010) concluded interventions that "targeted school and classroom norms about aggression had a greater effect on reducing bullying, while skills training and other individual-focused interventions had a greater effect on reducing victimization" (p. 509).

To combat the problem of bullying, researchers have suggested that bullying is a systematic problem that needs interventions geared towards to whole school rather than

focusing on just individual incidents of bullying (Bickmore, 2010). Few studies have actually recorded success in implementing whole school approaches to bullying. For a school to be bully-proof, the administration needs to present a clear expectation of policies and procedures and hold all stakeholders accountable for complying. Leadership and academic rigor are pertinent to having a successful bully-proof learning environment. A study of nine schools in one district reported an 18% reduction in bullying incidents as a result of implementing policies and procedures, monitoring students' progress academically and behaviorally, and intervening when necessary and appropriately (Dedousis-Wallace et al., 2013; Richard, Schneider, & Mallet, 2011; Bickmore, 2010).

With funding at stake and bullying on the rise, it is important for schools to determine which programs are essential. One of the most widely used programs for bullying prevention is the Olweus Intervention Program, which was developed in Norway as a result to the severity of bullying and the media attention (Saarento, Boulton, & Salmivalli, 2014; Trent, Harner, & Pollock, 2010). The Olweus Intervention Program is designed to identify bullies within the school environment and assist the bully and victim with ways to cope with bullying behaviors. Most anti-bullying programs need to include a classroom-based program that includes topics such as conflict resolution and holding students accountable for their individual behaviors (Rawana, Norwood, & Whitley, 2011; Saarento, Boulton, & Salmivalli, 2014; Trent, Harner, & Pollock, 2010).

Addressing the problem of bullying can only be done once a problem has been identified; because of this, researchers have suggested that interventions taking place in school are often unsuccessful (deLara, 2012). Interventions can be proactive or reactive

depending on the situation. A proactive approach would include taking necessary steps to prevent bullying from occurring by educating the school community. A reactive approach occurs only after an occurrence of bullying has taken place. In cases of bullying where a staff member has intervened, the bullying does not always stop (Rigby & Griffiths, 2011). Rigby and Griffiths also found that based on the number of students who reported being bullied, 58% of students who experienced bullying reported it to a teacher several times in a week, only 28% of students felt the teacher's intervention stopped the bullying from occurring. Twenty percent of the students did not feel the teachers' intervention made any difference, 10% reported the bullying increased after the teacher intervened, and 8% ignored the bullying and had not reported it (Rigby & Griffiths, 2011; Saarento, Boulton, & Salmivalli, 2014; Smith, 2011).

Classroom management techniques are helpful in reducing bullying in schools. Rather than view classroom management as a method of control, it is important for teachers to understand also the instructional aspect of classroom management. Different approaches such as the guidance approach, cooperative leaning groups, social skills training, and open communication can all be used by a classroom teacher. Using a guidance approach to implementing whole school anti-bullying programs would be to make it as meaningful to students by allowing them to sensationalize the problem of bullying (Cornell & Cole, 2012; Cornell & Limber, 2015). Cooperative learning activities can increase student awareness of others' differences within the group, thus promoting tolerance (Cummings & Rubin-Vaughan, 2010). Research has shown that students' attitudes and relationships have improved among diverse groups when teachers

have used collaborative grouping (Cornell & Limber, 2015; Haner, Pepler, Cummings, & Rubin-Vaughan, 2010).

Social skills training is important since many victims often fall into the category of social isolation. By enabling students to become more social can help build and maintain friendships. These types of trainings can help students build self-esteem by identifying personal strengths that others might not have known. Social interactions also allow for better communication. Communicating with the victim and bully is important (Brendgen et al., 2014; Espelage, Green, & Polanin, 2011). Letting victims know their voices are being heard is important because most students have reported a teacher's intervention either did not change the behavior of the bully or the teacher's intervention did not appropriately address the problem (Espelage et al., 2011; Newgent, Behrend, Lounsbery, Higgins, & Lo, 2010).

Few studies have been conducted on bullying cases where a teacher has intervened and the effectiveness of the bullying ceased. What has been gathered is the traditional disciplinary method in the form of a punishment has been used mostly in schools (Dedousis-Wallace et al., 2013; Newgent et al., 2010). Further studies on the usefulness of alternative types of interventions need to be conducted. Rigby and Griffiths (2011) identified several different disciplinary measures used in schools across the county.

Different types of measures:

(a) the traditional disciplinary approach; (b) the use of assertiveness training to help victims resist being bullied; (c) mediation between bullies and victims, with

teacher mediators and/or peer mediators; (d) restorative practices; (e) the Support

Group Method; and (f) the Method of Shared Concern. (p. 347)

A small number of studies have also been conducted on these approaches and the

effectiveness of them. Rigby and Griffiths (2011) studied a method called a shared

concern approach. Rigby and Griffiths found this approach be a non-punitive way of

handling incidents of bullying and is considered acceptable in non-criminal cases of

bullying and does not only include the victim and bully, but also a group of students.

This method begins with an initial meeting of students who are accused of bullying.

Rigby and Griffiths pointed out the importance of the victim not being present for fear of

further retaliation. The mediator speaks to the accused bully in a fair and impartial

manner, showing concern for the victim. The accused bully is then asked to share ideas

in ways that can help address the mediator's concerns. The accused bully is then

interviewed to help the mediator understand the bully's viewpoint. After the initial

meeting, if the mediator feels a resolution has been reached, the victim is invited to attend

the meeting and a resolution is negotiated (Espelage & Hanish, 2015; Rigby & Griffiths,

2011).

Another approach to rid bullying in schools is a strength-based approach that

recognizes individual strengths within students. A strength-based program can also help

academic performance as well. Allowing students to develop their strengths in the

classroom can eventually reach the entire school, thus helping decrease incidents of

bullying (Rawana, Norwood, & Whitley, 2011). To develop further the strength within

the school, a strong classroom environment and positive student-teacher relationship can

help foster growth and development leading. Bringing out students' abilities and heightening awareness of their strengths can help students face the challenges they may confront (Rawana et al., 2011).

Many of the popular anti-bullying programs have been found to be unsuccessful (deLara, 2012; National Association of School Psychologists, 2012). A zero tolerance policy is an example of how a policy may sound good, but is often not enforced. The consequences for bullying rarely reflect on socioeconomic status, race, gender, religion, and politics. Programs that include peer mediation do not always address the issue of bullying. One of the major implementation issues with trying to implement successful programs is the lack of knowledge from those evaluating the program. The difficult is in differentiating between quality of the program and the creative marketing surrounding the actual program. The goal of any intervention program should be to create a learning environment conducive to learning that is bully-free through collaboration. For programs to be successful, they need to be sustained throughout the school year. Before an intervention can be considered successful, a great deal planning and modifying needs to take place until an intervention is fully adopted (Black et al., 2010).

Implications

The researchers of studies cited in this project study suggested there is a need to review individual (control, aggression; Rigby & Smith, 2011), school (peers, the role of teachers; Rodkin et al., 2015), community (social isolation; Puhl et al., 2013), and family (the influence of home life, parental involvement; deLara, 2012) factors to understand and help decrease the risk of school victimization and bullying. The findings of this

study may contribute to the existing body of knowledge on bullying prevention by

exploring the perceptions on public school teachers who are rarely included in bullying

research and yet are vital in the prevention process. Since the problem of teacher

perception of bullying incidents has been discovered, an intervention program focusing

on teacher professional learning around bullying may be developed to educate and

prepare teachers to intervene when necessary in all incidents of bullying occurrences.

Bickmore (2010) stated:

> Bullying is a social phenomenon. Not a simple matter of disputes among peers, it
>
> usually involves direct and indirect participation of groups. Bullying unfolds in
>
> the social context of peer group, the classroom, the school, and the larger
>
> community. Context matters: Some school and classroom environments are more
>
> conducive to bullying compared to others. (p. 650)

Exploring different educational strategies empowers teachers to better control

bullying. Students who have observed teachers intervening on their behalf without

asking for assistance often felt greater comfort. Knowing and identifying the problems

associated with bullying can help give more insight into what approaches would be

successful. Scholars have reported that students do not tell a teacher about incidents of

bullying for fear it will become worse or the teacher will not intervene as suggested

(Cortes & Kochenderfer-Ladd, 2014; Rodkin et al., 2015).

Ignoring the issue of bullying can lead to an increase of long term academic and

social problems. Students who experience bullying at school associate this with a

negative learning environment (Bickmore, 2010). In this study, an attempt is made to

address some of the bullying issues and provide a solution to remedy the problem, leading to positive social change by identifying and addressing the problem of bullying at the local level. Creating a shared goal of increased awareness at the local level needs to include parents, staff, students, and the community. Creating a shared goal to combat bullying that includes all stakeholders will help create a school-wide, concerted effort to educate faculty, parents, and students on how to combat bullying. Teachers' perceptions may reflect an understanding of school bullying that involves a range of factors, including individual, school, community, and familial elements. Consequently, the findings of the study might serve as the basis for a staff development project wherein educating teachers in the detection and prevention of school bullying is a key and ongoing component of their professional lives.

Summary

Discussion on bullying has recently begun to increase due to heightened sensitivity to the issue. Several studies have shown that their peers (Rawana et al., 2011) bully students. The problem of bullying is concerning due to the negative impact it can leave on students. Many of the negative effects including social and emotional effects that continue into adulthood for both the victim and bully, causing strained relationships with peers and family. Several interventions have been implemented and very few have been successful. Helping teachers identify problems of bullying more easily can help lead to better education of students and parents on prevention and intervention in the home, thus promoting social change.

This is the first section of a four-section paper. Section 2 is about the research methodology used in the study. A qualitative research study was used to gather data to be used in the development of a project study. The third section is the project study around a teacher professional development geared towards equipping teachers with the necessary tools to be able identify and intervene in bullying occurrences. The final section contains reflections and conclusions based on the research results.

Section 2: Methodology

Introduction

Bullying awareness is moving to the forefront of social awareness. New York State has implemented many different programs to combat bullying, but the literature remains sparse with regard to teachers' perceptions of bullying. Students across all grade levels view bullying as a problem (Conoley, 2008; Syvertsen, Flanagan, & Stout, 2009) with limited research being conducted on teacher's perceptions of bullying. Through research, long lasting problems have been identified in students who have been bullies or victims of bullying (Anagnostopoulos et al., 2009; Esbensen & Carlson, 2009; Wynn & Joo, 2011). To effectively design and implement a successful intervention to address bullying in the classroom, leaders must understand what deficits exist in teachers' current training. To understand the deficits that exist in teachers' current training, I explored how teachers currently perceive bullying in terms of detection and intervention. I cover the purpose of this research and its implementation procedures in this section. I also discuss the procedures for analyzing the data in this study, the results from the collected data, the factors in selecting this particular design and targeted population, the instrument and procedures used to conduct the research, and the methodology.

Research Design and Approach

I used a qualitative single case study design in the study. Qualitative methods are used when describing or examining subjects' perceptions of the world around them and how they construct their views (Merriam, 2009). In the qualitative paradigm, the case study design is well suited for inquiries into the *how* and *why* underlying a phenomenon

of study (Yin, 2013). This is consistent with the research question guiding this study on how teachers perceive bullying (Creswell, 2005). As such, a qualitative case study was most suitable for the research. I sought to examine teachers' perceptions of bullying in one of the largest urban school districts in New York State. For this inquiry, the following research questions were considered:

RQ1: What are teachers' perceptions of bullying in terms of detection?

RQ2: What are teachers' perceptions of bullying in terms of intervention?

A single case study design was implemented in the study. The case study tradition emerged from the need to acquire a richer understanding of multifarious social phenomena (Yin, 2013). The case study is a fitting design when the researcher's objective is to carry out a broad investigation of a subject, setting, or activity of interest through the examination of one or several cases that are bonded by a common link (Morse & McEvoy, 2014). Houghton, Casey, Shaw, and Murphy (2013) asserted that a case study design should be considered when a researcher is studying a specific phenomenon with a distinct boundary. In the study, I intended to explore teachers' perceptions of bullying within the context of their experiences in the school. The use of a case study design enabled me to explore teachers' perceptions concerning their ability to detect bullying in their schools. Further, the design facilitated the exploration of how teachers perceive their ability to intervene successfully when bullying is detected. The case study design allowed for the collection of data from multiple sources and using multiple methods, all within one defined case (Houghton et al., 2013; Stake, 2013; Yin, 2013). Data collection from multiple sources and multiple methods allowed for the

exploration of the phenomenon of study from several perspectives in order to arrive at more thorough and better-validated research findings (Tacq, 2011). Therefore, the case study was the most apposite research design for the study.

There are several other qualitative research designs. These designs include phenomenology, ethnography, and grounded theory (Hanson, Balmer, & Giardino, 2011). In the following sections, a brief description of each of these designs is provided, along with an explanation for why these designs were ill-suited for use in the study.

Phenomenology involves the study of a phenomenon through the examination of the lived experiences of individuals who have encountered the phenomenon (Walsh, 2012). Thus, phenomenological researchers focus on examining the way in which a phenomenon is experienced by an individual in terms of affect and other psychological processes and examine the meaning that the individual ascribes to the experience (Moustakas, 1994). The aim of this study was not to explore the meaning that teachers place on the phenomenon of bullying, but rather to examine their specific experiences with detecting and intervening in bullying situations. As such, phenomenology was not a suitable design for the investigation.

Ethnography is the optimum design when the objective of the study is to obtain an in-depth understanding of a particular culture-sharing group (Sangasubana, 2011). Thus, in an ethnographic study, the cultural group of study composes the unit of analysis (Sangasubana, 2011). Ethnographic data are collected through a broad and immersive investigation conducted within the natural setting of the culture of study (Hanson et al., 2011). For this study, the focus was on teachers to explore their unique experiences to

obtain a multifaceted view of the topic of bullying. As such, an ethnographic design would not have been appropriate for the study.

The grounded theory design is utilized when the researcher's aim is to use collected data to formulate a theory that explains or describes the phenomenon of study. A central tenet of grounded theory is that the theory resulting from the analysis should be directly tied to, or *grounded in*, the collected data (Hanson et al., 2011). Grounded theory studies involve a multistage process of data collection and iterative data analysis (Hanson et al., 2011). The purpose of this study was not on formulating a theory to describe the phenomenon of bullying. For this reason, a grounded theory design was apt for this study.

Qualitative methods are used when describing or examining subjects' perceptions of the world around them and how they construct their views (Petty et al., 2012). As such, qualitative methods are most suitable for studying teachers' perceptions of bullying. The goal for this study was to collect in-depth data from the participants using several data collection methods. The methods implemented were with the objective of exploring how teachers perceive bullying with respect to detecting bullying in their schools and intervening when it is detected.

Participants

In selecting participants for a study, I chose a sample that is knowledgeable of the phenomenon of interest and representative of the larger target population. For this study, I used purposive sampling to select participants who had experiences and knowledge pertinent to the topic of study (Creswell, 2003). The inclusion criteria by which

participants were selected specified that the individual must meet the following

qualifications: (a) be currently employed as a teacher in the chosen school district, (b)

teach at the middle school level, and (c) report having experience with bullying as a

teacher in the school setting.

I assembled a sample of 15 for the study. Small samples, which are hallmark of

qualitative research, permit the researcher to conduct a more in-depth inquiry with each

participant than is possible in quantitative studies (Palinkas et al., 2013). When deciding

upon the size of a qualitative sample, the primary determinant is *saturation*. Dworkin

(2012) explained that saturation signifies the point at which adding extra participants to

the study fails to generate new insights or substantively expound upon the previously

collected data. Researchers in the qualitative tradition have advanced varied

recommendations for selecting a suitable sample size to attain saturation. Guest, Bunce,

and Johnson (2006) proposed that a researcher should utilize a minimum of 12

participants to achieve saturation. Francis et al. (2010) postulated that a sample of 10 to

13 participants is usually adequate to attain saturation. Based upon these suggestions, a

sample of 15 participants was sufficient to achieve saturation in the study.

The principals of different middle schools identified potential participants during

the spring of the 2016-2017 school year. Sampling was limited to middle schools within

one large urban school district that served as the research site for this study. After

obtaining permission to conduct the study from an authorized representative of the

chosen school district, a letter of intent was e-mailed to principals. I introduced myself as

the researcher, provided an explanation of the purpose of the study being conducted, and requested permission to conduct research with their teachers.

Under the New York State Dignity for All Act, principals have identified staff members who are directly responsible for overseeing bullying intervention in their school. Upon receiving approval, principals from each school were asked to share information about the study to their identified bullying intervention specialists and any other teachers who may be interested in participating in the study. Individuals who were interested in participating in the study were contacted via phone or e-mail for more information. An opening screening phone call with each individual allowed for the development of an initial rapport to answer questions about the research and to determine if the prospective participant met the inclusion criteria for the study.

Once prospective participants were identified, a letter of informed consent was provided via e-mail prior to beginning data collection, which informed participants of the purpose of the study, their right to opt out, and their right to confidentiality (Owonikoko, 2013). Teachers were informed that all responses would be kept confidential and used for research purposes only. Prior to conducting the research study, participants were made aware that the interview was voluntary and confidential and that the information gathered would be used to create an intervention program for the school. Participants were also informed that they would not be punished in any way for participating or declining to participate in the study.

Researchers need to be sensitive to and respectful of participants and the location where the research is being conducted (Creswell, 2009). To protect participant

confidentiality, interviews were not conducted on the grounds of the school at which the

teacher was employed. Information identifying an individual participant was not

collected. Participants were made aware in the introductory e-mail that their individual

responses and their school would be kept anonymous and confidential. Prior to collecting

data, the research plan was reviewed by the Institutional Review Board (IRB; Creswell,

2003). The IRB approval number for this study is 03-16-17-0159123. This was done to

ensure that no research participant was at risk of harm.

Data Collection

The objective of this project study was to investigate middle school teachers'

perceptions of bullying within the context of a case study design. The purpose of

selecting qualitative methods for this study was to collect in-depth data about teachers'

perceptions of bullying, as told from their unique perspectives. Two methods of data

collection were used in this study: (a) semistructured interviews and (b) document

review. The sole data collection instrument that was utilized for this study was an

interview guide, which explored the teachers' perceptions of bullying. The instrument

contained questions related to teachers' perceptions of bullying situations in terms of

recognizing them when they are occurring and effectively intervening.

The data collection tool in this study was a semistructured interview guide

(Appendix B). Using this guide, face-to-face interviews were conducted with the

teachers. Qu and Dumay (2011) encouraged the creation of an interview guide for use in

conducting interview-based studies. The questions contained in the interview guide were

designed to elicit information concerning how teachers perceive their ability to recognize

bullying when it is occurring and successfully intervene in bullying situations.

To assure the credibility of the study, the interview guide needed to be validated.

The validity of the instrument is concerned with determining if the interview questions

are clearly worded, non-leading, and will effectively elicit the information which is

necessary to answer the research questions (Creswell, 2003). To establish content

validity for the interview guide, a panel of experts that was made up of teachers from

three different schools reviewed the interview questions. The panel consisted of teachers

certified by the New York State Department of Education. The experts were asked to

evaluate the interview questions to offer feedback concerning their clarity, relevance to

the study, and effectiveness at eliciting information pertinent to the research questions.

Based upon their feedback, the interview questions were revised for use in the study.

To conduct the semistructured interview, each participant was met at a private

location agreed upon with the participant. Prior to beginning the interview, participants

were reminded that the interview is voluntary and that they may discontinue the interview

at any time. To record accurately the participants' interview responses, all interviews

were audio recorded (Qu & Dumay, 2011). Each interview lasted approximately 60

minutes. The participants were asked to answer questions as truthfully as possible. In

addition to the questions contained in the interview guide, follow-up questions were

asked to clarify ambiguous statements or to elicit elaboration on an interesting comment.

Once the interviews were completed, they were transcribed to enable textual analysis. A

reflective journal was used to record any insights, which emerged during the process of data collection (Petty, Thomson, & Stew, 2012).

In addition to semistructured interviews, data were collected through document review. The review of documents is supported as a viable method of data collection in case study research (Hanson et al., 2011; Petty et al., 2012; Yin, 2013). In this study, participants provided school documentation, which was relevant to the study. Such documents included student handouts pertaining to bullying, teacher reports documenting bullying, or school training material related to bullying. By reviewing these documents, contextual support for the insights gleaned from the semistructured interviews was obtained.

To gain access to the participants, permission to conduct the study from an authorized representative of the chosen school district was obtained. Then, a letter of intent was emailed to principals within the district. Included in the letter of intent were an introduction of the researcher, an explanation for the purpose of the study being conducted, and permission to conduct research with their teachers. The principals were asked to provide information about the study to their identified bullying intervention specialists and any other teachers who may be interested in participating in the study. Individuals who were interested in participating in the study were asked to contact me via phone or email, and participated in a screening phone call to be selected for the study. Therefore, researcher bias was not expected to influence the course of the proposed study.

Data Analysis

The data in this study were analyzed using thematic analysis, as illustrated by Braun and Clarke (2006). The CAQDAS software NVivo 10 was used to facilitate the organization of data during the analysis (Leech & Onwuegbuzie, 2011). Thematic analysis has substantial justification in the literature as a suitable method of analysis in qualitative case study research (Braun & Clarke, 2006; Morgan et al., 2014; Shepherd, Sanders, Doyle, & Shaw 2015). The data analyzed in this study included typed transcripts of the participants' interview responses and relevant documentation pertaining to bullying within the school. Thematic analysis involves the examination of a combined set of data to determine patterns or commonalities across the various sources (Vaismoradi, Turunen, & Bondas, 2013). The aim in thematic analysis was to identify the most significant topics within the dataset, which collectively present an accurate and detailed portrayal of the phenomenon of study (Clarke & Braun, 2013).

Braun and Clarke (2006) described six steps for conducting thematic analysis. To begin the analysis, interviews were transcribed and read over all of the collected data to gain a basic understanding of the content. In the second step, data were coded. Coding entails the denoting and labelling of significant statements across all collected data, and organizing the data according to these codes (Vaismoradi et al., 2013). The third step involved the grouping of codes into tentative themes, and reading through the data to discover all pieces of the dataset, which were relevant to each identified theme (Braun & Clarke, 2006). By collecting both the interview data and the collected documentation, data were triangulated to corroborate the emergent themes (Hanson et al., 2011). In the

fourth step, tentative themes were assessed by comparing the coded data to the whole

dataset to conceive the thematic structure of the analysis (Clarke & Braun, 2013). The

fifth step consisted of the refinement of each theme to produce themes, which are clearly

named, and demarcated (Braun & Clarke, 2006). In the sixth step of the analysis,

narrative was created that presents the results of the analysis, using quotes from the

collected data to substantiate the identified themes, and linking the themes to the guiding

research question. Discrepant cases or contradictory data were assessed within the

context of the identified themes. The implications of any detected discrepancies were

examined within the results narrative. Themes include teachers' perceptions of bullying

and intervention when bullying is detected.

To ensure the accuracy and credibility of the findings of this study, I incorporated

a number of strategies to improve the rigor, or trustworthiness, of the study. Credibility

signifies the extent to which the research findings are a truthful depiction of the

phenomenon being studied (Lietz & Zayas, 2010). The principal strategy by which the

credibility of this study was improved was using triangulation (Hanson et al., 2011).

Triangulation signifies the use of multiple data sources to analyze the data through

comparison, thereby corroborating the research findings (Petty, Thomson, & Stew, 2012).

Through triangulation, the evidence gleaned from these two data sources (Thomas &

Magilvy, 2011) reinforced the validity of the findings. In this study, two different

methods of data collection were used: interviews and the review of documents.

The second method by which credibility was improved is through bracketing and

reflexivity (Lietz & Zayas, 2010). Reflexivity describes the researcher's mindful

assessment of personal prejudices and biases concerning the research. Once the researcher was aware of these biases, bracketing necessitates the setting aside of these biases to approach the data more objectively (Tufford & Newman, 2012). Reflexivity in this study was accomplished through the reflective journal, which I maintained throughout the process of data collection. Through bracketing, the influence of researcher bias on this study was minimized. Credibility in this study was enhanced through member checking via transcript review (Sinkovics & Alfoldi, 2012). To conduct the transcript review, participants were sent a copy of their interview transcript to verify that the transcript accurately portrays the interview.

Data Analysis Results

The methods of data collection used in this study were semistructured interviews and document review. Semistructured interviews were conducted with 15 teachers in the selected school district. The data collection instrument used for this study was an interview guide (Appendix B). All interviews were audio-recorded and then transcribed into electronic text documents. The electronic text documents were imported into NVivo to aid in organization and data analysis. The interviews were analyzed following the thematic analysis procedures (Braun & Clarke, 2006). The documents collected for this study included materials from the NYC Department of Education pertaining to the Respect for All initiative, as well as teacher, parent, and student training materials from the DASA. Information from the documents was used to corroborate and contextualize the themes that emerged from the analysis of the interviews (i.e., triangulation).

Participant Characteristics

Fifteen teachers were interviewed for this study. Nine of the participants were women, and 12 of the participants were between 22 and 38 years old. Most of the participants reported having 0 to 11 years of teaching experience, and most participants indicated that they had a master's degree. Finally, a majority of the participants indicated that they grew up in a suburban area, and no participants indicated that they grew up in rural areas. The participant characteristics are summarized in Table 1.

Table 1

Participant Characteristics

Variable	Count	%
Gender		
Female	9	60
Male	6	40
Age		
22 to 38	12	80
39 to 55	3	20
Years of Experience		
0 to 11	10	67
12 to 23	5	33
Education		
Bachelor's	4	27
Master's	11	73
Region Growing Up		
Suburban	9	60
Urban	6	40

Themes

The interview transcripts were analyzed using thematic analysis to address the following research questions:

RQ1: What are teachers' perceptions of bullying in terms of detection?

RQ2: What are teachers' perceptions of bullying in terms of intervention?

Three themes emerged relating to the RQ1. These themes included Signs of Bullying, Difficulty in Identifying Bullying, and Confidence in Identifying Bullying. Five themes emerged relating to RQ2. These themes included Initial Steps to Intervene, Confidence in Intervening, School Policies and Initiatives, Perceptions of Regulations and Initiatives, and Need for Education and Training. The following subsections describe each theme in detail.

Signs of Bullying

The first theme that emerged in relation to bullying detection was Signs of Bullying. When asked to give their own definitions of bullying, participants provided a variety of answers. Many participants described bullying in terms of characteristics and actions of the bully. There was a consensus that bullying could involve acts intended to cause either physical or emotional harm. For instance, Participant 13 said that, "bullying is a person's attempt to cause physical or emotional harm to another person or group." Participant 12 added that bullying is, "unwanted behavior, such as physical or verbal aggression with the intention of hurting a person or a group." Many participants indicated that aggressive acts are signs of bullying. For example, Participant 15 stated, "I look toward the people engaged in the act. I look to see if one person is being overly aggressive." Participant 4 corroborated this by saying that a bully is, "a person that instigates issues and bothers another person for no reason." The participants also discussed other types of unwanted behavior, such as teasing, as signs of bullying.

Participant 2 described bullying as, "when kids make fun of each other for the way they look, dress, and their race" and Participant 3 added that, "I look for aggressive teasing and ridiculing of other students." The definitions that participants provided were consistent with the documented RFA examples of banned behavior, which includes "threatening or harassing, intimidating or physically assaulting another student" as well as "using derogatory language" and "teasing or taunting" other students.

Other signs of bullying that participants commonly mentioned were intentionality and repetition. Several participants defined bullying as intentional or deliberate acts. For instance, Participant 11 defined bullying as, "deliberate acts done to cause pain." Many participants also viewed repeated behavior as a sign of bullying. Participant 14 described bullying as, 'repeatedly and intentionally causing pain whether physical or emotional on another person." This was corroborated by Participant 15, who stated that, "bullying is engaging in long term, intentional acts." More specifically, some participants discussed repetition as a key aspect they use to detect bullying. This was articulated by Participant 5, who noted, "Several times I thought I witnessed bullying but I was unsure if the acts were repetitive." This is consistent with the definitions of bullying presented in the DASA documentation, which state that "acts of harassment, aggression, or unkindness that only happen once" are not considered bullying.

Participants also described characteristics and actions of victims as signs of bullying. Specifically, many participants mentioned that negative changes in a student's health or behavior was a sign that they were being bullied, with Participant 3 noting that, "changes in a child are the warning signs of bullying." Participant 8 said, "Bullying can

cause changes in students, such as weight gain or loss, eating less or more, difficulty sleeping, decline in school performance." Participant 2 added, "Victims of bullying might withdraw from social situations and have a loss of self-esteem." Other such behavior changes that participants mentioned were students who lost interest in school or who did not want to come to school. The signs that participants reported were consistent with those listed in "An Educator's Guide to Bullying Prevention" in the DASA documentation, which included "withdrawal from peers," "unexplained cuts or bruises," and "a decline in academic performance or motivation" among others.

Another common sign of bullying victims that participants identified was the victim's lack of response to potential acts of bullying. Participants frequently mentioned that students who do not defend themselves are likely victims of bullying. For example, Participant 6 explained, "I look for the reaction of the victim. I watch to see if there is an act of defense against the other person." Another participant described an incident in which this sign served as an indicator that bullying was occurring:

> I have witnessed several altercations between students who at first looked like
> they were just playing around. As I continued to watch I could see that one of the
> students were not responding to the remarks and began to look distress[ed]. It
> then became clear it was more than a conflict or playing around.

Difficulty in Identifying Bullying

The second theme that emerged in relation to bullying detection was Difficulty in Identifying Bullying. The participants provided insights into what types of situations made it difficult to detect bullying. Many of the participants agreed that one of the most

difficult aspects of identifying bullying was differentiating bullying from other types of

arguments and conflicts between students. Specifically, some participants noted that it

often was difficult to determine if an incident was just an argument or an act of bullying.

Participant 9 explained, "When students engage in a back and forth altercation, I find it

difficult to decide whether it is an act of bullying or two students involved in a conflict."

Participant 3 corroborated this.

> Students who argue back and forth with each other are not necessarily engaged
>
> in an act of bullying. Sometimes it is difficult to identify if the behavior is
>
> intentional to cause harm against another student or if it is a simple dispute.

This participant also emphasized that seeing these types of conflicts happen "on a daily

basis" adds to the difficulty in detecting bullying. Participant 2 who stated, "During

lunch duty I witness fights all the time, also shared this sentiment. I don't know if they

are caused by acts of bullying or if it's just kids being kids." Thus, the same confusion

applied not just to verbal arguments, but physical confrontations as well. Participant 13

explained, "I always question when I intervene in a physical altercation whether the fight

is an act of bullying or just a conflict between students." Participant 15 also expressed

confusion in these situations, stating, "physical fights are in my opinion an act of bullying

or just [may be] a fight, I'm really unsure." Distinguishing between bullying and other

types of conflict is consistent with the DASA documentation that specifies definitions for

what types of behaviors are not considered bullying. The behaviors listed in the

documentation that are not considered bullying include both "arguments or conflicts" and

"fighting" among others.

A few participants discussed incidents involving girls as particularly difficult to discern. Participant 11 explained, "I have trouble when girls are involved. Girl interactions tend to be less physical and therefore make it difficult to identify bullying." Participant 11 used physical acts as a cue to bullying, making the types of bullying more common among girls more difficult to spot. Further, Participant 8 described a scenario in which bullying among girls was not so obvious:

> I watched a group of girls verbally fighting or what seemed like fighting over hairstyles. As I continued to watch and listen I noticed the girls were having a contest about who would have the best hairstyle every day in school. I was unsure of how to handle the situation. Later on, I learned it was emotionally affecting some of the girls because they were so concerned about how they would be judged based on appearance. I am still unclear whether this could be treated as an act of bullying.

Confidence in Identifying Bullying

The third theme that emerged in relation to bullying detection was Confidence in Identifying Bullying. The participants had widely varying levels of confidence in their ability to detect bullying. Several participants were highly confident in their ability to identify bullying. For example, Participant 12 indicated, "I have a good eye for identifying acts of bullying," and Participant 3 said, "I have been quite successful in my ability to identifying bullying." Some participants specifically attributed their confidence to their experience. Participant 1 explained, "As I further my career I am becoming

better at identifying bullying." Participant 10 added, "Being a victim of bullying myself, I feel I have a good ability to identify bullying."

Other participants had confidence in their ability to detect bullying, but felt that they still needed to improve. For instance, Participant 15 said, "I am pretty good at identifying bullying but I would like more knowledge on the topic." Participant 7 added, "Sometimes I feel I take too long to identify acts of bullying. This is something I need more experience with." Additionally, Participant 9 stated, "I strive to identify bullying successfully; however, I would like some clear examples of just what to look for." However, there were several participants who showed little confidence in their abilities. Participant 2 noted, "I often feel I am not very successful at identifying acts of bullying," and Participant 8 said, "Overall I am not that confident in identifying bullying if and when it is happening."

Initial Steps to Intervene

The first theme that emerged in relation to bullying intervention was Initial Steps to Intervene. Participants discussed how they personally respond when they identify a bullying incident. Most of the participants indicated that they take immediate direct action to intervene the moment they identify an incident. For instance, Participant 1 said, "I try to respond quickly to situations of bullying. I strive to find out what happened quickly and offer the support necessary so the bullying doesn't continue." Participant 10 echoed this sentiment, saying, "I take each situation I see seriously. I don't wait to decide if it is an act of bullying. I intervene immediately before serious damage is done." Most commonly, participants indicated that they would act to diffuse the situation before

passing the incident on to dedicated staff members. Participant 4 noted, "I intervene [in the situation by] talking and trying to stop the situation." Participant 6 added, "I try to diffuse situations before they escalate into something dangerous." Additionally, Participant 12 said, "I intervene immediately and attempt to diffuse the situation. Then I will make the necessary report to the liaison."

There were a number of different approaches that participants employed during their initial intervention. Some participants would attempt to talk things out with the students involved to determine what happened and how the problem could possibly be resolved. Participant 10 explained, "I intervene immediately and give each person a chance to speak privately. I strive to identify the root of the issue and resolve what I can." This strategy is consistent with the documentation on DASA classroom tips for teachers, which state that teachers should not disclose embarrassing information and that punishment should be private. Participant 3 added, "I listen to the entire story and if needed seek help from other professionals." This participant also emphasized the importance of remaining calm, saying, "I keep my tone and body language calm. If possible, I like to handle the situation privately without an audience." Other participants indicated that they attempted to act as mediators or offered advice to the students involved. Participant 2 noted, "I try to help the students involved. I offer advice to students about how to treat each other better." To this point, Participant 3 indicated, "I do my best to make all students involved feel safe and help students to recognize the severity of their actions."

Although participants were generally willing to immediately intervene in bullying situations, a few participants sometimes felt intimidated in doing so. This was articulated by Participant 11, who said, "I aim to intervene immediately, but sometimes I am intimidated by certain situations and will get help from other staff." Participant 14 added, "Sometimes I feel intimidated to stepping into a group of students."

Confidence in Intervening

The second theme that emerged in relation to bullying intervention was Confidence in Intervening. Participants had varying degrees of confidence in their ability to intervene in bullying situations. Several participants felt that they were successful in handling bullying. For example, Participant 4 said, "I feel I am successful when intervening in bullying situations. I have a positive way of talking to the individuals involved and helping to resolve issues." Participant 5 stated, "I am successful overall. The behavior usually discontinues."

Many participants were less confident in their abilities and had concerns about how effective their intervention efforts were. For instance, Participant 8 said, "Overall I don't feel very successful with intervening in bullying. I feel often intimidated in certain situations involving student altercations." Participant 1 elaborated further, saying, "I often feel I solve the issue that happens in front of me but I am not confident the issue has been resolved for good. I often worry about the situation after the students are no longer around me." This underscores the concerns that several participants mentioned about their intervention efforts. These participants were unsure if the bullying would stop over the long term, or if it would continue when they were no longer around to stop it. This

concern was echoed by Participant 15, who said, "The thing that most concerns me and a question I ponder is, what happens after the report is made." Some participants reported being proactive toward these concerns by checking on students following an incident. For example, Participant 12 stated, "My fear is when the students involved are not around me. I try to check back with students to look for continued signs of bullying." This was also reflected by Participant 10, who said, "I also like to check in with the people involved. I care very deeply about the welfare of my students." This practice is reinforced in "An Educator's Guide to Bullying Prevention" in the DASA documentation, which suggests that teachers and staff should "closely monitor students who have been bullied, as well as those who have done the bullying."

School Policies and Initiatives

The third theme that emerged in relation to bullying intervention was School Policies and Initiatives. All participants reported that there were formal school policies for dealing with cases of bullying. These policies were put in place in response to the RFA and DASA initiatives. There were some types of policies that were universal across participants, mainly the appointment of a dedicated person or team to handle cases of bullying. Every participant indicated that they are required to report bullying incidents to the appointed person or intervention team. For example, Participant 12 explained, "The principal has selected a RFA liaison who is trained to attend to all reports of bullying made by staff or by students." Appointed persons were sometimes referred to as "liaisons" or "DASA coordinators." Participants indicated that these individuals were appointed by school leaders (e.g., principals) and were specifically trained to handle

cases of bullying, as Participant 5 described, "One of our social workers is identified as the DASA coordinator. That person is notified when a student is identified as being bullied. That person is trained to properly handle the situation." This is corroborated by the DASA documentation, which states that each school is required to appoint a "Dignity Act Coordinator" who is "responsible for overseeing and handling bullying incidents."

Participants also discussed other types of policies and initiatives, such as "zero tolerance." Several participants mentioned that their school has a "zero tolerance" policy towards bullying and that bullying is taken seriously at their school. Many participants also mentioned mission statements regarding safe learning environments. Specifically, Participant 3 explained that the A-832 regulation requires schools to, "maintain a safe learning environment that is free of harassment and discrimination by students against other students." Participant 2 added that the safe learning environment was promoted through "posters in the hallways and assemblies." Some participants also discussed a code of conduct that students are required to follow. For example, Participant 3 said, "The school has a code of conduct that describes behaviors that students are expected to adhere to."

Perceptions of Regulations and Initiatives

The fourth theme that emerged in relation to bullying intervention was Perceptions of Regulations and Initiatives. When participants were asked about Regulation A-832 and the RFA initiative, the consensus was that these measures were a good thing, but that the measures were not effective enough. Specifically, many

participants felt that schools are not doing enough to enforce policies and put the initiatives into action. Participant 12 articulated this by saying:

> The idea of the initiative is a step in the right direction. The effectiveness of the initiative is questionable because I believe the responsibility of emphasizing the importance of the initiative falls on the school and I don't believe all schools are taking it as serious as they need to.

Participant 15 shared this sentiment, stating, "Respect for All is a positive initiative; however, the initiative needs to be taken more seriously in schools around New York City." Participant 3 also touched on this issue, saying:

> The idea of the initiative is a positive one. However, the follow through in all districts might be overly effective. There is an unacceptable amount of cases on the negative affects bullying has on school-aged students. I think the initiative needs a more focused emphasis in schools.

Many participants shared the perception that bullying is a major, growing problem in schools, and cited this as a reason why they felt the initiatives were ineffective. Participant 4 noted, "The initiative is ineffective. Bullying is still a huge issue in schools and it is only getting worse." This was echoed by Participant 2 who said, "I think it is ineffective. Bullying happens all the time. Students and teachers are not taking it seriously."

When asked where they felt the gaps lie in these regulations and initiatives, many participants pointed to deficiencies in implementation and awareness of the teachers. For instance, Participant 1 explained, "with the growing cases of bullying happening there

needs to be more emphasis in the school system." This participant went on to say, "The gap lies in the way schools handle acts of bullying. I don't think many teachers know about the regulations or what their responsibilities are as educators and student advocates." Several other participants agreed that teachers' awareness and implementation of the initiatives was lacking. For example, Participant 5 suggested that "most people do not know much if anything about it [the RFA initiative]" and Participant 14 stated, "I don't really know too much about the initiative and I'm sure I'm not the only teacher who feels that way so I don't think it is very effective." This is also underscored by the fact that many participants did not recognize Regulation A-832 by name when asked about it. Thus, despite feeling that the initiatives were currently ineffective, many participants expressed that the initiatives need to be taken more seriously and more emphasis needs to be placed on the initiatives.

Need for Education and Training

The fifth theme that emerged in relation to bullying intervention was Need for Education and Training. Every participant mentioned that more education, training, and professional development opportunities regarding bullying were necessary. This point was especially emphasized by new teachers. For instance, Participant 2 explained, "New teachers, such as myself do not have the proper training to identify and handle acts of bullying." This participant later went on to say, "Identifying and intervening in acts of bullying should be addressed several times during the school year. A required workshop training for a few hours is not enough. Teachers need experience with situations and how to effectively handle them." Participant 3 shared this sentiment, saying, "Some teachers,

especially new teachers lack the strategies needed to deal with acts of bullying." This participant later added, "Professional development needs to be offered several times a year to assist teachers in strategies to identify and intervene in acts of bullying." Several participants called for additional courses to be implemented within the education system for aspiring teachers. Specifically, Participant 9 suggested that "a class needs to be required... before graduating with a degree in education and also professional development during the course of the school year. Participant 3 also touched on this, saying, "Educational programs for aspiring teachers should require a course on bullying. One workshop prior to receiving a license is not enough training." Some participants also felt there was a need for more student education on bullying. Participant 12 said, "A class should be required for students to take in their curriculum that focuses on bullying and the causes." This view was shared by Participant 7, who stated, "A class for the student population on bullying and the [effects] would be helpful to raise awareness."

Several participants suggested specific aspects of bullying that can be improved through additional education and training. For example, many participants expressed that they need more experience and training in detection and intervention. Participant 1 suggested that "more training can be made available to teachers on recognizing the signs of bullying and what their responsibilities are in reporting acts of bullying." When asked what improvements could be made for teachers, Participant 15 suggested professional development "on identifying bullying, intervening in situations and reporting acts of bullying." Another participant expressed that "teachers need experience with [bullying] situations and how to effectively handle them." Finally, participants who suggested more

student education focused on the repercussions of bullying. Participant 4 expressed this, saying, "A class for students on anti-bullying needs to be offered and required in order for students to really understand the effects of bullying."

Summary of Findings

Thematic analysis of teacher interviews was conducted to address two research questions. The first research question pertained to teacher's perceptions of bullying in terms of detection. Three themes emerged regarding this research question. First, teachers defined and discussed Signs of Bullying in terms of characteristics and behaviors of both the bully and the victim. Bullying was characterized as intentional and repeated acts of physical or verbal aggression. Victims were characterized by negative changes in behavior (e.g., social withdrawal, decline in school interest and achievement) and by not defending themselves. Second, teachers discussed Difficulty in Identifying Bullying. Many participants indicated that it was difficult to distinguish between bullying and simple arguments or fights. Third, teachers spoke about their Confidence in Identifying Bullying. The participants had varying degrees of confidence in their ability to detect bullying; some participants felt highly confident due to their experience, but others were not confident and expressed that they needed to improve.

The second research question pertained to teacher's perceptions of bullying in terms of intervention. Five themes emerged regarding this research question. First, teachers described their Initial Steps to Intervene. Participants generally took immediate action to diffuse bullying situations and used strategies such as talking things out and giving advice. Second, teachers spoke about their Confidence in Intervening.

Participants' confidence in their ability to intervene varied; some participants felt they were successful in resolving incidents, but others were not confident in their abilities. Many participants also expressed concern that the bullying might continue when they are not around to intervene. Third, teachers described their School Policies and Initiatives. The participants indicated that their schools appoint a person or team to handle bullying incidents, and that their schools are guided by mission statements and codes of conduct for students. Fourth, teachers shared their Perceptions of Regulations and Initiatives. Generally, the participants felt that the initiatives were ineffective due to a lack of implementation, emphasis, and teacher awareness. Finally, teachers expressed the Need for Education and Training. All participants felt that more education, training, and professional development opportunities regarding bullying were needed for both teachers and students.

Discrepant Cases

During data analysis, researchers could face the possibility of a discrepant case. Creswell (2009) defined a discrepant case as "a process for refining an analysis of collected data until it can explain or account for a majority of cases. Analysis of discrepant cases may revise, broaden and confirm the patterns emerging from data analysis" (para 3). When a discrepant case is identified recoding the discrepant case may possible be a solution to solving the discrepant case. If recoding does not solve the discrepant case then a conversation with the participant through member checking may resolve the issue. If after recoding or member checking does not resolve the discrepant case then a careful review of the data may expose biases that may require an explanation

in the results section. There were no discrepant cases in the data analysis. Credibility

was enhanced in the study through member checking via transcript review (Sinkovics &

Alfoldi, 2012). To conduct the transcript review, participants were emailed a copy of

their interview transcript to verify that the transcript accurately portrays the interview.

Once the transcripts were verified transcripts, this helped to ensure that the transcribed

data was not compromised by researcher bias.

Conclusion

The purpose and procedure for the qualitative single case study research have

been detailed in this section. Within the study, teachers' perceptions of bullying for

perpetrators and victims were examined. The data collection procedures and a description

of the participants have been presented. The process of data analysis and issues of

trustworthiness have also been described in this section.

Section 3: The Project

Bullying behaviors can leave lasting effects on teachers, victims, offenders and bystanders. Teachers are often not prepared with the knowledge required to appropriately intervene, thus creating an environment that is not safe and conducive for learning (McDougall & Vaillancourt, 2015). The purpose of this study was to gain an understanding of the problems with bullying and the teacher's role in identifying signs of bullying and the ability to intervene when necessary. I examined teachers' understanding of bullying, their ability to intervene, and their knowledge of policies in place regarding bullying through interviews and document review. This study focused on the statewide Dignity for All Students Act and the citywide Chancellor Regulation A-832.

Project Description

The project study I developed is a workshop focused on antibullying professional learning designed to educate educators on the state and citywide policies with regard to bullying in public schools. Through the workshops, teachers will be able to understand the policies and effectively intervene during incidents of bullying. Teachers will also learn strategies for taking proactive measures by educating students on the effects of bullying. The project framework is based on specific findings related to teacher perceptions of bullying, their ability to intervene, and their concern for lack of professional learning around bullying. Data collected from the semistructured interviews and document review exposed the participants' lack of understanding and ability to intervene during incidents of bullying. To help guide the professional learning workshops, I used the *Complete Guide to Running Successful Workshops & Seminars:*

Everything You Need to Know to Plan, Promote and Present a Conference Explained Simply (2014). The 3-day professional learning workshop would be scheduled every summer prior to the beginning of the school year as part of the summer professional learning series.

Goals of the Project

Professional learning workshops geared towards combatting bullying have focused on increasing awareness in an attempt to create an environment conducive to learning (Lund, Blake, Ewing, & Banks, 2012). Lund et al. (2012) suggested that for an antibullying program to be successful, the quality of the workshops needs to be exemplary. Lund et al. reported the development of effective antibullying workshops came from national conferences and that many teachers reported they were not confident in their ability to intervene with school based professional learning.

The goal of the project study is to educate teachers on the statewide Dignity for All Students Act and the citywide Chancellor Regulation A-832, thus increasing a teacher's ability to recognize bullying and intervene prior to an incident of bullying occurring. School districts should educate teachers on antibullying policies and procedures that teachers are expected to follow. Several teachers reported the inability to intervene due to lack of understanding of policies and procedures (Gorsek & Cunningham, 2014). Duy (2013) suggested school administrators provide ongoing professional learning to teachers to ensure teachers begin to develop a positive school climate that is safe for all students by equipping teachers with the strategies for creating this type of school culture. The findings of this project study promote social change by

enhancing a teacher's ability to recognize and intervene prior to an act of bullying taking place. The project will be shared with the chancellor or chancellor designee.

Scholarly Rationale for Project Selection

To answer the guiding research questions, I explored teachers' perceptions of detecting bullying and teachers' perceptions of bullying in terms of intervention. Through the interviews, teachers reported the need for further professional learning around the district policies, and most participants expressed interest in learning strategies to use in the classroom to help prevent bullying. Participants felt they were not prepared to intervene or they had a misconception of what bullying is. Participants also reported the need to better prepare staff on the Dignity for All Students Act and Chancellor's Regulation A-832.

There was a concensus among participants that they were also confused with the processes at the school level. Every participant mentioned that more education, training, and professional development opportunities regarding bullying were necessary. Participant 2 explained, "New teachers such as myself do not have the proper training to identify and handle acts of bullying." This participant later said, "Identifying and intervening in acts of bullying should be addressed several times during the school year. Required workshop training for a few hours is not enough. Teachers need experience with situations and how to effectively handle them." Participant 3 said, "Some teachers, especially new teachers lack the strategies needed to deal with acts of bullying." Participant 9 suggested "a class needs to be required before graduating with a degree in education." Participant 12 said, "A class should be required for students to take in their

curriculum that focuses on bullying and the causes." Participant 7 said, "A class for the student population on bullying and the effects would be helpful to raise awareness."

Lund et al. (2012) suggested an antibullying program success is dependent on professional learning that is evidence-based and provided to all staff members. Schools should develop their own strategies to implement programs since strategies are not all universal and they should be tailored to individual schools. Systems and structures need to be systematic and become part of the school culture to prevent school bullying (Ertesvag & Roland, 2015; Swearer, Espelage, & Napolitano, 2009). I developed a professional learning 3-day workshop based on the reported needs of the school district and school community and supported by my research findings. Experiences and preparedness in handling school bullying foster a teacher's ability to intervene during occurrences of bullying (Lund et al., 2012).

The professional learning workshops will focus on teachers understanding of the state and local policies around bullying, strategies for teachers to intervene prior to an act occurring, and strategies for teachers to use in the classroom to decrease school-wide bullying and thus promoting a safe environment conducive to learning. The hands-on workshops will allow teachers to develop ways to combat bullying in their classrooms (Gorsek & Cunningham, 2014).

Scholarly Rationale of How the Problem Was Addressed by the Project

An antibullying professional learning workshop will explore teachers' perceptions of detecting bullying and teachers' perceptions of bullying in terms of interventions while providing them with the necessary tools to understand policies and systems related to

bullying in order to better prepare them to intervene and take appropriate action when they recognize an act of bullying. A teacher's ability to intervene during an act of bullying is essential for the success of a bullying intervention program. During the professional learning workshops, teachers will learn strategies that will equip them with the necessary tools to proactively intervene and understand the language often used for bullying.

Review of the Literature

In the Section 1 literature review, the conceptual framework was explored using a social-ecological perspective, the BEM, focusing on the four levels (individual, local, community, and social or cultural) to help reduce bullying. The BEM model is used by researchers and practitioners to understand the need for a support line for teachers, students, and parents (Dedousis-Wallace et al., 2013; Rigby & Griffiths, 2011). For this model to be successful, all stakeholders need to be committed to supporting this program and must be committed to ending bullying in public schools (Bradshaw, 2015; Rigby & Griffiths, 2011; Schroeder et al., 2011).

The purpose of this literature review was to help teachers at the local level understand the role of the bully, victim, and bystander through professional learning. Teachers must understand how bullying impacts the school community but also students need to feel connected to a caring adult by building strong positive relationships. This literature review was about research-based strategies for PD to combat bullying. The PD presents best practices to create a positive school climate where all students feel safe and free of bullying. PD with regard to antibullying programs needs to be strong across

schools (Bradshaw et al., 2013). Based on the research analysis and through the professional learning workshops, teachers will have an understanding of bullying and know the difference between bullying and conflict.

Professional Learning

Professional learning is often associated with other terms such as staff development or teacher in-service training, and it is the foundation for enhancing teacher quality (Cordingley, 2015; Goodall, Day, Lindsay, Muijs, & Harris, 2005). Armour, Quennerstedt, Chambers, and Makopoulou (2015) explained that professional learning should be considered professional growth and development for teachers, thus equipping teachers with the necessary tools to inform their practice. Yoon and Bauman (2014) suggested that to prevent bullying from occurring in a school setting, teachers must be equipped with effective strategies to intervene at the onset. Teachers often feel ill equipped to intervene based on previous experiences or uncertainty with how to respond. The response by a teacher affects the involvement of bystanders and their willingness to intervene (Hektner & Swenson, 2012; Rigby & Bauman, 2010). The purpose of antibullying programs is to help create positive outcomes when incidents of bullying occur. Ongoing professional learning related to antibullying is a crucial component to providing a safe learning environment for all students. Professional learning objectives should include ways to enhance teachers' understanding of bullying and help them develop skills to effectively intervene (Cohen & Brown, 2013). Professional learning should begin in teacher preparation programs. Many programs include conflict resolution

and classroom management but do not address or pay close attention to bullying in schools (Rigby, 2011; Sairanen & Pfeffer, 2011).

Teacher as Learner

Teachers play an integral part in combating bullying and creating a positive school culture and climate. When responding to teachers' needs for further professional learning, quality matters. Several studies have explored the effectiveness of professional learning (De Naeghel, Van Keer, Vansteenkiste, Haerens, & Aelterman, 2016; Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009). Incidents of bullying can be counterproductive to creating a positive school culture. Bosworth and Judkins (2014) suggested policies related to anti-bullying have a strong focus with the schools' current climate in mind. A result of a teacher's failure to intervene is because of a teacher's lack of differentiating between bullying and conflict which can make the situation worse for the victim. Since the teachers spends most time in a classroom with students, classroom teachers should be considered when developing professional learning workshops (Veenstra, Lindenberg, Huitsing, Sainio, & Salmivalli, 2014; Yoon, Sulkowski, & Bauman, 2014). The effects of bullying can be detrimental on students' ability to be successful in school thus affecting the school culture (Haigen, Gu, Lai, & Ye, 2011; Migliaccio, 2015). A teacher's role in decreasing bullying is important for the overall success of the school. Sairanen and Pfeffer (2011) stated professional learning could be significant in determining how teachers intervene in occurrences of bullying. When schools fail to implement bullying policies or fail to communicate policies, is it difficult to determine their effectiveness (Hymel, McClure, Miller, Shumka, & Trach, 2015;

Sairanen & Pfeffer, 2011). Since teachers work directly with students for most of the day, they can influence a student behavior and impact school culture.

One way for school leaders to increase effectiveness is to allow teachers to share best practices with one another. Teachers who have an understanding of bullying can share strategies they have learned (Kyriakides, Creemers, Muijs, Rekers-Mombarg, Papastylianou, Petegem, & Pearson, 2014). Teachers can work together to share anecdotal notes and develop strategies together on how to decrease bullying in school. School leaders need to be a part of the collaboration as to ensure consistency across the school (Kyriakides et al., 2014). Building positive relationships amongst teacher, school leaders, and students helps build stronger and healthier relationships. Referring to the social ecological model, strong relationships also help teachers understand not just students' academic strengths but social and emotional strengths as well (Migliaccio, 2015).

Meaningful Professional Learning

Several professional learning workshops are developed as a one size fits all model without taking to consideration the audience (Lieberman & Pointer Mace, 2008, p. 227). The setting where a teacher works, curriculum, and student population need to be taken into consideration when developing professional learning workshops for teachers (Brownell, Lauterbach, Dingle, Boardman, Urbach, Leko, Benedict, & Park, 2014; Snow, 2015). Individualized and meaningful professional learning are highly effective in bringing about change in a teacher. Learning is less likely to occur if professional learning is not tailored to meet teachers' needs (Lumpe, 2007).

Developing a strong anti-bullying program contributes to the overall success of the school. This alone does not create a safe learning environment if teachers are not adequately trained (O'Neal, Kellner, Green, & Elias, 2012). O'Neal et al. (2012) suggested for strategies to be effective, there must be a proactive and reactive approach. Together, the school community, including all stakeholders needs to take appropriate measures to alleviate bullying. Immediate intervention is needed to ensure students are safe and a positive school climate is being created; therefore, improvement plans need to be developed that outline the need to respond to bullying incidents and include all stakeholders (O'Neal et al., 2012). Cornell and Limber (2015) suggested that a great number of states have policies that promote punitive measures against bullies. Several states have implemented laws that protect students from being bullied. Many of these laws do not include an increase of meaningful professional learning geared towards teacher intervention (Cornell & Limber, 2015; Sacco, Baird Silbaugh, Corredor, Casey, & Doherty, 2012).

For interventions to be successful, they need to emphasize the importance of finding effective ways to address bullying (Bradshaw, 2015). The increases of bullying incidents across the country are due to poor implementation and teacher training at the individual school level. Many programs that are developed are not sustainable and have little impact because of teacher's failure in recognizing acts of bullying (Rose & Monda-Amaya, 2011). This is due to the lack of understanding of what constitutes bullying. Black et al. (2010), Garcia and Margallo (2014), and Thomas et al. (2014) defined bullying as repeated over time and can be done directly or indirectly with an intention to

harm someone. Introducing professional learning to teachers is imperative in developing the necessary skills needed to effectively intervene during incidents of bullying.

Involving the community in an effort to prevent bullying shares the responsibility with the school (Studer & Mynatt, 2015). Recently educators across the country have begun to talk about bullying in schools due to the media reporting on it. Bringing this issue to the forefront has begun to increase awareness (Holt, Reczynski, Frey, Hymel, & Limber, 2013). Varieties of approaches have been used to decrease bullying in schools. Schools develop discipline codes, codes of conduct, policies, trainings, and programs to combat bullying that are applied across the school community. Staff collaboration around bullying intervention leads to more effective practices as all stakeholders can enforce the interventions (Brank, Hoetger, & Hazen, 2012). Interventions should be tired and target the entire school community, a smaller subgroup of students and individual students (Brank et al., 2012; Rose & Monda-Amaya, 2011; Studer & Mynatt, 2015). Including school counselors into the conversations will help teachers develop an understanding of how social and emotional needs play in bullying thus developing stronger interventions. If teachers are trained with counselors who are formally trained to handle situations of bullying then teachers may be more motivated to engage in the change process by implementing what they have learned in professional learning knowing they have on-going support from trained professionals (Makopoulou & Armour, 2011)

Constructive Approach to Learning

The term constructivist approach to teaching and learning as been widely used in the education field since the 1990s and is related to the way in which learners respond in their learning environment (Vygotsky, 1978). The constructive approach to teaching is not a strategy for teaching but a different perspective of how the world is viewed. Learners are considered an active part of the learning process allowing participants to construct their own knowledge and engage in the learning process (Boghossian, 2006, p. 714).

Bullying intervention programs exist across the country. One effective program that is used by a majority of schools is The Olweus Bullying Program. New York City Schools use the NYC Children's Theaters Anti-Bullying Program. The Olweus program puts a great emphasis on the need for social change within the school environment and school staff (Holt et al., 2013). The NYC Children's Theaters Anti-Bullying Program promotes change through the performing arts. Both interventions use role-play to bring about awareness and by using role-play, help students and staff development strategies for combating bullying. These programs use a socio-ecological model similar to the BEM to increase awareness (Low, Van Ryzin, Brown, Smith, & Haggerty, 2014). All stakeholders must follow the policies for interventions to be successful. Following policies and intervening immediately will help measure the policies effectiveness (Holt et al., 2013; Low et al., 2014).

Professional Learning Communities

Professional learning communities that include the school community are different than professional learning communities made solely of teachers. (Hoadley, 2012; Parker, Patton, & Tannehill, 2012; Wenger-Trayner & Wenger-Trayner, 2015). Bosworth and Judkins (2014) suggested when schools are safe havens and have a positive school culture, bullying begins to cease. Developing strong relationships that support students will help alleviate some of the bullying. Interventions require an all hands on deck approach and need the full participation of all staff to be effective. The school community should standardize the interventions within the school to ensure all involved have an understanding of the interventions and are able to successfully implement the interventions. Social interactions play an integral part in combating bullying. Understanding consequences and creating a restorative environment are important to decreasing bullying behaviors (Swearer, Wang, Berry, & Myers, 2014). Targeted supports should be applied when an act of bullying occurs. It is more effective when looking at each individual situation and determining who needs to be involved in restoring the harmed relationship (Swearer et al., 2014). Professional learning communities that include community members are more authentic and effective (MacPhail, Patton, Parker, & Tannehill, 2014).

Statement of Saturation

Multiple databases were used to identify peer-reviewed articles that were relevant to the literature review. Several keywords related to bullying were used. These keywords included *teachers, teacher perception of bullying, professional learning,*

approaches to learning, bullying, bullying interventions, bullying policies, and school climate, bullying prevention, school bullying. The databases that were used include Google Scholar, Educational Research Information Center (ERIC), A SAGE full-text collection, ProQuest Central, EBSCO Host, PsycINFO, and SocINDEX.

Discussion of the Project

Needed Resources, Existing Supports, and Potential Barriers

Needed resources. Caffarella and Daffrom (2013) suggested planning workshops for adult learners is challenging and needs to be balanced with ideas that are tied to goals and objectives. When planning professional learning workshops, it is important to model as the facilitator in the same way you would want your audience to model for students. To successfully implement the 3-day professional learning workshops, a classroom large enough to accommodate 30 staff members is sufficient. Six tables with five chairs at each table would allow for small group participation and role-playing. A computer connected to a SMART board, chart paper, different colored markers, and thirty copies of all workshop materials are necessary for each professional learning workshop. All stakeholders would need to be present for all the professional learning workshops to be successful (Caffarella & Daffrom, 2013). Support from principals would help garner support for the professional learning workshops.

Use of existing supports. Implementation of any program requires the evaluation of what is already in place. When a new program is implemented, established norms and protocols within the school should be followed. Expectations should be set and the professional learning workshops should be scheduled during regularly scheduled

professional learning time to ensure established expectations are met (Caffarella & Daffron, 2013)

      Potential barriers. After reflecting on the project, the timing for implementation may not be ideal. This would be implemented during summer professional learning workshops prior to the start of the school year. Since this 3-day professional learning workshop would be implemented in the middle schools, there would need to be time made available for the workshops to be scheduled during the regular school year. Most schools have submitted their professional learning plans to the Superintendent for the school year and it may be difficult to implement the ant-bullying workshops if it is not already scheduled in the professional learning calendar. Caffarella and Daffron (2013) suggested when planning professional learning workshops, participants work schedules and respect for their time should be taken into consideration.

Project Time Line for Implementation

      The implementation of this project study is during the summer professional learning workshops scheduled for the 2017-2018 academic year. Below is a detailed proposed time line:

1. May 2017: The findings and implications of the project study will be presented to the department of education via the Chancellor or Chancellor designee.

2. June 2017: I will meet with the Chancellor or Chancellor designee to add the professional learning workshop to the summer professional learning calendar.

The Chancellor or Chancellor designee will e-mail the scheduled workshops to all principals and include in the Principal's Weekly.

3. July 2017: I will prepare and print all agendas and materials for all three of the professional learning workshops.

4. August 2017: I will present three consecutive full-day professional learning workshops to new and returning school staff. At the end of the three-day workshops, participants will be asked to complete an evaluation soliciting feedback to improve future workshops.

Roles and Responsibilities of Students and Others

The researcher. The professional learning workshops were planned based on teacher's perceptions of bullying for developing teacher detection and intervention. I will be the facilitator of the workshops and will ensure all preparation work is completed prior to the workshops. I will also ensure all learning outcomes are met.

Teachers. All staff will be responsible for actively participating in all three days of the professional learning workshops. Upon completion of the workshops, staff will be required to provide feedback and begin to implement learned anti-bullying strategies by modeling in the classroom. Caffarella and Daffron (2013) suggested the success of the professional learning workshops lies within the support of the participants. Participant's belief in the topic will gain interest and provide a meaningful learning experience for participants.

Others. The primary participants for the workshops will be teachers since the research conducted was on teacher's perceptions of bullying. However, the workshops

target all stakeholders who can be influential in implementing the interventions. Support and buy-in will be required of all school staff members for the implementation to be successful.

<div align="center">**Project Evaluation**</div>

Type of Evaluation

The proposed professional learning workshops will help develop a positive classroom culture and better equip teachers to quickly intervene in bullying incidents. The process to determine if the project design, facilitation, and delivery were valid and if all outcomes were met is program evaluation. For this reason and for reasons on bettering the workshops, it is important to regularly evaluate the program (Caffarella & Daffron, 2013). At the conclusion of each day, brief evaluations will be distributed to participants to complete. This immediate feedback will help make any modifications needed for the following day. A final evaluation will be provided to all participants at the conclusion of day three. The evaluation results will be shared with the school principals.

Justification for Type of Evaluation

To determine the effectiveness of the professional learning workshops, the data collected from the final evaluations will be analyzed. Spaulding (2008) suggested the formative data collected from workshops can be used to reevaluate and make necessary adjustments. This is a form of data collections that can assist in program evaluation (Spaulding, 2008).

General Goals of the Project

The main goal for the project study is to expand teacher's knowledge and ability to intervene before, during, and after incidents of bullying. Teachers will gain confidence by knowing when to successfully intervene during an act of bullying. Learned strategies will be helpful in terms of intervention. Since several participants expressed concern with their ability to define bullying, teachers will have a better understanding of what constitutes bullying and learn positive ways to intervene. This project study encourages participants to incorporate strategies as part of the schools' culture.

Overall Evaluation Goals

Evaluations are used to provide feedback and to contribute data to assist with program evaluation (Caffarella & Daffron, 2013). The overall goal is to collect data to inform the facilitator on ways to improve the workshop. Keeping up with current research and best practices is important when implementing intervention strategies. Receiving feedback via an evaluation form will ensure the goals are being met.

Key Stakeholders

All stakeholders involved in the school community contribute to creating a positive learning environment conducive for learned and one where all students feel safe and secure. Building relationships and giving participants what they need and want during a professional learning workshop will determine the outcome of the training and evaluation (Spaulding, 2008)

Project Implications

Social Change Implications

The social change implications of this project study on the school community are one of great benefits. At the local level, teachers will be equipped with the tools and resources needed to establish a safe and secure learning environment for all students that is free of bullying and supports staff when needing to intervene. Teachers will have the knowledge and skill set to develop a culturally rich classroom that does not tolerate bullying. Teachers will build their confidence to mediate and build relationships with students and families. Focusing on a primary person model where all students feel connected to a caring adult will help build strong teacher-student relationships to decrease the number of bullying incidents. Students will regain trust in their teachers and know they will be protected by the teacher's actions when bullying is occurring. This will bring about change in the school and school community.

Local Stakeholders and the Larger Context

This project is aligned with the New York State Dignity for All Students Act and Chancellor Regulation A-832 efforts to combat bullying in schools. As I mentioned in section 1 literature review, Bronfenbrenner's (1979) socioecological model states that teachers influence the development of students. Upon completion of the 3-day professional learning workshops, teachers will have the ability to understand bullying and be able to effectively implement learned strategies that will contribute to a positive school culture. The project study will educate teachers on the local policies that will be

needed to successfully implement an anti-bullying program in schools. Through modeling of bullying interventions, students will also know when to intervene.

Conclusion

The purpose of this study was to investigate the gaps in teacher's perceptions of bullying in public schools. Through data collection and analysis, several gaps in a teacher's ability to know and understand the definition of bullying and to recognize occurrences of bullying were identified. Through data analysis, a common theme that emerged was the need to effective professional learning and on-going professional learning around bullying. Teachers did not have an understanding of when they should intervene and several teachers confused bullying and conflict. The designed project will better prepare teachers in their ability to immediately intervene when they sense an occurrence of bullying. In the workshops, teachers will learn strategies they can model every day in their classroom. The professional learning workshops will provide teachers with the materials needed to understand school bullying.

In Section 3, information on the projects goals, rationale, resources, existing supports, barriers, timelines, roles and responsibilities, program evaluation, implications and social change was presented. Section 4 will include reflections, a description of the project study's strengths and limitations, recommendations for alternative approaches, scholarships, project development, leadership change, and implications for further research development. According to Juvonen, Wang, and Espinoza (2011) stated there is a correlation between a strong professional learning workshop and implementing

successful anti-bullying strategies. This project study will allow teachers to intervene

quickly to avoid placing students at risk of being bullied.

Section 4: Reflections and Conclusions

The research project was to develop an understanding of teacher's perceptions of bullying, the lasting consequences of bullying, and the effect it has on the teachers, victims, offenders, and bystanders. The goal was to create an intervention to assist teachers in detecting and intervening during bullying to address and mitigate the consequences of bullying (Boulton, Hardcastle, Down, Fowles, & Simmonds, 2014). Though the literature search and the research, I examined teachers' perceptions of bullying for detection of and intervention in bullying incidents. In this study, I interviewed 15 teachers and collected materials related to bullying as part of the document review. Based on the data collected, I was able to gain an understanding of teachers' perceptions from the themes that emerged. The themes were (a) signs of bullying, (b) difficulty in identifying bullying, (c) confidence in identifying bullying, (d) initial steps to intervene, (e) confidence in intervening, (f) school policies and initiatives, (g) perceptions of regulations and initiatives, and (h) need for education and training. Based on the research results, I developed a professional learning workshop that incorporated all of the different themes. The workshops may provide teachers with the tools and strategies to improve their approach to bullying (Dedousis-Wallace et al., 2013). The resources provided will help teachers identify best practices to effectively intervene when necessary (Burger, Strohmeier, Sprober, Bauman, & Rigby, 2015). I discuss the objectives for the project study in this section.

Project Strengths

For the project study, I developed a 3-day professional learning workshop for teachers to enhance their ability to recognize bullying. The main focus of the workshop is to provide teachers with the tools and resources related to bullying, which includes incorporating the state and local initiatives that have been implemented. The workshops may equip teachers with the skills needed to intervene when needed during acts of bullying. This may lead to a goal of decreasing the number of bullying incidents and result in a stronger school culture.

The problem of lack of understanding of bullying and the lack of professional learning to educate teachers on bullying and bullying intervention led me to further explore this topic. Professional learning is needed to increase a teacher's knowledge base with regard to effective intervention strategies (Boulton et al., 2014). To reduce bullying, a teacher's effective handling plays a major role in reducing bullying (Burger et al., 2015). Dedousis-Wallace et al. (2013) concluded that tailored interventions that target direct bullying are more effective. This study led to a research-based bullying program that can be offered during the summer months and implemented immediately upon students returning to school. Professional learning workshops need to clearly outline stated objectives to effectively decrease school bullying (Barnes et al., 2012).

Project Limitations

When developing a professional learning workshop, the program developer must consider the project's limitations. One limitation with this study is the research was conducted by interviewing fifteen participants who were current teachers at the middle

school level. This professional learning workshop was also created based on the review of documents submitted by participants. A limitation may be the lack of follow-up with teachers to ensure effective implantation of the learned strategies and interventions. Ongoing professional learning may be needed to determine effectiveness. Based on successful implementation, school policies may need to be reviewed and modified.

Recommendations for Alternative Approaches

National statistics have shown that 68% of students witnessed an act of bullying taking place at school (Park, 2013; Trach et al., 2010). Another study showed that 7% of America's students in eighth grade have missed school regularly for fear they will be bullied. Because bullying has been identified as an epidemic at the middle school level, professional learning on bullying is a high priority for research. More research will lead to a greater awareness of the effects of bullying (Cantone et al., 2015). It is more important now for teachers to intervene when bullying is occurring due to the recent increase of bullying incidents and media attention (Migliaccio, 2015). Another research approach that may be valuable would be to further explore student perceptions of bullying in school. Understanding student perceptions on bullying may help teachers and school leaders have a greater awareness of the psychological dynamics of bullying.

Scholarship

Engaging in scholarly writing for this project study was more difficult than expected. Scholarly writing and research require the researcher to think critically. Trying to connect the theoretical framework to support the local problem forced me to rethink my strategies for conducting research. Identifying and exploring the problem by

conducting the literature review and developing research questions made me think about the importance of understand the effects of bullying on students. From there, I became interested in conducting research to understand teachers' perceptions of bullying regarding teacher detection and intervention strategies. Developing this project study allowed me to further explore antibullying professional learning workshops and contribute to the field of education by developing my own scholarly writing and research project that will promote social change.

Project Development and Evaluation

In speaking with several colleagues who have written dissertations for their doctoral programs, they were confused by the idea of the project study versus the traditional dissertation. After several conversations with them, they began to like the idea of developing a project as a way of contributing not only through research but also by creating something tangible to go with the research. As a researcher and an educational leader, I used my experiences in developing and conducting professional learning workshops to guide me in developing my professional learning project. Connecting my project to Bronfenbrenner's (1979) socioecological theory helped me understand that this is a problem beyond the local level.

Leadership and Change

Leadership and change are familiar to me, as I consider myself to be a transformational leader. As a leader, it is important to able to quickly consider new situations and readily adjust. I am an avid reader of John Maxwell's books, and I believe it is important to develop the leader within. By empowering teachers to intervene during

incidents of bullying, this project can aid in combating an epidemic. For this project study to be effective, it is important for me as the leader to bring the school community together to successfully implement the professional learning workshops. I felt very supported by my doctoral chairs and my committee members. Something I thought I could never do has turned from a dream to reality. The completion of this milestone would not have been possible without my perseverance during the most challenging times.

Analysis of Self as Scholar

Creating a professional learning workshop was not as challenging as I thought it would be since this is something that I do each week at my school. In my own experiences, I have found that during professional learning, adults are the worse students to have in a classroom (Caffarella & Daffron, 2013). This research project has taken me a long time to complete. Researching the topic, defining the problem, and conducting a literature review required much thought and time. Through the research and literature review, I thought about changing my topic several times because another topic related to bullying caught my attention. Throughout this project study, the depth and breadth of my research knowledge expanded. I was most interested in the topic of understanding teacher's perceptions of bullying. I will now continue to collect resources on bullying and explore further research on this topic.

Analysis of Self as Practitioner

I set out on this journey because I was bullied in middle and high school. I overcame that experience, and when I became a teacher and later an administrator, I

could not understand why teachers allowed bullying to occur in the classroom. This allowed bullying to continue in schools. As a teacher, I considered any verbal or physical altercation an act of bullying and would always address it. It wasn't until I began my project study that I began to understand what bullying was and how I could successfully intervene. As my schools DASA coordinator, it is my responsibility to assess all alleged incidents of bullying and determine if they are truly acts of bullying. As I interviewed teachers, I realized that their thinking was very much like mine before I started studying the topic of teacher perceptions of bullying. Completing this project study will allow me an opportunity to become a DASA provider and contribute resources and strategies to all schools in the district.

Analysis of Self as Project Developer

Writing the project study allowed me to take my professional learning facilitator skills to another level. This project allowed me to think critically and review current literature around a topic that I had little familiarity with. As I conducted research and conducted my literature reviews, I was more confident that developing a project to help educate teachers on bullying by providing interventions and strategies would help decrease bullying in schools. The project uses real life scenarios and real-world application. Teachers can also implement some of the strategies in their classrooms using the resources and tools for students. This project is contributing to social change.

Importance of the Study to Social Change

Teachers must recognize the correlation between classroom management and academics as well as the importance of building strong student-teacher relationships.

Teachers who are ill prepared to combat bullying will resort to strategies such as blame the victim or blame the bully which have been found to be ineffective (Duy, 2013). This project study may contribute to social change by developing strategies and interventions that would be beneficial to teachers. The project study can lead to further research and professional learning on the topic of bullying. A teacher's ability to understand bullying and knowing when to intervene is crucial in eliminating bullying. Eliminating bullying will help create a positive learning community for students that is conducive for learning (Duy, 2013).

Implications, Applications, and Directions for Future Research

School bullying is being studied more and more as the media reports incidents of bullying (Migliaccio, 2015). I focused on the professional learning for teachers in terms of bullying prevention and intervention. As I conducted my qualitative research study, I found that teachers felt they were ill prepared to intervene in incidents of bullying or they had not received training on bullying. Several participants stated there was a need for further professional learning around recognizing bullying and intervening. Professional Learning was evident based on the research and it was needed for teachers to share best practices (Swearer et al., 2014). Much research has been conducted on teacher effectiveness of intervening during an act of bullying (Migliaccio, 2015).

The implications for the project includes implementing proven anti-bullying strategies, educate teachers on the vocabulary and policies related to bullying and implement successful programs that decrease bullying in the classroom. The project study may provide a professional learning opportunity for teachers to enhance their

effectiveness as an educator. This project is the beginning of a broader research focus

that must include all stakeholders for bullying to cease.   My focus was on understanding

teachers' perceptions of bullying for developing teacher detection and intervention

however future research may include student perceptions of bullying and their role as a

bystander.

Conclusion

Section 4 began with topics included my reflections of the projects strengths and

limitations. I discussed how the project would have an impact on the contribution of

bullying in schools and listed the limitations that could potentially become further

research. Recommendations for alternative approaches, scholarship, project

development, and leadership and change, reflection of the importance of the work, and

implications, applications, and directions for future research were all discussed in this

section. Throughout this section, I gave a detailed description under each section and

used scholarly writing throughout section 4.

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Appendix A: The Project

Background

Bullying is a neglected problem that is becoming widespread, serious implications can be a result for both victims and bullies. Research has shown both victims and bullies are equally at risk of being socially withdrawn resulting in academic failure (McDougall & Vaillancourt, 2015). Anger, aggression and delinquency have been linked to bullying while anxiety, depression, and low self-esteem are linked to victimization (Kokkinos & Kipritsi, 2012; Swearer, Espelage, Vaillancourt, & Hymel, 2010). The findings from this project study aided in developing an intervention that would be beneficial to teachers by contributing to social change within the school. The findings may potentially contribute to further research on teachers' perceptions of bullying and help implement more effective prevention programs. The overall contribution of this study is to address bullying in an urban school district in New York, and to design a program that may help develop other programs to prevent bullying.

Purpose

This project study will increase awareness of bullying in the largest public school system and help teachers develop appropriate and meaningful interventions to help educate students on the effects of bullying. Interventions need to be implemented for a school's culture and climate to change. Some of the best types of interventions include creating cooperative learning environments and developing character education programs (Dessel, 2010). To begin changing a school's culture and climate, teachers need to be trained on successful ways to intervene when incidents of bullying are occurring.

Strategies must be taught to provide teachers with the foundation and the support needed to successfully intervene. This project study will enhance an educator's effectiveness on defining bullying, understanding when incidents of bullying are occurring, and how to successfully intervene. The strategies learned from this project study will help to foster a learning environment that is free of bullying and conducive to learning. Best practices will be shared during the 3-day professional learning workshops.

Goals and Objectives of Training

The 3-day professional learning workshops will be broken up into three six-hour days of hands-on learning experiences. Day 1 consists of a review of all laws, policies, and definitions of bullying. Day 2 consists of best practices for teachers to implement in the classroom and within the school community. Day 3 consists activities and resources that allow teachers to connect to social-emotional learning and bullying, differentiate between conflict and bullying, and personal reflections and role-playing.

Bullying Professional Learning Workshop

Day 1
8:30am-2:30pm
Agenda

I.   **Introductions/Ice Breaker-The Penny Box (8:30am-9:00am)**

II.   **Personal Definitions of the Different Types of Bullying (9:00am-9:30am)**

III.   **What is Bullying? What Bullying is Not (9:30am-10:00am)**

IV.   **Mid-Morning Break (10:00am-10:15am)**

V.   **Types of Bullying (10:15am-10:30am)**

VI.   **Characteristics of Bullying (10:30am-11:00am)**

VII.   **Chancellor's Regulation A-832 (11:00am-12:00pm)**

VIII.   **Lunch (12:00pm-1:00pm)**

IX.   **Respect for All in NYC Public School (1:00pm-1:45pm)**

X.   **Implementation in School (1:45pm-2:15pm)**

XI.   **Impacts of Bullying/Reflections (2:15pm-2:30pm)**

Bullying Professional Learning Workshop
Day 1
8:30-2:30
Reference Sheet

I.   Ice Breaker-The Penny Box
  www.choiceliteracy.com/article-details-view

II.   Personal Definitions of the Different Types of Bullying
- Each participant will complete a graphic organizer with their own definitions of the different types of bullying
- Participants will share their definitions briefly as a whole group

III.   What is Bullying? What Bullying is Not
  www.stopbullying.gov

IV.   Types of Bullying
  www.stopbullying.com

V.   Characteristics of Bullying
  www.stopbullying.com
- Characteristics of a Bully
- Characteristics of a Victim
- The Role of the Witness
- The Role of the Teacher

VI.   Chancellor's Regulation A-832
  www.schools.nyc.gov/schools/RulesPolicies
- Participants will work collaboratively to highlight, chart the different sections of Regulation A-832
- Share findings as a whole group

VII.   Respect for All in NYC Public Schools
- Review the components of the Respect for All Initiative
- Discuss reporting acts of bullying

VIII.   Implementation in School
- Participants share their home school's policies in regards to the bullying initiatives

IX.   Impacts of Bullying/Reflections
- Looking ahead to Day 2
- Professional Learning Exit Questionnaire

Bullying Professional Learning Workshop
Day 2
8:30am-2:30pm
Agenda

    I.   **Welcome/Ice Breaker-Take a Stand (8:30am-9:00am)**

    II.   **What Can a School Community do about Bullying? (9:00am-9:30am)**

    III.   **What Can Teachers do about Classroom Bullying? (9:30am-10:00am)**

    IV.   **Mid-Morning Break (10:00am-10:15am)**

    V.   **How Can a Caring Adult Work with a Bully? (10:15am-10:45am)**

    VI.   **When Manners Matter (10:45am-11:30am)**

    VII.   **Lunch (11:30am-12:30pm)**

    VIII.   **Exploring Lesson Plans and Activities (12:30pm-1:30pm)**

    IX.   **Adapting Lesson Plans (1:30pm-2:15pm)**

    X.   **Together Against Bullying/Reflections (2:15pm-2:30pm)**

Bullying Professional Learning Workshop
Day 2
8:30am-2:30pm
Reference Sheet

I.   **Ice Breaker-Take a Stand**

II.   **What Can a School Community do about Bullying?**
        www.schoolsafety.us
- Bullying Facts for Parents Handout

III.   **What Can Teachers do about Classroom Bullying?**
        www.schoolsafety.us
- Guidelines for Leading Student Discussions about Bullying

IV.   **How Can a Caring Adult Work with a Bully?**
        www.schoolsafety.us

V.   **When Manners Matter**
        www.schoolsafety.us
- Participants will receive an article addressing manners and their correlation to bullying
- Participants will read and highlight main points of the article
- Share findings as a whole group

VI.   **Exploring Lesson Plans and Activities**
        http://www.pacer.org/bullying/nbpm
- Participants will follow the steps to register with the Pacer website for access to their resources
- Each participant will use a laptop/tablet to search the Pacer website to find appropriate lessons for their grade level
- Share findings as a whole group

VII.   **Adapting Lesson Plans**
        www.schoolsafety.us
- "Chalk Talk" Handout
- Each participant will work with a group based on grade level to adapt lesson plans on bullying
- Each group will share their lesson plan

VIII.   **Together Against Bullying/Reflections**
- Looking ahead to Day 3
- Professional Learning Exit Questionnaire

Bullying Professional Learning Workshop
Day 3
8:30am-2:30pm
Agenda

  I.   **Welcome/Ice Breaker-Destination Intimidation: Is Al a Bully?**
       (8:30am-9:15am)

  II.   **Connection between Social Emotional Learning and Bullying**
       <u>(9:15am-10:00am)</u>

 III.   **<u>Mid-Morning Break (10:00am-10:15am)</u>**

  IV.   **Conflict and Bullying: Recognizing the Difference (10:15am-10:45am)**

  V.   **Personal Reflections on Bullying Experiences (10:45am-11:30am)**

 VI.   **Lunch (11:30am-12:30pm)**

VII.   **Bullying Role Playing (12:30pm-1:30pm)**

VIII.   **Workshop Reflections (1:30pm-2:00pm)**

  IX.   **Poem Reflections/Exit Questionnaire (2:00pm-2:30pm)**

Bullying Professional Learning Workshop

Day 3
8:30am-2:30am
Reference Sheet

I. **Ice Breaker-Destination Intimidation: Is Al a Bully?**
www.gogebic.edu/faculty2/files/IB3.pdf

II. **Connection between Social Emotional Learning and Bullying**
www.thebullyingproject.com

III. **Conflict and Bullying: Recognizing the Difference**
http://schools.nyc.gov

IV. **Personal Reflections on Bullying Experiences**
- Participants will discuss personal experiences with bullying when they were in school
- Participants will discuss the effects of the experiences

V. **Bullying Role Playing**
- Participants will simulate bullying scenarios in groups
- Each participant will take turns playing different roles
  - Bully, victim, witness, defender, intervening adult

VI. **Workshop Reflections**
- Participants share using what they have learned over the course of all workshops

VII. **Reflections**
- Professional Learning Exit Questionnaire

Types of Bullying

Verbal Bullying	Cyberbullying

Social Bullying	Physical Bullying

Sexual Bullying

citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability and weight and 2) the issues set forth in Section V.D 1-6 above).

F.   A copy of this regulation should be made available to parents, school staff and students upon request.

VI.   CONSOLIDATED SCHOOL AND YOUTH DEVELOPMENT PLAN

Each school must submit the following information in its annual Consolidated School and Youth Development Plan by October 31st:

1.   The name of the RFA liaison(s).

2.   Certification that at least one RFA liaison has or will receive the training set forth in Section V.E above.

3.   Certification that students have been provided with information and training on the policy and procedures in this regulation.

4.   Certification that staff members, including non-instructional staff, have been provided with the information and training set forth in Section V.D above.

5.   A plan for preventing and addressing harassment, intimidation, and/or bullying.

VII.   CONFIDENTIALITY

It is Department of Education policy to respect the privacy of all parties and witnesses to complaints brought under this regulation. However, the need for confidentiality must be balanced against the obligation to cooperate with police investigations, to provide due process to the accused, and/or to take necessary action to investigate or resolve the complaint. Therefore, information regarding the complaint may be disclosed in appropriate circumstances.

VIII.   RETALIATION

Students may not retaliate against another student, teacher or school employee who reports an incident of alleged student-to-student discrimination, harassment, intimidation and/or bullying or who participates or assists in an investigation relating to such behavior. Retaliation will be investigated and subject to appropriate disciplinary action.

IX.   INQUIRIES

Inquiries pertaining to this regulation should be addressed to:

Telephone:	*Office of School and Youth Development*	Fax:
212-374-6834	N.Y.C. Department of Education 52 Chambers Street, Room 218 New York, NY 10007	212 374-5751

NYC
Department of
Education

SUMMARY OF PROHIBITED DISCRMINATION AND BIAS-BASED HARASSMENT, INTIMIDATION OR BULLYING

It is the policy of the New York City Department of Education to maintain a safe and supportive learning and educational environment that is free from discrimination harassment, intimidation and/or bullying committed by students against other students including harassment, intimidation, and/or bullying on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight. Such harassment, intimidation and/or bullying is unacceptable conduct and will not be tolerated in school, during school hours, before and after school, while on school property, at school sponsored events, or while traveling on vehicles funded by the Department of Education and on other than school property when such behavior disrupts or would foreseeably disrupt the educational process or endangers or would foreseeably endanger the health, safety, morality or welfare of the school community. Students found guilty of violating this Regulation will be subject to appropriate disciplinary action consistent with the Discipline Code and Chancellor's Regulation A-443. Please refer to Chancellor's Regulation A-831 for complaints of peer sexual harassment.

The following is intended to provide guidance to assist staff and students in identifying bias-based behavior.

Citizenship/Immigration Status: actual or perceived immigration status or status as a citizen of a country other than the United States of America.

Disability: actual or perceived disability, or history of disability. The term "disability" applies to a person who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Some examples of impairments which may substantially limit major life activities, even with the help of medication or aids/devices, are: AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness.

Ethnicity/National Origin: actual or perceived national origin or ethnic identity. National origin is distinct from race/color or religion/creed because people of several races and religions or their forbearers -- may come from one nation. The term "national origin" includes members of all national groups and groups of persons of common ancestry, heritage or background; it also includes individuals who are married to or associated with a person or persons of a particular national origin.

Gender (Sex): actual or perceived gender (sex), pregnancy, or conditions related to pregnancy or childbirth. The prohibition against gender discrimination includes sexual harassment.

The term "gender" shall also include a person's gender identity, self-image, appearance, behavior or expression, whether or not that gender identity, self-image, appearance, behavior or expression is different from that traditionally associated with the legal sex assigned to that person at birth.

Race/Color: actual or perceived race or color.

Religion/Creed: actual or perceived religion or creed (set of fundamental beliefs, whether or not they constitute a religion).

Sexual Orientation: actual or perceived sexual orientation. The term sexual orientation means heterosexuality, homosexuality or bisexuality.

Weight: actual or perceived weight.

NYC
**Department of
Education**

REPORT OF STUDENT-TO-STUDENT DISCRIMINATION, HARASSMENT, INTIMIDATION AND/OR BULLYING

NAME OF STUDENT: _____

DATE: _____

SCHOOL: _____

OORS NUMBER: _____

Name of the person who you believe is responsible for the harassment, intimidation and/or bullying:

_____

Date(s), time(s) and place the incident occurred: _____

_____

Describe the incident(s) as clearly and with as much detail as possible.

_____

_____

_____

_____

If you believe that the behavior you are reporting is bias-based, check the boxes below that apply.

☐ Color   ☐ Race
☐ Creed   ☐ Religion
☐ Disability   ☐ Retaliation (for complaint)
☐ Ethnicity/National Origin   ☐ Sexual Orientation
☐ Citizenship/Immigration Status   ☐ Gender/Sex
☐ Gender Identity/Gender Expression   ☐ Weight

List any witnesses who were present or who have knowledge about the incident.

_____   _____

_____   _____

_____   _____

_____   _____

NYC
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Education**

NYC
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Education

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_____   _____
Signature of Student   Date

Received by:

_____   _____
Name   Date
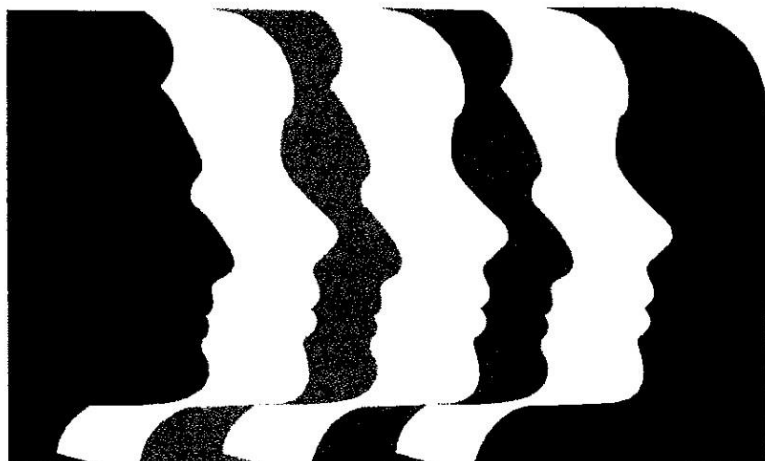

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Title

NYC PUBLIC SCHOOLS

[RESPECT FOR ALL]

THE NYC DISCIPLINE CODE PROHIBITS HARASSMENT, INTIMIDATION, DISCRIMINATION AND BULLYING BEHAVIOR

Students who believe they have been the victim of harassment, discrimination, intimidation and/or bullying by another student or by a staff member, and all students who see or know of such behavior, should report the incident to a school staff member immediately.

To Report an Incident

If you need help because someone has discriminated against, harassed, bullied or intimidated you, or if you have concerns about such behavior, you can go to:

_____

_____

_____

It is the policy of the Department of Education to maintain a safe and supportive learning environment that is free from harassment, intimidation and/or bullying <u>and</u> from discrimination on account of actual or perceived race, color, ethnicity, national origin, citizenship/immigration status, religion, creed, gender, gender identity, gender expression, sexual orientation, disability or weight . The policy prohibits such behavior by students against other students and by staff against students.

Prohibited behavior includes, but is not limited, to: physical violence; verbal or physical conduct that threatens another with harm; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory or discriminatory language to humiliate or harass. This policy is set forth in Chancellor's Regulations and the Citywide Standards of Intervention and Discipline Measures (The Discipline Code.)

Staff members who witness, harassment, discrimination, bullying and/or intimidating behavior will take appropriate action to intervene to stop such behavior.

Students who violate the Discipline Code will be subject to appropriate disciplinary action as outlined in the Code and Chancellor's Regulation A-443.

Chancellor's Regulations

Chancellor's Regulation A-832
Student to Student Discrimination, Harassment, Intimidation and/or Bullying.

For Staff to Student Discrimination, Harassment, Intimidation and/or Bullying, please see

Chancellor's Regulation A-830
Filing Internal Complaints of Unlawful Discrimination/Harassment

Chancellor's Regulation A-420
Pupil Behavior and Discipline- Corporal Punishment

Chancellor's Regulation A-421 Verbal Abuse

What happens after a report is made?

All reports of bullying, harassment, discrimination or intimidating behavior will be investigated.

In keeping with Chancellor's Regulations A-443, if a student's conduct violates the Discipline Code, appropriate disciplinary action will be taken.

If the behavior constitutes criminal activity, the police will be contacted.

Student Support

If appropriate, individual or group counseling, referral to an external agency and/or other inter-

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Retaliation against someone who reports an incident of harassment, bullying, intimidation or discriminatory behavior or who helps in an investigation is prohibited. Students who believe they have been retaliated against should immediately contact a school supervisor.

If additional assistance is needed, please e-mail: RespectForAll@schools.nyc.gov

UFT BRAVE Hotline 212-709-3222
Monday–Friday from 2:30 p.m. to 9:30 p.m.

Confidentiality: It is the NYC Public Schools' policy to respect the privacy of all parties and witnesses to complaints brought under this policy. However, sometimes, we may need to share information in order to resolve a complaint. Therefore, information regarding a complaint may be disclosed in appropriate circumstance to individuals with the need to know.

NYC Department of Education

Bill de Blasio
Mayor

Carmen Fariña
Chancellor

New York City
Department of Education

Respect for All:

Making NYC Public Schools Safe and Supportive for All Students

Respect for All in NYC Public Schools

Each student and staff member brings to our public school community the richness of our city's cultural diversity and the desire for respect.

It is the policy of the Department to maintain a safe and supportive learning environment that is free from harassment, intimidation and/or bullying and from discrimination on account of actual or perceived race, color, citizenship/immigration status, religion, creed, national origin, disability, ethnicity, gender, gender identity, gender expression, sexual orientation or weight.

Respect: esteem for or sense of worth or excellence of a person; proper acceptance or courtesy; regard for the dignity of another's character; acknowledgment; the condition of being esteemed or honored; to show regard or consideration for another.

The policy prohibits such behavior by students against other students and by staff against students.

Such discrimination, harassment, intimidation and/or bullying is prohibited in school, during school hours, before or after school, while on school property, at school sponsored events, or while traveling on vehicles funded by the Department of Education.

It is also prohibited on other than school property when such behavior disrupts or would foreseeably disrupt the educational process or endangers or would foreseeably endanger the health, safety, morality or welfare of the school community.

A copy of Chancellor's Regulations and the Discipline Code are available in the principal's office and online at http://schools.nyc.gov/default.aspx

What are some examples of banned behaviors?

Discrimination, harassment, intimidation and/or bullying may take many forms and can be physical, social, verbal or written. **Physical** harassment involves physical injury or threat of injury. **Social** harassment refers to the use of peer rejection or exclusion to humiliate or isolate a person. **Verbal** harassment refers to derogatory teasing, taunting, or insulting someone. **Written** discrimination, harassment, intimidation and/or bullying includes electronic communications (cyber-bullying) using information technology including, but not limited, to: Internet, cell phone, email, personal digital assistant, social media, blogs, chat rooms, and gaming systems.

Some examples include:

- Physical violence; stalking;
- Verbal or physical conduct that threatens another with harm;
- Seeking to coerce or compel a student or staff member to do something; hazing;
- Taunting; exclusion from peer groups designed to humiliate or isolate;
- Using derogatory language or making derogatory jokes or name calling to humiliate or harass;
- Making derogatory statements or engaging in hostile acts based on a student's race, color, ethnicity, religion, creed, national origin, gender, gender identity, gender expression, sexual orientation, citizenship/immigration status, weight, or disability;
- Written or graphic material, including graffiti, containing comments or stereotypes that are either posted, circulated or are written or printed on clothing or posted on the Internet (cyber-bullying) that are derogatory of others; engaging in this behavior based on a person's race, color, ethnicity, religion, creed, national origin, gender, gender identity, gender expression, sexual orientation, citizenship/immigration status, weight or disability.

What should you do if you believe another student or a staff member has harassed, bullied or discriminated against you or if you have witnessed such behavior?

Students who believe they have been the victim of bullying or intimidating behavior, harassment or discrimination by another student or by a staff member, and all students with knowledge of such behavior, should report the incident immediately.

- A student may make a report of bullying, intimidation, discrimination or harassment by another student in writing or orally to the school staff members listed on your school's **Respect for All** posters which are displayed throughout your school or to any school staff member

- A student may make a report of staff-to-student harassment, intimidation and/or bullying to the principal/designee or to the Office of Special Investigations.

- A student may make a report of staff to student discrimination based on race, color, ethnicity, religion, creed, national origin, gender, gender identity, gender expression, sexual orientation, citizenship/immigration status, weight, or disability to the principal/designee or to the Office of Equal Opportunity.

- Reports should be made as soon as possible after the incident so they can be effectively investigated and addressed.

- Staff must take appropriate action to intervene to stop such behavior.

Please see the Respect for All posters displayed through out your school for the designated school staff for all reports of student-to-student harassment, bullying, or discrimination.

Chalk Talk for School Staff or Parents: Talking About Bullying

Using the following "Chalk Talk" lesson, an educator or school resource officer can open, lead and guide viable discussions with parents or the school staff that will promote a school where bullying is not tolerated for all students. This presentation is an outreach piece — a companion to the Chalk Talk for Students presented on the previous pages. The message that "Bullying is wrong and not allowed at this school" will be stronger if the entire school community is educated and committed to providing a safe school.

✔ *Review and modify the steps and activities of "Chalk Talk" to meet the needs of your school community.*
✔ *Review the "Roles of the School Based Law Enforcement Officer in Bullying Prevention" found on page 22.*

Time: 45-50 Minutes

Materials:
Bully Fact Sheets for School Staff or Parents (to be developed for your particular district and audience)
Chalk, chalkboard

Purposes of the Chalk Talk
To provide a school staff or parent community the opportunity and support to:
• personalize the topic and feelings associated with bullying
• explore adult norms regarding bullying
• build a value for having a bully-free school
• build understanding regarding the acts, influences and consequences of bullying
• identify and promote current policies, rules and laws related to bullying
• engage support for bully-free schools

STEP 1: *THE AUDIENCE PERSONALIZES THE TOPIC AND FEELINGS OF BEING BULLIED*

Ask & discuss: Can you remember a time when you were bullied or a time when someone hurt your feelings, embarrassed or humiliated you, or perhaps threatened and scared you?

Summarize:
• The feelings you remembered are the same kinds of feelings that kids have today when they are bullied.
• The feelings become stronger when a child is hurt in physical ways.
• The feelings become overwhelming when a child is threatened not to tell.
• The feelings become more serious when a child feels like no one cares about what is happening or that they don't belong at a school.

STEP 2: *THE AUDIENCE BUILDS THEIR KNOWLEDGE AND UNDERSTANDING ABOUT BULLYING AND ITS CAUSES AND CONSEQUENCES*

Ask & discuss: What is bullying? (Write the word "bullying" and the formula on the board as you present the points that follow.)

**Intent to hurt + Power to hurt + Hurtful action +
Repetition (most of the time) + Secrecy (most of the time)
= Bullying**

Summarize:
- Sometimes ideas about teasing and bullying get mixed up.
- Bullying is different and more serious than teasing. When a person bullies someone they:
  - Intend to hurt the person.
  - Know they are stronger than the person they want to hurt. They might be bigger, older or have friends who will bully with them.
  - Typically hurt a person over and over again.
  - Sometimes do it in places or in ways they won't get caught.

Explain:
- Feeling scared, humiliated, or unsafe at school is not right, fair, or healthy for any child.
- One of the most important things teachers, a school staff or parents can do is to think seriously about bullying. If we think that bullying is harmless fun or is "just a part of growing up," we need to change our ideas. Bullying is unhealthy, unsafe and unacceptable at this school or anywhere.

Ask & discuss: What do bullies do to others? (Write responses on the board.)

Summarize:
- Bullies can bully directly and indirectly.
- Bullies hit, shove, pinch, kick, trip, pull hair or corner a person. They threaten, say mean or cruel things, use put-downs, start rumors or spread gossip. They can even use mean looks or silence to make a person feel unwelcome or left out.
- Bullies can use e-mail, the Internet or other technology to bully.

Ask & discuss: How might a child who is being bullied feel? (List feelings on board)

Summarize:
- They might feel hurt, sad, embarrassed, afraid.
- They might feel alone or like no once cares about what is happening to them.
- They might feel like they are unsafe or don't belong at school.
- A bullied child might also feel: depressed, anxious, restless, unsure, confused, distracted, ashamed, upset, furious, miserable.

Ask & discuss: Why do you think people bully others?

Summarize:
- Bullies do what they do for different reasons. They may not like someone who is different. They might like using or showing off their power. They may have been bullied or are being forced to bully by others. They may not know bullying is wrong.

Additional summary points for school staff regarding why people bully
- No school or classroom rules exist that specifically ban bullying.
- Rules banning bullying may not be clearly communicated to staff, students, or parents.
- Existing rules are not consistently enforced.
- Students have not been educated about the topic of bullying.
- Not all staff members intervene on or report bullying behaviors.
- Students may be exhibiting bullying behaviors as part of a more serious problem.

Additional summary points for parents regarding why people bully
- A child may not be aware that bullying is wrong or unacceptable.

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- A child may need help coping with an academic or social problem.
- A child may be the target of bullying and is bullying back.
- A child may need help understanding and respecting others who are different.

Ask & discuss: What are some of the consequences of bullying when it happens in a school?

Summarize:
- Students are not comfortable to learn and do their best.
- Students may feel unsafe and begin to avoid school.
- Parents want solutions.
- A school may gain a reputation for its bullying problems.
- A bullying problem may escalate into very serious acts of violence.

Explain:
It's important to know that bullying breaks the law when it becomes: extortion, theft, verbal assault, battery, weapons, possession, murder, arson, hate acts or crimes, hazing, sexual abuse or harassment, rape or a violation of civil rights.

STEP 3: *THE AUDIENCE IDENTIFIES EXISTING AND FUTURE PRACTICES THAT WILL HELP PREVENT AND RESPOND TO BULLYING*

Ask & discuss: What things are you doing now that help prevent and respond to bullying? (List responses on the board.)

Ask & discuss: What are some things you would like to start doing to prevent or respond to bullying? (List responses on the board.)

Summarize:
Summary points for school staff
You may already be doing or want to do the following:
- Communicating and consistently enforcing rules regarding bullying.
- Presenting programs and activities that teach students about bullying.
- Providing bullying education programs for parents.
- Providing support programs for students who are targets of bullying.
- Providing intervention programs for students who bully.
- Having a system of identification and referral for serious cases.
- Promoting awareness and understanding that every staff member on a site can intervene and report bullying.

Summary points for parents
You may already be doing or want to do the following:
- Teaching your child about bullying and its consequences.
- Thinking about the relationships styles in your family.
- Keeping open communications with your child about their school day and experiences.
- Communicating with the schools regarding bullying problems.

Ask & discuss: What are the rewards of having a school where bullying is not tolerated? (Write responses on the board.)

Summarize:
- Students that are safe, accepted and respected.
- Students are able to concentrate and do their best.
- A school that has a reputation for being safe and effective.
- Students who need special help are identified and served.

STEP 4: *CLOSE THE PRESENTATION AND DISTRIBUTE THE BULLYING FACT SHEET*

Summarize:
Using the notes on the chalkboard, review key points of the discussion.

Explain:
One of the most powerful ways we can deliver the message that bullying is wrong and unacceptable is by modeling respectful behaviors everyday in our own relationships with our children or students and other adults.

Share:
- Chalk Talk presentations about bullying are available and will be provided to students, parents and school staff.
- Distribute a "Bullying Fact Sheet for School Staff" (or Parents) that you can develop based on the information contained in this Chalk Talk. (Samples can be found on the next pages) Take this opportunity to create a flyer or basic bullying information sheet to meet the needs of your district or school.

Student Activity Sheet: No Bullying at Our School

_____ wants a school where bullying doesn't happen.

(Name of student)

I think bullying is wrong for these 3 reasons.

1. _____

   _____

2. _____

   _____

3. _____

   _____

When a person is bullied, it can make them feel:

_____

_____

_____

When a school does not tolerate bullying, it is a place where kids:

_____

_____

_____

Three things you and I can do to help make this school safe and comfortable for everyone:

1. _____

   _____

   _____

2. _____

   _____

   _____

3. _____

   _____

   _____

Classroom Chalk Talk: Talking About Bullying

Using the following "Chalk Talk" lesson, a teacher or a school resource officer can open, lead and guide viable discussions that will promote a school where bullying is not tolerated.

✔ *Review and modify the steps and activities of "Chalk Talk" to meet the needs of your school community.*
✔ *Review the "Guidelines for Leading Student Discussions about Bullying" found on page 21.*
✔ *Review the "Roles of the School Based Law Enforcement Officer in Bullying Prevention" found on page 22.*

Time: 45-50 Minutes

Materials:
- Student Activity Sheet (Use this model to create an advocacy activity for your school and students.)
- Chalk and chalkboard (Use the chalkboard to list student's responses to questions posed.)

Purpose of the Chalk Talk:
To provide students with the opportunity to:
- define and build an understanding of bullying and its consequences
- build empathy classmates who are bullied
- explore peer norms regarding bullying behaviors
- deliver a no-bullying message
- promote the reporting of bullying
- identify sources of support and help
- identify the rewards of having a school where bullying is not tolerated
- help students to advocated for a school where bullying is not tolerated

STEP 1:   *STUDENTS BUILD KNOWLEDGE AND UNDERSTANDING*
                    ABOUT BULLYING AND ITS CONSEQUENCES

Ask & discuss: What is teasing? (Write the word "teasing" on the board.)

Summarize:
- Teasing makes fun of a person or something about them. It can hurt a person's feelings. Kids who tease might say they didn't mean it or they were just playing or kidding around. Some kids will that teasing is no big deal. Most kids are sorry for the kind of teasing that hurts someone's feelings.
- Teasing, when it doesn't hurt feelings, can be a way of showing friendship or that you like someone and want to get their attention.

Ask & discuss: What is bullying? (Write the word "bullying on the board.)

Summarize:
- Sometimes ideas about teasing and bullying get mixed up.
- Bullying is different and more serious than teasing. When a person bullies someone, they mean to hurt that person. They also bully them over and over. They know they are stronger than the other person. They may be bigger, older or have friends who will bully with them. They might have a place or time they bully because they know that no one will be around who will stop them.
- Teasing crosses the line and becomes bullying when it is done on purpose, when it is done over and over again, and when the bully has more power than the person they bully.
- A bully's power can come from their age, size and strength, intelligence, social status (popularity), economic

status (wealth), and who they know or hang out with. Bullies can use all kinds of power to hurt others.

Ask & discuss: What do bullies do to others?

Summarize:
- Bullies hit, shove, pinch, kick, trip, pull hair, or corner a person. They threaten, say mean or cruel things, use put-downs, start rumors or spread gossip. They can even use mean looks or silence to make a person feel unwelcome or left out. Some bullies use e-mail, text messaging and the Internet to bully.

Ask & discuss: How might a person who is being bullied feel?

Summarize:
- They might feel hurt, sad, embarrassed, afraid.
- They might feel alone or like no one cares about what is happening to them.
- The might feel like they are unsafe or don't belong at school.

Ask & discuss: Why do you think people bully others?

Summarize:
- Bullies do what they do for different reasons. They may not like someone who is different. They might like using or showing off their power. They may have been bullied or are being forced to bully by others. They may think that bullying makes them popular.

STEP 2:   *STUDENTS EXPLORE PEER NORMS REGARDING BULLYING*

Ask & discuss: What do you think about bullying?

Summarize:
- The majority of kids believe that bullying is unfair and disrespectful.
- Some kids will say that a person who is bullied deserves what they get. If this is how they think, they are only making excuses for something that is wrong to do to others.
- Some kids may deny bullying is a problem.
- Often kids may not say anything because they are being bullied or are bullying others.

STEP 3:   *STUDENTS RECEIVE THE MESSAGE: "BULLYING IS WRONG*
              AND NOT ALLOWED AT THIS SCHOOL"

Explain:
- Every student has the right to be safe and feel welcomed at this school. Bullying is disrespectful and wrong. "Bullying is wrong and not allowed at this school." (Write this message on the board.)
- When bullying becomes stealing, racial slurs, attacks or threats that involve weapons or other serious acts, it breaks the law.
- At this school, kids who bully will be told to stop and they can be disciplined. In very serious cases, they can be suspended or expelled, placed on probation, placed in juvenile detention or be made to pay serious fines.
- "Bullying is wrong and not allowed at this school."

STEP 4:   *STUDENTS LEARN TO ACT TO PREVENT OR REPORT BULLYING*

Ask & discuss: What are some things you can do to avoid or stop bullying at this school?
Summarize:

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- Think ahead and steer clear. Avoid situations where you might be bullied.
- Choose not to bully others. Let others know you think bullying is wrong.
- Ask for help. Report bullying when it happens to you or others.

Explain:
- Asking for help with a bullying problem is sometimes a hard thing to do. You may feel embarrassed, or maybe someone has threatened you not to tell. Asking for help is the safe and smart thing to do. Until bullying is reported, nothing can be done about it.
- Do not risk doing anything that could make the situation worse, or get you and others hurt.

STEP 5: *STUDENTS IDENTIFY SOURCES OF SUPPORT AND HELP FOR BULLYING PROBLEMS*

Ask & discuss: Where can you go for help with a bullying problem?

Summarize:
- A friend
- Your parents
- A teacher or other caring adult at this school.

Explain:
- Along with all the other people you named, you can come to me. I will help you to be safe and respected at this school.

STEP 6: *STUDENTS IDENTIFY THE REWARDS OF HAVING A SCHOOL WHERE BULLYING IS NOT TOLERATED*

Ask & discuss: What would be the rewards of having a school where bullying is not tolerated?

Summarize:
- Kids would feel safe.
- Kids would feel like they belonged.
- Kids would feel comfortable enough to learn and try new things.
- Kids would learn how to treat others now and in the future.

STEP 7: *STUDENTS ADVOCATE FOR A SCHOOL WHERE BULLYING IS NOT TOLERATED*

Create and Share:
- Explain that when a person believes in something, it's natural to want to tell others about it. This is called "advocating." Share that they are going to have the chance to advocate for a bully-free school.
- Give each student a copy of the No Bullying at Our School activity sheet. (Use the sample activity sheet on the following page or design a students advocacy activity sheet for your students.)
- Help the class choose a place to post their sheets for other students to read.

STEP 8: *SUMMARIZE AND CLOSE THE CHALK TALK*

- Using the notes on the chalk board, review key points of discussion.

When Manners Matter:
Can good manners help keep schools safe?

Hilda Clarice Quiroz
National School Safety Center
Westlake Village, CA

Do complex problems always need complex answers?

In today's schools, a great deal of time and energy are expended in the search for programs and strategies that promote the safety of students and staff. The trend for using research-based curriculums, blueprint programs, or promising practices is important. But is it possible that in our search for answers to complex school safety problems that we have grown accustomed to complex answers? Is it possible that we are overlooking less complex strategies that can springboard from the principles, ideas, and practices that are already innate to us as human beings, friends, citizens, colleagues, families, and school communities?

Why do manners matter?

Stop for a moment to ask yourself the following questions about manners:

- How do you react when others say please, thank you, or excuse me; offer help or a sincere apology; or hold open the door for you?
- How do you feel when you use good manners?
- Can using good manners help children, youth, and adults feel more confident or help them to be more successful?
- Can good manners make others feel comfortable, respected, or valued?
- Can using good manners help set the tone for amicable relationships with friends or strangers alike?
- What manners do you consistently show or model for others?
- Can good manners be used to communicate, manage tensions, or to help make decisions that can diffuse or deal with difficult situations?
- Could teaching about and modeling good manners for children and youth help make our schools safer?

While the idea of using social manners to promote school safety may seem simplistic, nothing is further from the truth. Take a closer look at why teaching and modeling good manners are valuable to the issue of school safety.

What are manners made of?

Good manners in themselves are made up of:

- codes of conduct or courtesies, social agreements;
- rules to govern respectful communication and actions;
- protocols of deportment, polite ways of social behavior;
- ethics, distinctions of right or wrong;
- skilled dealings with others;
- peace-keeping strategies;
- critical thinking/critical choices;

- consideration, tact, courtesy, discretion, artfulness, finesse, poise, generosity, charm, elegance, and self-discipline;
- responsibility, altruistic inclinations, and empathy;
- diplomacy, inclusion, goodwill, moral strength;
- dignity, integrity, character, fairness, justice, trust, kindness;
- grace, honor, civility; and
- reciprocity and mutual regard.

Not only are good manners valued by many parents and taught in the home, they are valued and rewarded in our larger society as well.

Manners can be taught and reinforced at any school level. They can be introduced, explained, and taught with simple words and actions. Manners are often modeled as a matter of habit by thoughtful adults.

Good manners:
- can help avoid, defuse or deal with difficult or unsafe situations;
- exercise critical thinking and reasoning;
- provide a choice of responses in social settings;
- teach and practice communication, decision making, stress management and advocacy skills;
- are the expressions of trust and respect;
- are the social foundation of professional protocols and diplomacy; and
- can be practiced daily over a lifetime.

A "good manners" approach initiated in the early years and articulated through later school years could provide a school safety strategy that is an integrated, holistic, and preventative approach. Such an approach promotes student and school staff relations built on trust, respect, and mutual regard for others.

Can good manners help keep schools safe?
The answer is yes, if you believe in the power of these words: *Please, Thank you, Excuse me, I'm sorry,* and *Can I help*? When spoken and acted upon, these words can help shape or transform everyday interactions within a school community into exchanges that reflect care, thought, concern, and respect among students and staff.

The teaching and use of manners in our school communities might possibly deliver more powerful and longer lasting results for school safety than some of today's popular prevention and intervention programs. Many of these prescribed programs tend to target single or limited grade levels, address single school safety issues, and, in many ways, challenge "real world" schools to maintain fidelity to the program design. A foundation of social practices based on good manners would enhance the success of these prevention and intervention programs.

Can good manners help make our schools more effective?
Again, the answer is yes. It is impossible to separate school safety from school effectiveness. Well-mannered words and actions can help promote peaceful school environments where students feel safe and secure. In such environments, students spend less time feeling anxious, angry, frustrated, or afraid. Students often expend energy trying to avoid danger, hurt, or harm at school or observing such behaviors as they happen to others. Attendance is better at safe schools. In general, parents and the larger community are more positive and supportive of schools with reputations for being focused on student safety, well being, and academic achievement.

Are manners and ethics connected?
The work of the late Harvard psychologist Lawrence Kohlberg helps support the connection between ethics and manners.

Kohlberg was among the first researchers to argue that ethics could be taught. As he delivered his

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findings, he reaffirmed that ethics encompass motivations, such as honesty, compassion, and fairness, and that ethics are developed in stages. He concluded that one of the most crucial factors contributing to the development of ethics is education.

Kohlberg found that during the earliest stages of moral development, children depend on adults to model and define a social code of acceptable behaviors. This code of right and wrong ways to treat others could be easily related to a code of good manners. Kohlberg maintained that the rewards and consequences that follow actions such as these would communicate and reinforce core values. In the case of good manners, such values include politeness, respect, and the fair and thoughtful treatment of others.

At the next level of development, Kohlberg found that youth respond to the norms of their peers, families, and society. The degree of loyalty or connection they have for these groups affects the behaviors they adopt. It then follows that teaching about manners would be beneficial in creating and conveying a norm for the dignified treatment of others—a norm or social code that would benefit schools, families, and society in general.

The last stage of moral development has the greatest potential for good. In this stage, an individual moves beyond group loyalties and norms to develop a more universal way of thinking and reasoning. Individuals at this stage promote and act upon more universal ideas, such as justice, human rights, and human well being.

The most enduring issue directing the work regarding ethics has been what role ethics play in living a truly human life. A similar question could be asked about the role that manners play in living a truly human life!

What about manners and different cultures?
A list of values shared by most world cultures includes honesty, truthfulness, generosity, helpfulness, kindness, honor, courage, justice, and tolerance. All of these ideals can be foundational to the value and expression of good manners. The use of manners belongs to cultures that recognize the importance of trust and respect in relationships. Diverse cultures may not display manners, propriety, or etiquette in the very same fashion, but intentions and meanings behind the actions are often very similar if not the same.

What is the most effective manners curriculum?
The most effective curriculum to teach and reinforce manners costs nothing. It is the human curriculum of ideas and actions that are written each day with every well-mannered word and interaction that is modeled and shared with others. Good manners cannot just be a nice idea or thought. Students must see manners applied and the advantages and benefits of using manners collected. They must be able to experience, analyze, and assess the use of manners in their personal lives.

Show your manners!
Manners can be the rules of the road for busy schools. They can help direct social interactions among the students, staff, and school guests. You can promote, teach, and model well-mannered intentions, words, and actions by the following:

At early grade levels
- Begin talking and teaching about manners in the earliest grade possible.
- If you prefer to use a prepared and packaged life-skills curriculum, select one that teaches and promotes the use of good manners, respect for others, or making and keeping friends.
- Stress the use of manners as a tool for keeping oneself and others safe.
- Help students launch a "good manners campaign."

At middle and high school levels
- Teach about first impressions.
- Use important social events throughout the year to promote the value and use of manners.
- Select curricula that teach and promote personal and social skills.
- Stress the use of critical thinking and manners as a tool for problem solving and managing tensions when appropriate.

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- Integrate the idea of manners into discussions about ethics, moral conduct, social values, or codes of right or wrong.
- Offer manners or etiquette workshops for students.
- Stress the value of social graces during activities like proms, community events, job interviews, or part-time employment.

At all grade levels

- Walk the talk. Model thought, care, and consideration in your own interactions with students, parents, and staff members.
- Help students create a code of manners for your school and integrate the code into posters and year-round school activities.
- Promote and share your school code of manners with parents and other members of your school community.
- Dedicate staff meeting time to discussion about the role of manners in helping to keep a school safe. Use the opening questions in this article to prompt discussion.

Teaching, reinforcing, and modeling the daily use of personal manners in our schools provides protocols of kindness and consideration, promotes acts of grace and selflessness, and helps build a sense of connection. Manners provide a choice of responses while demonstrating respect and responsibility. Manners are tools for negotiating and peace keeping. At a minimum, manners can deliver the sense of civility that we often talk about wanting for our students and schools.

Adults: Show your manners at schools!

Use your role as a leader in the school community and your manners to promote professional ethics, protocols of diplomacy, courtesy, and tactful ways for keeping the peace at your school. The following ideas can help.

As a school leader, use professional ethics, poise, and social tact to promote a controlled and peaceful school or diffuse low-threat situations to keep students and your school safe.

As a *problem solver,* urge the use of well-mannered attitudes, words, and actions as peace-promoting strategies.

As a *community liaison,* use your social skills to establish and maintain a rapport with your school community that is built upon respectful attitudes and communication. Promote and protect the dignity of school stakeholders. Model generosity and empathy at every given opportunity.

As a teacher, use the classroom or teachable moments to help students and other staff understand the power of manners in helping keep a school safe and comfortable for everyone.

Use the following prompts to create a mini-presentation for the classroom about manners. Modify the prompts and discussion to meet the needs of your school and grade levels.

Ask and Discuss:
- What are manners?
- Are manners important to have and use?
- In what ways are manners important to you?
- What do people say about someone who has manners?

Build the Power to Act:
- What kinds of attitudes, words and actions show manners?
- What are some examples of manners you use?

Practice:
- Name times and places manners can be used at school.
- Show what these manners look and sound like when used at school.

Problem Solve:
- In what ways could manners help keep us safe at school?

Create and Share:
- Create a list of manners that would help make your school safe.
- How can we share our list of manners with others?

Identify the Rewards:
- What would happen if everyone at our school chose to use manners?

Guidelines for Leading Student Discussions About Bullying

Facilitating a discussion with students regarding bullying at school offers a number of benefits. Both students and staff members who participate are given the unique opportunities to:

- Establish a common definition of bullying
- Express a value for a school that is free of cruelty, harassment, and bullying
- Explore current norms regarding bullying at their school
- Build knowledge and understanding regarding bullying at school and its consequences
- Identify and "name" specific bullying behaviors at school
- Identify safe and respectful ways to deal with bullying at school
- Reinforce the need to report bullying when it happens
- Identify systems of support at school for responding to bullying

Facilitator Tips

Be aware that for some students, bullying can be a difficult subject to discuss with their peers. Some students may not trust that other students view bullying as a serious problem. Some may fear retaliation for expressing their experience and knowledge of bullying.

For some students, the discussion becomes the voices of support they need to do something about the problem. For bystanders, the experience may become a call to action.

Use the following tips to lead a successful discussion about bullying with your students:

1. Be sure to review your school's rules and policies prior to the discussion.
2. Help students focus on the patterns of behaviors that are defined as bullying.
3. Don't rush the discussion. Be ready to tolerate silence. Some students need time to reflect and choose their words carefully.
4. Help students summarize their discussions following each question.
5. Give equal "air time" to every student in the group.
6. Gently ask for comments, agreement or disagreement from the quiet members of the group.
7. Immediately stop any put-downs or inappropriate comments during the discussion.
8. Sharing your own experiences with bullying can contribute to the discussion. Some students find it surprising to hear that an adult they know has also experienced bullying.
9. Recognize that this discussion might serve as a confidence builder for students to continue to confide in you or other caring adults about bullying or similar problems.
10. Model respect for student differences.

Bullying Facts for Parents

What is Bullying?

Bullying is any hurtful or aggressive act toward a person or group of people that is done on purpose and is done over and over again. **Bullying is cruel, disrespectful and not allowed at this school.** Some acts of bullying break laws when they become extortion, battery, sexual abuse or hate behaviors.

A family that tolerates bullying, tolerates violence.

What do Bullies Do to Others?

An individual or group can bully using actions or words. They might:

- punch, hit, pinch, shove, choke, or bite.
- corner a person, ruin their belongings or take their money.
- give dirty looks, or ignore a person or leave them out.
- call names, use put-downs, or threaten people.
- write nasty notes or start rumors
- make fun of a person's looks, religion, family, or problems.
- use e-mail, text messages or the Internet to bully others.

How does Bullying Hurt Students or a School?

Targets:
- are emotionally or physically hurt
- feel afraid, lonely, embarrassed or humiliated
- sometimes avoid school
- may decide to get even and bully back

Bullies:
- may grow up to be adult bullies
- may miss out on learning
- may become involved in criminal activity

Bystanders:
- may worry that they may be the next target
- assume that no one cares
- may participate in the bullying or risk defending the target

What Can I Do About Bullying?

- Teach your child that bullying and any kind of harassment are wrong.
- Talk with your child about his/her friends and things that happen at school.
- Help your child report bullying.
- Work with the school to resolve bullying issues.

Think About It

What has your child learned about bullying at home?

Destination Intimidation: Is Al a Bully?

Al loved to play baseball. He had a lifelong obsession with the Great American Pastime. As an adult, Al played in a Sunday morning softball league with people from the factory at which he worked. One Sunday, his team which was called the 12 pack, was locked in a close contest with their cross-town rival.

The event was heated. The score was tied. The chatter was deafening. Both teams jeered and hollered at one another. There was no exception when Al stepped to the plate. Al was a very short statured man, though athletically built. The first baseman on the opposing team sought to use Al's short stature against him. He yelled, "C"mon little guy. Hit it to me if you can. Aww, ain't he cute? C"mon, little guy."

Al seemed impervious to the screaming. The first pitch was hurled. Al did not move his bat. The pitch was right down the middle. The umpire called out "Steeerike!" The shouting from the first baseman intensified and drawled in baby talk, "Whaza matter, little guy? Was that too fast for your little self? Slow it down for our little buddy."

Next, the pitcher lobbed a slow and easy pitch toward Al. Al, still as a statue, did not move. Like seconds before, the umpire cried, "strike!" This just made the first base man crazy. He could not shout enough short jokes, as he was in the spirit of the game and competition. The first base man, incidentally, was very tall and very slim. In fact, he was nearly a foot taller than Al.

As the pitcher threw the next ball, Al, a right-handed batter, pointed his left foot directly at the first baseman. The pitch was perfect for Al to make a line drive directly at the knees of the first baseman. Al's current nemesis was in the middle of shouting something about Al being sawed off when the ball soared at him. This

caused the first base man to flop around like the scarecrow from the Wizard of Oz. Al was fast and could have made it a triple. However he trotted slowly to the first base and tagged the bag. He looked up and down that the first baseman, shrugged, smirked, and then led off dangerously toward second.

Al eventually scored from first base. Throughout the rest of the game, the first baseman did not chatter so loudly. And the first base man was eerily silent whenever Al stepped up to the plate. **The question is who was a bully? Was it Al or was it the first baseman?**

Reproduced from Icebreaker III, 2011

Professional Development Exit Questionnaire

Name: _____(optional)   Position Title/Role: _____

District/School/: _____   Date: _____

Topic(s): _____   Duration (hours/days)_____

To what degree do you agree with the items below? (5 Strongly Agree – 1 Strongly Disagree) The staff development:	Rate the item using scale below					
	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	Not Applicable
1. was of high quality.	⑤	④	③	②	①	⓪
2. was timely.	⑤	④	③	②	①	⓪
3. was relevant to my needs.	⑤	④	③	②	①	⓪
4. format and structure facilitated my learning.	⑤	④	③	②	①	⓪
5. enhanced my understanding of how to develop a formative evaluation plan.	⑤	④	③	②	①	⓪
6. enhanced my understanding of how to implement a formative evaluation plan.	⑤	④	③	②	①	⓪
7. helped me gain new information and skills.	⑤	④	③	②	①	⓪
8. will assist me in making better-informed decisions.	⑤	④	③	②	①	⓪
9. provided important resources for me.	⑤	④	③	②	①	⓪
10. will assist my district/school and/or me in developing a formative evaluation plan.	⑤	④	③	②	①	⓪
11. will assist my district/school and/or me in implementing formative evaluation.	⑤	④	③	②	①	⓪
12. met my expectations.	⑤	④	③	②	①	⓪

How will you use what you have learned?

What was the most useful part of this staff development? Why?

What was the least useful part of this staff development? Why?

What additional training/support do you need?

1. **Professional Learning Bullying**
Day 1
Christopher Hazeltine

2. **Ice Breaker**
The Penny Box
*Upon entering the room please take one penny from the box
*Look at the date on the penny and jot down a memory from that year
*Share this memory with the group

www.choiceliteracy.com/artcles-details-view

3. **Personal Definition of the Different Types of Bullying**
   - Types of Bullying
     - Verbal Bullying
     - Cyberbullying
     - Social Bullying
     - Physical Bullying
     - Sexual Bullying
   - Complete the Types of Bullying graphic organizer

4. **What is Bullying?**
The NYCDOE requires all schools to review Bullying and Cyberbullying. These are two phenomenons that must be explained to students and reduced in schools.
   -
Repeated physical, verbal, sexual, or psychological attacks or intimidation by one individual who is perceived as being physically or psychologically stronger than another.

www.stopbullying.gov

5. **Four Elements of Bullying**
   1. Pain-Someone is physically, psychologically or sexually hurting another person with actions that are intentional.
   2. Power-The person who is bullying another is perceived as more powerful and is usually attempting to wield some power over the victim.
   3. Persistence-Typically, bullying is persistent, which means that it is a repeated act
   4. Permission-Usually someone else knows about the bullying and is allowing it to happen by not taking action
      - Silent witnesses

www.stopbullying.gov

6. **What Bullying is Not**
   1. Arguments or conflicts-A typical argument between two people is not bullying

- Difference with bullying-one person uses consistent power over another
- Teach kids communication skills from an early age and how to work through disagreements rationally and on their own

2. Choosing one friend over another-throughout our lives, we all select people with whom we prefer to be friends
    - This is not bullying: it is freedom of choice
3. Being bossy to other kids-this is a natural behavior between young children
    - Adults can teach the difference between being bossy and being aggressive
4. Telling a joke about someone-although mean, making a joke one time is not bullying.
    - Considered to be bullying when it happens repeatedly and is done constantly to hurt someone
    - Parents must teach kids that a joke should not be made at someone else's expense
5. Fighting-One fight in and of itself is not a form of bullying
    - If someone continually picks a fight with another person and leverages physical power that is bullying and needs to be stopped and reported

www.stopbullying.gov

7 **Types of Bullying**
- Verbal Bullying-repeatedly using words to hurt people
    - Can include:
        - Teasing, name calling, inappropriate sexual comments, taunting, threatening to cause harm
- Cyberbullying-According to SAMHSA: using technology as a vehicle for acts of cruelty
    - Can be verbal or social bullying that is perpetuated and spread through the Internet, texting, and/or posting on Facebook or Twitter
- Social Bullying-hurting someone socially by continuously spreading negative rumors about him/her, repeatedly excluding from a group or manipulating others to leave a person out of a group
- Physical Bullying-repeated aggressive physical acts that hurt someone's body, or destroy someone's property or possessions
    - Includes
        - Hitting, kicking, pinching, spitting, tripping or pushing, taking or breaking someone's things
- Sexual Bullying-Includes two types
    - Heterosexual harassment
    - Homophobic bullying
        - people may be a target of this type of bullying because of their appearance, behavior, physical traits or because they have friends or family who are LGBTQ

www.stopbullying.gov

8 **Relational Aggression**
❖Consistently excluding another student from the peer group
    ❖Repeatedly ignoring someone, spreading gossip, manipulating a group of friends to exclude one member of the group

❖Boys-traditionally act in a more physical way than girls and they are not typically relational
  ❖Social status among friends for boys in middle and high school usually comes from how tough they are

❖Girls-most girls will use words to hurt other girl
  ❖this behavior usually peaks in middle school and focuses on consistently attacking people's relationships with others and diminishing their confidence
www.stopbullying.gov

9 ☐ Characteristics of Bullying

❖There are three different groups involved in bullying:
  ❖Bullies
  ❖Victims
  ❖Silent Witnesses
❖Understanding the characteristics of each of these groups helps to know how to best deal with bullying behavior
❖Kids who bully others often act out in school and are more likely to smoke and drink alcohol
❖Research from the Prevention Management Report Training System shows 6 out of 10 kids who were bullies in middle school are convicted of a crime by the time they reach 24
❖
www.stopbullying.gov

10 ☐ Characteristics of a Bully

• According to the Olweus Bullying Prevention Program, there are three defining characteristics of bullying
1. Plans to hurt-the bully gets pleasure from taunting or trying to control the victim and continues even after the victim is in pain
2. Happens regularly-the bullying continues over a long period of time, and eventually tears down the victim's self-esteem
3. Power-The bully uses age, strength or size to intimidate the victim
4.
www.stopbullying.gov

11 ☐ Characteristics of a Bully continued

• Bullies often have the following characteristics in common:
❖They have witnessed physical and verbal aggressiveness at home or in their community
❖They view aggressive behavior as positive and see it as a way to resolve conflict
❖They are often physically strong
❖They can be either popular or unpopular with children their own age
❖They have trouble following rules
❖They often show little concern for others' feelings
❖They base their relationships on fear
❖
www.stopbullying.gov
❖

12 **Characteristics of a Victim**
  - ❖According to research from SAMHSA, victims of bullying have higher rates of suicide, depression, post-traumatic stress disorder, and substance abuse
  - ❖Victims can become overwhelmed with anxiety and fear
    - ❖This can drive kids to either silence their feelings or act out through forms of violence
  - ❖The Archives of Pediatrics and Adolescents Medicine found that 36% of boys and 15% of girls who had been bullied carried a weapon
  - ❖Warning Signs of a Bullying Victim:
    - ❖Insecurity and lack of confidence
    - ❖Limited peer interaction
    - ❖Physically weak
    - ❖Overprotective family
    - ❖Different from peers
  - www.stopbullying.gov
    - ❖

13 **The Role of the Witness**
  - ❖Witnesses to bullying have more power to persuade and intervene than anyone else at school
  - ❖They often observe bullying on the school bus, in the bathrooms, in the hallways, in the cafeteria, and on the playground
    - ❖When they see bullying they can choose to help or not
  - ❖There are multiple types of bystanders
    - ❖Followers-they don't start the bullying, but join in once it occurs
    - ❖Passive onlookers-support the bully but do not take an active part
    - ❖Students who are aware of the bullying but are not likely to stop it
    - ❖Students who feel uncomfortable with bullying but are not comfortable taking a stand
    - ❖Students who are willing to stand up, support and defend the victim
  - ❖Two recent studies from Bullying and Bystanders: A summary for research for anti-bullying week, studied students who were involved in or witnesses to a bullying incident
    - ❖ It was discovered that peers were involved in 85% of the bullying incidents
    - www.stopbullying.gov

14 **The Role of the Teacher**
  - ❖Schools that actively reduce bullying have teachers who are dedicated to a safe school environment
    - ❖They can spot bullying when it is happening
    - ❖They take action to protect students
  - ❖Steps teachers can use to reduce bullying:
    - ❖Develop and define clear, consistent consequences for bullying behavior
    - ❖Teach students the definition and consequences of bullying
    - ❖Demonstrate to students strategies for dealing with bullies
    - ❖Teach students the importance of reporting bullying
    - ❖Encourage, support and empower students to stand up for themselves and others
    - ❖Educate parents about the school's anti-bullying policies
    - ❖

www.stopbullying.gov

15 Chancellor's Regulation A-832

Chancellor's Regualtion A-832

❖Each principal/designee must ensure that the policy and procedures set forth in this regulation A-832 are discussed with students and staff members at the beginning of each school year.

❖Group 1-Policy
❖Group 2-Reporting Procedures
❖Group 3-Investigation
❖Group 4-Follow-up Action & Notification
❖Group 5-Consolidated School and Youth Development Plan, Confidentiality & Retaliation

www.schools.nyc.gov/RulesPolicies

16 Respect for All in NYC Schools

• Respect for All in NYC Public Schools

❖Each school must conspicuously post Respect for All posters in locations accessible to students, parents and staff.

❖A copy of the Respect for All brochure must be distributed annually to parents and students. Parents/students entering the school during the school year must receive a copy upon registration

❖All elementary school teachers and counselors will be invited to attend a two-day Respect for All training program. Middle and high school staff are already offered such trainings

www.schools.nyc.gov/RulesPolicies
❖

17 Reporting Acts of Bullying

• Reporting Form

❖Each principal must designate at least one staff member to whom reports bias-based harassment, intimidation and/or bullying can be made

❖Keep reports confidential and private. School staff and students should be encouraged to report violations without fear of retaliation.
❖
www.schools.nyc.gov/RulesPolicies
❖

18 Implementation in Schools

Please share your school's policies in regards to Regulation A-832 and the Respect for All Initiative

19 Impacts of Bullying

Whether physical, psychological or verbal; outright or secretive, bullying impacts everyone

involved and the effects can be far-reaching.

Victims-likely to be depressed, have suicidal thoughts and/or bring weapons to school
   • In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied
Bullies-are more likely to be convicted of crimes and/or also engage in high-risk behaviors

www.stopbullying.gov

20 **Reflections**
   • Looking ahead to Day 2
   •
   • Complete Professional Learning Exit Questionnaire
   •

21

22 **Professional Learning**
    Bullying
    Day 2
    Christopher Hazeltine

23 **Ice Breaker**
    Take a Stand
    ❖I am successful at identifying acts of bullying
    ❖
    ❖I am successful at intervening in bullying situations
    ❖
    ❖
    Agree   Neutral   Disagree

24 **What can a school community do about bullying?**
    ❖Schools cannot just talk about bullying with students, they must teach the specifics:
       ❖What it is and what it is not
       ❖Consequences
       ❖Why it is so critical that everyone in the school join together to help prevent bullying
    ❖Strategies for teaching the definition and consequences of bullying:
       ❖Be specific
       ❖Ask students to share their own experiences as bullies, victims and/or witnesses
       ❖Use real-life examples
       ❖Explain the negative consequences and the negative impact of bullying on a person's
         emotional and physical well-being

    www.stopbullying.org

25 **What can a school community do about bullying?**
    ❖Preventing and responding to school bullying is the work of every administrator, teacher, school
      staff member, student and parent
    ❖These individuals must recognize their role and responsibility in creating a school where
      bullying is not tolerated

❖School community members can work together to apply the following steps:
   ❖Assess the scope of the bullying problem and analyzing core causes
   ❖Develop quality policies that define bullying and address appropriate responses to the problem
   ❖Establish school and classroom rules against bullying and apply fairly and consistently
   ❖Train teachers and staff
   ❖Educate students
   ❖Establish an effective reporting system
   ❖Establish support programs and resources for both victims and bullies
   ❖Promote the norm for a bully-free school

   www.schoolsafety.us

26 **What can teachers do about classroom bullying?**
   ❖The same strategies that promote effective teaching can be used to help prevent, deter and respond to classroom bullying
   ❖Teachers can:
      ❖Model desired attitudes and behaviors
      ❖Place responsibility for the classroom's social and physical environment on students
      ❖Establish and communicate rules regarding bullying and apply fairly and consistently
      ❖Identify and intervene upon undesirable attitudes and behaviors
      ❖Teach students to ask for help and how to report bullying
      ❖Respond immediately to requests for help
      ❖Report acts of bullying to the designated "Respect for All" staff member
      ❖
   www.schoolsafety.us

27 **How can a caring adult work with a bully?**
   ❖Talking with a bully can help when such conversations are guided by a purpose
   ❖Goals to guide conversations:
      ❖Define and understand bullying and its consequences
      ❖Identify the ways, times, places and people he or she bullies
      ❖Understand how bullying hurts others and him/herself
      ❖Explore the reasons why he or she bullies
      ❖Find respectful ways to express and use his or her personal power
      ❖
   www.schoolsafety.us

28 **Manners-Do they Matter?**
   • When Manners Matter
   •

   www.schoolsafety.us

29 **Exploring Lesson Plans and Activities**
   Lesson Plans and Activities

http://www.pacer.org/bullying/nbpm

30 **Adapting Lesson Plans**
  • Chalk Talk Lesson Plans
  •
  www.schoolsafety.us

31 **Together Against Bullying**
  • Video

32 **Reflections**
  • Looking Ahead to Day 3

  • Complete Professional Learning Exit Questionnaire

33 **Professional Learning
  Bullying
  Day 3**
  Christopher Hazeltine

34 **Ice Breaker
  Destination Intimidation: Is Al a Bully?**

  Bullying - Repeated physical, verbal, sexual, or psychological attacks or intimidation by one individual who is perceived as being physically or psychologically stronger than another.

  ❖Who was a bully?
  ❖Was it Al or was it the first baseman?

  www.gogobic.edu/faculty2/files/IB3.pdf

35 **Connection Between Social-Emotional Learning and Bullying**
  • Bullying can be prevented in a safe and caring learning environment characterized by:
  ❖Supportive relationships between teachers and students and among students that encourage open communication and positive ways to resolve problems and conflicts.
  ❖Good working relationships between schools and families that foster two-way communication about student growth and development.
  ❖School norms, values, and policies that emphasize respect for others and appreciation of differences.
  ❖Students who are aware of and can manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging social situations constructively.
  • www.casel.org/bullying

36 **Connection Between Social Emotional Learning and Bullying**

❖Recognize and manage emotions in order to respond to conflict in calm and assertive ways
  ❖ Children need to be able to recognize when they are getting angry, and learn to calm themselves before reacting.
❖Be tolerant and appreciative of differences, and interact empathetically with peers
  ❖ Bystanders are also more likely to intervene when they have positive feelings and attitudes toward the victim
❖Be able to seek help from peers or other adults when needed
❖Think through and resolve social problems effectively and ethically
  ❖Teach assertive strategies, like talking with others to find a solution or asking others for help
  www.casel.org/bullying

❖

37   **Conflict and Bullying: Recognizing the Difference**
  http://schools.nyc.gov
  1 Conflict
  2 • Conflict is a disagreement or a difference of opinion or interests between equals
    • people involved in a conflict may disagree and emotions may run high
    • Both parties have power to influence the situation
  3 Bullying
  4 • There is an imbalance of power
    • There is an intent to harm
    • Repeated over time
    • enjoyment of the effects on the victim by the bully
    • the threat of further aggression

38   **Personal Reflections on Bullying Experiences**
  • Think back to when you were in school and reflect (without sharing) whether you were involved in any bullying incidents, either as someone who was targeted, as someone who did some bullying, or as a bystander.
  •
  ❖Did you tell an adult?
  ❖Did an adult intervene in a way that was helpful?

39   **What Can We Learn from this Exercise?**
  ❖As adults we want to intervene in a way that is helpful for students
  ❖Adult actions that make things better:
    ❖Listening, giving advice and encouragement
    ❖Checking back with students to see if things improved
    ❖Reporting the incident
  ❖Adult actions that make things worse
    ❖Telling students to stop "tattling"
    ❖Telling students to solve the problem themselves
    ❖Ignoring the situation
  Charisse Nixon and Stan Davis (2010)The Youth Voice Research Project.

40 **Bullying Role Playing**
  • Participants will read through the scenarios and simulate the acts of bullying
  • Participants will alternate roles
    • Bully, victim, witness, defender, intervening adult

41 **Workshop Reflections**
  ❖Participants will share with their groups what they have learned over the course of the workshops
  ❖Participants will share what they plan to implement in their classroom/school

42 **Reflections**
  <u>Everyday it Happens</u>
  By: Kathleen Kiker
  Every time I speak, another person hates me,
  Every time they answer, I must forgive again.
  Every time I listen, I suppress my angry comments,
  Every time I hear them, I brush away the tears.
  Everywhere I go, I am a nameless victim,
  Everywhere I hide, they find me again.
  Every time I see them, I put a happy face on,
  Every time they leave me, the tears roll down my cheeks.
  Every night I'm sleeping, I dream of faceless horrors,
  Every day I'm living, I wish it weren't so.
  http://circle.nypo.org

43

Professional Learning Bullying Day 1

Christopher Hazeltine

Ice Breaker
The Penny Box

*Upon entering the room please take one penny from the box

*Look at the date on the penny and jot down a memory from that year

*Share this memory with the group

www.choiceliteracy.com/artcles-details-view

Personal Definition of the Different Types of Bullying

- Types of Bullying
  - Verbal Bullying
  - Cyberbullying
  - Social Bullying
  - Physical Bullying
  - Sexual Bullying
- Complete the Types of Bullying graphic organizer

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www.stopbullying.gov

Four Elements of Bullying

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   - Parents must teach kids that a joke should not be made at someone else's expense

5. Fighting-One fight in and of itself is not a form of bullying
   - If someone continually picks a fight with another person and leverages physical power that is bullying and needs to be stopped and reported

www.stopbullying.gov

Types of Bullying

- **Verbal Bullying-**repeatedly using words to hurt people
  - Can include:
    - Teasing, name calling, inappropriate sexual comments, taunting, threatening to cause harm
- **Cyberbullying-**According to SAMHSA: using technology as a vehicle for acts of cruelty
  - Can be verbal or social bullying that is perpetuated and spread through the Internet, texting, and/or posting on Facebook or Twitter
- **Social Bullying-**hurting someone socially by continuously spreading negative rumors about him/her, repeatedly excluding from a group or manipulating others to leave a person out of a group
- **Physical Bullying-**repeated aggressive physical acts that hurt someone's body, or destroy someone's property or possessions
  - **Includes**
    - Hitting, kicking, pinching, spitting, tripping or pushing, taking or breaking someone's things
- **Sexual Bullying-**Includes two types
  - **Heterosexual harassment**
  - **Homophobic bullying**
    - people may be a target of this type of bullying because of their appearance, behavior, physical traits or because they have friends or family who are LGBTQ

www.stopbullying.gov

Relational Aggression

❖**Consistently excluding another student from the peer group**
  - ❖Repeatedly ignoring someone, spreading gossip, manipulating a group of friends to exclude one member of the group

❖**Boys-**traditionally act in a more physical way than girls and they are not typically relational
  - ❖Social status among friends for boys in middle and high school usually comes from how tough they are

❖**Girls-**most girls will use words to hurt other girl
  - ❖this behavior usually peaks in middle school and focuses on consistently attacking people's relationships with others and diminishing their confidence

www.stopbullying.gov

Characteristics of Bullying

- There are three different groups involved in bullying:
  - Bullies
  - Victims
  - Silent Witnesses
- Understanding the characteristics of each of these groups helps to know how to best deal with bullying behavior
- Kids who bully others often act out in school and are more likely to smoke and drink alcohol
- Research from the Prevention Management Report Training System shows 6 out of 10 kids who were bullies in middle school are convicted of a crime by the time they reach 24

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Characteristics of a Bully

- According to the Olweus Bullying Prevention Program, there are three defining characteristics of bullying

1. **Plans to hurt**-the bully gets pleasure from taunting or trying to control the victim and continues even after the victim is in pain

2. **Happens regularly**-the bullying continues over a long period of time, and eventually tears down the victim's self-esteem

3. **Power**-The bully uses age, strength or size to intimidate the victim

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Characteristics of a Bully continued

- **Bullies often have the following characteristics in common:**
- They have witnessed physical and verbal aggressiveness at home or in their community
- They view aggressive behavior as positive and see it as a way to resolve conflict
- They are often physically strong
- They can be either popular or unpopular with children their own age
- They have trouble following rules
- They often show little concern for others' feelings
- They base their relationships on fear

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Characteristics of a Victim

- **According to research from SAMHSA, victims of bullying have higher rates of suicide, depression, post-traumatic stress disorder, and substance abuse**
- Victims can become overwhelmed with anxiety and fear
    - This can drive kids to either silence their feelings or act out through forms of violence
- **The Archives of Pediatrics and Adolescents Medicine found that 36% of boys and 15% of girls who had been bullied carried a weapon**
- **Warning Signs of a Bullying Victim:**
    - **Insecurity and lack of confidence**
    - **Limited peer interaction**
    - **Physically weak**
    - **Overprotective family**
    - **Different from peers**

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The Role of the Witness

❖ **Witnesses to bullying have more power to persuade and intervene than anyone else at school**

❖ They often observe bullying on the school bus, in the bathrooms, in the hallways, in the cafeteria, and on the playground
  ❖ When they see bullying they can choose to help or not

❖ **There are multiple types of bystanders**
  ❖ **Followers**-they don't start the bullying, but join in once it occurs
  ❖ **Passive onlookers**-support the bully but do not take an active part
  ❖ Students who are aware of the bullying but are not likely to stop it
  ❖ Students who feel uncomfortable with bullying but are not comfortable taking a stand
  ❖ Students who are willing to stand up, support and defend the victim

❖ Two recent studies from Bullying and Bystanders: A summary for research for anti-bullying week, studied students who were involved in or witnesses to a bullying incident
  ❖ **It was discovered that peers were involved in 85% of the bullying incidents**

www.stopbullying.gov

The Role of the Teacher

❖ **Schools that actively reduce bullying have teachers who are dedicated to a safe school environment**
  ❖ They can spot bullying when it is happening
  ❖ They take action to protect students

❖ **Steps teachers can use to reduce bullying:**
  ❖ Develop and define clear, consistent consequences for bullying behavior
  ❖ Teach students the definition and consequences of bullying
  ❖ Demonstrate to students strategies for dealing with bullies
  ❖ Teach students the importance of reporting bullying
  ❖ Encourage, support and empower students to stand up for themselves and others
  ❖ Educate parents about the school's anti-bullying policies

www.stopbullying.gov

Chancellor's Regulation A-832

<u>Chancellor's Regualtion A-832</u>

❖**Each principal/designee must ensure that the policy and procedures set forth in this regulation A-832 are discussed with students and staff members at the beginning of each school year.**

❖**Group 1**-Policy

❖**Group 2**-Reporting Procedures

❖**Group 3**-Investigation

❖**Group 4**-Follow-up Action & Notification

❖**Group 5**-Consolidated School and Youth Development Plan, Confidentiality & Retaliation

www.schools.nyc.gov/RulesPolicies

Respect for All in NYC Schools

• <u>Respect for All in NYC Public Schools</u>

❖**Each school must conspicuously post Respect for All posters in locations accessible to students, parents and staff.**

❖**A copy of the Respect for All brochure must be distributed annually to parents and students. Parents/students entering the school during the school year must receive a copy upon registration**

❖**All elementary school teachers and counselors will be invited to attend a two-day Respect for All training program. Middle and high school staff are already offered such trainings**

www.schools.nyc.gov/RulesPolicies

Reporting Acts of Bullying

- Reporting Form

❖ Each principal must designate at least one staff member to whom reports bias-based harassment, intimidation and/or bullying can be made

❖ Keep reports confidential and private. School staff and students should be encouraged to report violations without fear of retaliation.

www.schools.nyc.gov/RulesPolicies

Implementation in Schools

Please share your school's policies in regards to Regulation A-832 and the Respect for All Initiative

Impacts of Bullying

Whether physical, psychological or verbal; outright or secretive, bullying impacts everyone involved and the effects can be far-reaching.

Victims-likely to be depressed, have suicidal thoughts and/or bring weapons to school

- In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied

Bullies-are more likely to be convicted of crimes and/or also engage in high-risk behaviors

www.stopbullying.gov

Reflections

- Looking ahead to Day 2

- Complete Professional Learning Exit Questionnaire

Professional Learning
Bullying
Day 2

Christopher Hazeltine

Ice Breaker
Take a Stand

❖ **I am successful at identifying acts of bullying**

❖ **I am successful at intervening in bullying situations**

Agree   **Neutral**   **Disagree**

What can a school community do about bullying?

❖ **Schools cannot just talk about bullying with students, they must teach the specifics:**
   - ❖ What it is and what it is not
   - ❖ Consequences
   - ❖ Why it is so critical that everyone in the school join together to help prevent bullying

❖ **Strategies for teaching the definition and consequences of bullying:**
   - ❖ Be specific
   - ❖ Ask students to share their own experiences as bullies, victims and/or witnesses
   - ❖ Use real-life examples
   - ❖ Explain the negative consequences and the negative impact of bullying on a person's emotional and physical well-being

www.stopbullying.org

What can a school community do about bullying?

- **Preventing and responding to school bullying is the work of every administrator, teacher, school staff member, student and parent**
- **These individuals must recognize their role and responsibility in creating a school where bullying is not tolerated**
- **School community members can work together to apply the following steps:**
  - Assess the scope of the bullying problem and analyzing core causes
  - Develop quality policies that define bullying and address appropriate responses to the problem
  - Establish school and classroom rules against bullying and apply fairly and consistently
  - Train teachers and staff
  - Educate students
  - Establish an effective reporting system
  - Establish support programs and resources for both victims and bullies
  - Promote the norm for a bully-free school

www.schoolsafety.us

What can teachers do about classroom bullying?

- **The same strategies that promote effective teaching can be used to help prevent, deter and respond to classroom bullying**
- **Teachers can:**
  - Model desired attitudes and behaviors
  - Place responsibility for the classroom's social and physical environment on students
  - Establish and communicate rules regarding bullying and apply fairly and consistently
  - Identify and intervene upon undesirable attitudes and behaviors
  - Teach students to ask for help and how to report bullying
  - Respond immediately to requests for help
  - Report acts of bullying to the designated "Respect for All" staff member

www.schoolsafety.us

How can a caring adult work with a bully?

❖ **Talking with a bully can help when such conversations are guided by a purpose**

❖ **Goals to guide conversations:**

   ❖ Define and understand bullying and its consequences

   ❖ Identify the ways, times, places and people he or she bullies

   ❖ Understand how bullying hurts others and him/herself

   ❖ Explore the reasons why he or she bullies

   ❖ Find respectful ways to express and use his or her personal power

www.schoolsafety.us

Manners-Do they Matter?

- **When Manners Matter**

www.schoolsafety.us

Exploring Lesson Plans and Activities

Lesson Plans and Activities

http://www.pacer.org/bullying/nbpm

Adapting Lesson Plans

- Chalk Talk Lesson Plans

www.schoolsafety.us

Together Against Bullying

- Video

Reflections

- Looking Ahead to Day 3

- Complete Professional Learning Exit Questionnaire

Professional Learning
Bullying
Day 3

Christopher Hazeltine

Ice Breaker
Destination Intimidation: Is Al a Bully?

Bullying - Repeated physical, verbal, sexual, or psychological attacks or intimidation by one individual who is perceived as being physically or psychologically stronger than another.

❖ **Who was a bully?**
❖ **Was it Al or was it the first baseman?**

www.gogobic.edu/faculty2/files/IB3.pdf

Connection Between Social-Emotional Learning and Bullying

- **Bullying can be prevented in a safe and caring learning environment characterized by:**
- ❖ Supportive relationships between teachers and students and among students that encourage open communication and positive ways to resolve problems and conflicts.
- ❖ Good working relationships between schools and families that foster two-way communication about student growth and development.
- ❖ School norms, values, and policies that emphasize respect for others and appreciation of differences.
- ❖ Students who are aware of and can manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging social situations constructively.

www.casel.org/bullying

Connection Between Social Emotional Learning and Bullying

- ❖ Recognize and manage emotions in order to respond to conflict in calm and assertive ways
  - ❖ Children need to be able to recognize when they are getting angry, and learn to calm themselves before reacting.
- ❖ Be tolerant and appreciative of differences, and interact empathetically with peers
  - ❖ Bystanders are also more likely to intervene when they have positive feelings and attitudes toward the victim
- ❖ Be able to seek help from peers or other adults when needed
- ❖ Think through and resolve social problems effectively and ethically
  - ❖ Teach assertive strategies, like talking with others to find a solution or asking others for help

www.casel.org/bullying

Conflict and Bullying: Recognizing the Difference

http://schools.nyc.gov

Conflict

- Conflict is a disagreement or a difference of opinion or interests between equals
- people involved in a conflict may disagree and emotions may run high
- Both parties have power to influence the situation

Bullying

- There is an imbalance of power
- There is an intent to harm
- Repeated over time
- enjoyment of the effects on the victim by the bully
- the threat of further aggression

Personal Reflections on Bullying Experiences

- Think back to when you were in school and reflect (**without sharing**) whether you were involved in any bullying incidents, either as someone who was targeted, as someone who did some bullying, or as a bystander.

❖**Did you tell an adult?**

❖**Did an adult intervene in a way that was helpful?**

What Can We Learn from this Exercise?

❖ **As adults we want to intervene in a way that is helpful for students**

❖ **Adult actions that make things better:**

  ❖ Listening, giving advice and encouragement

  ❖ Checking back with students to see if things improved

  ❖ Reporting the incident

❖ **Adult actions that make things worse**

  ❖ Telling students to stop "tattling"

  ❖ Telling students to solve the problem themselves

  ❖ Ignoring the situation

Charisse Nixon and Stan Davis (2010)The Youth Voice Research Project.

Bullying Role Playing

- Participants will read through the scenarios and simulate the acts of bullying

- Participants will alternate roles

  - Bully, victim, witness, defender, intervening adult

Workshop Reflections

❖ Participants will share with their groups what they have learned over the course of the workshops

❖ Participants will share what they plan to implement in their classroom/school

Reflections

Everyday it Happens

By: Kathleen Kiker

Every time I speak, another person hates me,
Every time they answer, I must forgive again.
Every time I listen, I suppress my angry comments,
Every time I hear them, I brush away the tears.
Everywhere I go, I am a nameless victim,
Everywhere I hide, they find me again.
Every time I see them, I put a happy face on,
Every time they leave me, the tears roll down my cheeks.
Every night I'm sleeping, I dream of faceless horrors,
Every day I'm living, I wish it weren't so.

http://circle.nypo.org

Appendix B: Bullying Interview

1. Gender: Male____   Female____

2. Age: 22-38____   39-55____   56+____

3. Years of Experience: 0-11____   12-23____   24+____

4. Level of Education: ____bachelor's degree   ____master's degree   ____doctoral degree

5. I would describe the area that I spent my school age years as: __Rural __Urban __Suburban

6. Please explain to me your definition of bullying.

7. What signs or conditions do you typically look for when identifying an act of bullying?

8. Can you describe any occurrences in which you were uncertain about whether you were witnessing an act of bullying?

9. Overall, how would you describe your ability to identify bullying when it is occurring?

10. What is your school's protocol for responding to acts of bullying?
    a. What procedure do you personally follow when you have identified an act of bullying?

11. Overall, how would you describe your success with intervening in bullying situations when you have identified them?

12. What is your understanding of Regulation A-832 and the Respect for All anti-bullying initiative?
    a. Can you discuss how, if at all, these initiatives have been implemented in your school?

13. How would you describe the effectiveness, or ineffectiveness, of the current Respect for All initiative?

14. What gaps, if any, do you see between the stipulations set by Regulation A-832 and the Respect for All initiative, and your school's implementation of these initiatives?

15. In your opinion, what improvements could be made to enhance teachers' ability to successfully identify and intervene in acts of bullying?

16. Is there anything else that you would like to add about bullying or bullying policies that I might not have asked about?