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Anti-Bullying Interventions in the Middle School Literacy Instruction

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Anti-Bullying Interventions in the Middle School Literacy Instruction

by

Ashley Fotopoulos

Fall 2015

A capstone project submitted to the Department of Education and Human Development of The College at Brockport, State University of New York in partial fulfillment of the requirements for the degree of Masters of Science in Education

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Abstract

I conducted this analytical literature review to examine various forms of literature to gain a deeper understanding about bullying in the middle school setting. Various quantitative and qualitative research studies were examined to determine how schools are implementing antibullying intervention methods into the literacy instruction. A comparative analysis was done to compare other schools' intervention methods such as Positive Behavior Intervention Supports (PBIS) and Safe School Ambassador Training (SSA). Lastly, future recommendations and considerations are made to further implement anti-bullying intervention into the literacy instruction.

Chapter One: Introduction

Julia, a small, shy seventh grader, has difficulty seeing in class. She wears prescription glasses, and sits towards the front of the classroom to help her see. Often, she will ask the teacher to increase the font size, or squint her eyes when reading text. In class, two male students whisper to Julia and call her “four eyes, blind,” and “nerd.” From this, Julia refrains from participating in class and often keeps to herself. When asked a question, she often responds, “I do not know,” and looks downward. After the bell rings, Julia enters the hallway to prepare for her next class. In the hallway, the same two male students who call Julia names, often snatch her glasses from her face, and place them on other random students. The two male students laugh hysterically, and watch Julia reach her arms out, struggling for help. Julia is unable to see where she is going; she is often bumping into strangers and losing her materials. A few times, different teachers in the hallway will shout, “Get to class!” to all students, but the behavior continues, no matter which pathway she takes. Julia chooses to hide in the only place she feels remotely safe--the girls bathroom--until the bell rings. Daily, she enters class very late so she can avoid the hallway at all costs. She begs her mom to bring her into school late to avoid her morning class. Scared and afraid, Julia is a victim of verbal and physical bullying in the school setting.

Statement of the Problem

During my first year of teaching, bullying situations occurred frequently. Teachers have assumed greater responsibility for helping school officials ensure student safety. As pressure increases to prevent bullying from occurring in the school setting, teachers must decide how to best contribute to student safety. As I wait in the hallway

and watch students hurry to class, I cannot help but wonder which students lack security, and fear coming to school? What are teachers and administrators doing to prevent bullying from occurring within the school setting? How are schools implementing antibullying interventions into the literacy instruction?

Significance of the Problem

Bullying is the most underreported safety problem in school. Contrary to popular belief, bullying occurs more often at school than on the way to and from school (Ferguson, Miguel, Kilburn, & Sanchez, 2007). Many adults consider bullying to be relatively harmless behavior that helps shape young individuals character (Ferguson et al.) Rigby (2004) states, “Many women and men who were bullied at school have largely forgotten about it, and have become preoccupied with something else” (p. 288). Many adults who believe that bullying is an opportunity to build character, and that it is a “normal phase” in the process of growing up, often argue that it is inevitable. From this, they often do not take incidents of bullying seriously or participate in preventative measures (Rigby). Although these perceptions are valued, they are no longer acceptable or useful in the twenty-first century.

In this generation, bullying is now known to have long-lasting harmful effects, for both the victim and bully (Ferguson et al., 2007). Further research shows that bullying has detrimental psychological and emotional effects. Many adults, regardless of age or gender, are able “to relive and recite specific details of the bullying related incident, and the specific location of where bullying occurs” (Crozier and Skiloidou, 2002, p.115). Quintessentially, bullying does occur in all schools and affects students of all ages, and although many situations are foreseen, administrators and teachers should be

implementing anti-bullying intervention methods in the academic setting. The role of the educator is to “provide safe spaces where students are seen, valued, cared for and respected” (Ferguson et al., 2007, p. 412).

As a new educator, it is my duty to promote and ensure school safety, and create a safe, comfortable, accepting classroom environment for all. The learning environment has a significant impact on students’ academic, emotional and social success. By researching what other bullying-intervention programs schools are using, I can learn if implementing anti-bullying interventions into literacy instruction will give students learning experiences that help them understand racial, ethnic, sexual and other differences which students are typically discriminated and victimized for. I can also learn if implementing anti-bullying interventions into literacy instruction will raise awareness and help students learn how to appropriately handle situations regardless of what role they play.

Purpose of Study

The objective of this study was to examine the collaborative and proactive interventions schools are currently using to prevent and stop bullying in the middle school setting. In addition, how anti-bullying interventions can be implemented into the literacy instruction. I conducted an analytical review of literature and closely examined schools’, including Newbury Middle School’s curriculum, Positive Behavior Intervention Support Methods (PBIS), and Safe School Ambassador Training Program (SSA) In addition; I analyzed various forms of literature through a comparative analysis.

Research Questions

1. How can anti-bullying interventions be implemented into the literacy instruction?

2. How do the anti-bullying interventions at Newbury Middle School compare to other schools?

Rationale

Newbury Middle School is a public school that educates students' grades sixth through eighth. This district is known for developing strong students and has academic excellence. All of the faculty and staff are hardworking, dedicated contributors who truly care about students' personal growth, success and well-being. With a personal goal to ultimately lessen the occurrence and severity of bullying to young adolescents in the middle school setting, it is essential that I begin to learn and understand bullying intervention policies to ensure school safety and security. I have been a daily substitute for Newbury Middle School, and I have participated in many of their school wide intervention programs. The goals for my study are to examine the various forms of anti-bullying intervention methods my workplace, Newbury Middle School, is currently using in depth. I researched two intervention plans such as Positive Behavior Intervention Support methods (PBIS), and Safe School Ambassador Training Program (SSA).

Positionality

I, the researcher, hold dual initial certification in English Language Arts grades 7-12, with middle school extension grades 5,6, as well as Special Education grades 7-12. My Master's degree as a Literacy Specialist for grades Birth - 12th is pending and will be complete as of December 2015. I have completed both my undergraduate bachelor degree and master's degree at The College at Brockport State University of New York. Specifically, the professors and course work in the Literacy Program have eagerly prepared me by providing me with a variety of effective research based strategies to

promote cognitive engagement through dynamic learning activities, as well as meaningful content that is relatable. I conducted this study to learn if providing students with meaningful content, such as information about victimization and school bullying, and including it within the literacy instruction through the use of different strategies will help create successful anti-bullying intervention methods in schools worldwide.

Methods of Data Collection and Study Approach

There were no human subjects in this study. Instead, an analytical review of literature was conducted. Data was collected from different scholarly research articles from The College at Brockport's library. Data included some quantitative statistical data, reference charts, as well as qualitative data. The main database I retrieved research articles from the American Education Research Journal and Education Source. Topics that I focused on were current anti-bullying intervention strategies and programs, the effectiveness of the programs, the roles of the teachers, administrators, and students, bullying in the twenty-first century. All data sources are available publically. Results of studies were reported in the form of an analytical literature review. All references, scholarly articles and research articles, are organized alphabetically in Appendix B.

I began my study by researching the definition of bullying.

Griffin & Gross (2004) define bullying as:

Unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. (pp. 381)

However, it has become a very complex term which is often misused and misinterpreted. More commonly, people associate bullying with physical aggressive behaviors, however, it is much more extensive. Other forms of bullying include, but are not limited to, direct and indirect verbal, relational, and cyber bullying (Griffin, & Gross)

Next, I researched different antibullying intervention programs schools are using in the middle school setting such as School Curriculum, Positive Behavior Intervention Supports (PBIS) and Safe School Ambassador Programs (SSA). From this, I conducted a comparative analysis to Newbury Middle School's intervention programs to discuss how antibullying interventions can be further implemented into the literacy instruction.

Procedures

I collected data continuously throughout the Spring 2015 semester. For six to eight weeks, I collected a total of twenty research articles. My procedure for collecting research articles was to collect at least two peer reviewed research article per week. I met my intended goal of having all of my twenty research articles collected by April 21, 2015. From this, I used the next six to eight weeks to continuously collect additional fifteen scholarly articles that contributed to my analytical literature review. In Fall 2015, in graduate course EDI 736, I analyzed my collected data and constructed my analytical literature review. From this, I closely examined and analyzed all forms of data used, compared and contrasted data findings to develop an analytical review of literature.

Criteria of Trustworthiness

This analytical review of literature was a prolonged engagement in which the research was collected for over six weeks with a total of three instances of data collection per week. I was the single analyzer of the data for this research. I gathered a total of

twenty research articles and an additional fifteen scholarly articles that contributed to my analytical review of literature.

Chapter Two: Literature Review

An analytical literature review was conducted on various antibullying interventions to determine how further interventions can be implemented within literacy instruction. Schools have begun to attempt various different approaches to incorporating antibullying interventions within the middle school setting. First, schools have incorporated interventions into the school curriculum and are using literature as “an accepted tool to help children confront their problems and work out developmental concerns” (Quinn, Barone, Kearns, Stackhouse, & Zimmerman, 2003, p. 583). Similarly, another study conducted by Flanagan et al., (2015) used bibliotherapy, or the use of literature for the purposes of emotional healing and growth, to help children learn coping strategies through stories of other children’s struggles.

While some schools are beginning to implement antibullying interventions in the literacy instruction, other schools are beginning to strengthen school connectedness as a method of intervention. Students may be more likely to report bullying incidents to staff members with whom they have existing relationships, thus increasing the probability school staff will intervene (Holt, Raczynski, Frey, Hymel, & Limber, 2013).

Furthermore, in addition to SSA, an anti bullying intervention method, known as Expect Respect, was examined and used in a comparative analysis to Newbury Middle School. Nese, & Honer (2014) involved three middle schools in the Pacific North West that implemented school-wide Positive Behavioral Interventions and Supports (PBIS).

Anti-Bullying Intervention Methods in the Literacy Curriculum

Powerful and Purposeful Teaching. Schools are beginning to implement various anti-bullying interventions into the school curriculum because educators are recognizing the serious impact bullying has on our youth (Quinn, Barone, Kearns, Stackhouse, & Zimmerman, 2003). Schools have begun using literature as an intervention. Quinn et al., conducted a study which involved a clinical reading program in the summer of 2003 and piloted a new literature-based curriculum with 24 students who were in grades 5-9. This study helped students understand the types of bullies and motivational factors such as control and power. The study took place in three separate classrooms in Pennsylvania Liberal Arts College located in northeast Philadelphia (Quinn et al.) Children who attended the program were from urban and suburban areas, and had a wide range of socioeconomic levels and experiences. The demographics consist of: “25% Asian American, 12.5% African American and 62.5% Caucasian students from public and private schools in the region. All of the teachers are certified in at least one area and finishing their masters with reading specialist certification” (Quinn et al., 2003, p. 583).

The program used the novel *Crash* by Jerry Spinelli which is a high interest book that contains short chapters. The story *Crash* takes place in a Pennsylvania suburb and students/readers are able to further understand the main character by deeply examining relationship between the bully and the victim. This allows the reader to understand and differentiate the various roles involved in bullying—bully, bully-victim, victim and bystander (Quinn et al., 2003). For example, the reader sees Penn through the eyes of the bully. In addition, the reader is able to understand the motivating factors behind bullying behaviors (Quinn et al). Crash’s actions can be defined as bullying “because they

involved repeated oppression, either physical or psychological of a less powerful person by a more powerful individual” (Quinn et al., 2003, 584).

The strategies presented in this particular study help students’ understand how bullies need for control and desire for imbalance of power can lead to detrimental situations. This is extremely important because according to Rigby (2004) “bullying occurs as a result of interactions between children with varying degrees of personal power (physical, mental or social), in which the more powerful a child repeatedly feels the desire to oppress the less powerful child. In relation to Quinn’s study, Rigby’s (2004) study surveyed “1,770 8-11 year-old students to determine possible reasons for bullying a peer” (p. 288). His results showed that over “68% of boys, and 60% of girls bullied others simply because ‘the person was annoying them’” (p. 288). Next, over 64% and 46% of girls reason was “to get even,” and 11% of boys and 7% of girls started “to show how tough I was” as their response and reasoning for bullying others (Rigby, 2004, p. 289). The demographics of the participants are categorized by male and female ages 8-11. The results indicate that males and females are responsible for engaging in bullying and peer victimization acts. The figure that follows lists the statistical outcomes for reasons for bullying others: (Rigby)

| REASON FOR BULLYING | MALES | FEMALES |
|-------------------------------------------------------------------------------------------|-------|---------|
| Because another student was annoying me | 68.2% | 60.7% |
| To get even | 64.0% | 46.0% |
| For fun | 16.0% | 10.0% |
| Because other students were doing it | 14.0% | 13.3% |
| Because they deserved it | 11.3% | 7.0% |
| To show how tough I am | 11.3% | 7.0% |
| To “get what I want” from them such as money, materialistic items, homework answers, etc. | 6.1% | 4.2% |

Figure 1. Percentages of both male and female students who indicated specific reasons why they bully others. This figure illustrates reasons for bullying amongst middle school students.

In addition to Quinn and colleagues, researchers Flanagan et al. (2015)

involved literature as a way for students to develop coping strategies for bullying. More specifically, the study involved a series of picture books on bullying targeted at children ages “four to eleven years old and published between the years 1985-2010” (Flanagan et al., 2015, p. 694). A total of 139 books were identified through online service engines of the word “bully” The selected books were “initially analyzed using Kochenderfer-Ladds categorization of coping responses to bullying which include four categories: revenge seeking, cognitive distancing, and advice seeking and conflict resolution” (Flanagan et al., 2015, p. 695). Similarly, another study conducted by Flanagan et al. used bibliotherapy, or the use of literature for the purposes of emotional healing and growth to help children learn about coping strategies through stories of other children’s struggles. The use of bibliotherapy is to provide instruction or knowledge and help the reader problem solve and understand themselves and situations among other potential uses. This is extremely beneficial for students who are experience discrimination due to their sexual

orientation, physical appearance, disabilities, race and ethnicity, because they will be able to use the coping strategies previously learned from texts when bullying situations arise.

The books in Quinn's study, as well as Flanagan included many bully scenario and bullying type conflicts, as well as many coping strategies were captured this qualitative method. Results indicated that, "68% of the books depicted prosocial responses, which has been found to be an effective strategy for coping and dealing with bullying" (Flanagan et al., 2015, p. 698). Next, approximately "53% of the books depicted advice seeking at least once" (Flanagan et al., 2015, p. 698). Lastly, "44% of the books included a bystander intervention, which is another commonly promoted in bullying intervention programs" (Flanagan et al., 2015, p. 698). This is beneficial because students are given positive, realistic coping strategies to use and apply to situations they experience.

After exposing children to these books and strategies through methods such as bibliotherapy, students were able to "identify with fictional characters and bullying situations both at a cognitive and emotional level and gain insight more easily than talking directly about their own experiences" (Flanagan et al., 2015, p. 699). They also were offered solutions that "victims are realistically able to use" (Flanagan et al., 2015, p. 699). Again, this is essential for students who are often considered the victims or bystanders and need strategies with how to properly report and address situations that arise. Using literature also allowed students to understand the concept of empathy and sympathy through perspective taking by understanding the motivational factors of the bully such as control and power, and the hardships victims face such as fear and humiliation (Flanagan).

Most importantly, students used these effective teaching strategies to become involved and part of the solution. Researchers Quinn (2003) and Flanagan (2015) created active learning activities such as role playing which gave students an opportunity to develop their own interpretation of bullying using the text (Quinn et al.) In addition, students also created shirts with slogans that identified the theme of bullying that was presented in *Crash* (Quinn et al.) The shirts created contained phrases such as ““Out with the mean, in with the nice!” “Stop Violence!” “Peace on the Streets!” and many more. Five weeks of the study allowed students to feel a sense of belonging, security, ultimately creating a safe environment to express themselves (Quinn et al.) Student are able to make leaning meaningful and understand bullying from multiple perspectives (Quinn et al.)

Other School Anti-Bullying School Interventions

School Connectedness. School connectedness is when staff members in a school show students they care about their learning and wellbeing. By staff members investing in their student, students begin to feel more comfortable communicating with staff members about sensitive issues regarding bullying (Griffin & Gross, 2004).

While schools, such as those listed above are using curriculum for antibullying intervention methods, additional schools are taking alternative approaches to raise awareness—beginning with school connectedness. The most influential predictor of adolescent health and well-being is perceived school connectedness (Griffin & Gross, 2004). In order for anti bullying intervention programs to be effective and successful, all members of the school should be aware and share similar perspectives on bullying. Teachers are likely to notice and react to direct verbal or physical bullying, but are not frequently aware of indirect aggression (Griffin & Gross).

Students may also be more likely to report bullying incidents to staff members with whom they have existing relationships, thus increasing the probability school staff will intervene. Lastly, staff who feel “personally connected to their students may be more likely to approach sensitive topics and more directly address topics that have been historically taboo in schools such as ethnic differences and sexual orientation” (O’Brennan, 2014, p. 871).

From this, it is important to involve all staff in the anti-bullying intervention process. A study conducted by Holt et al. (2013) involved five middle schools in a single school district in an urban/suburban area of central Texas that participated in a two-year evaluation to analyze the effectiveness of the Safe School Ambassador Program in which both students and staff were involved (Holt et al.) Of these five schools, two were considered controlled schools that did not implement the SSA, meanwhile the remaining three “elected to receive the SSA program and two control schools were selected to match these intervention schools with regard to school size, student demographics (% receiving free/reduced lunch, ethnicity)” (Holt et al., 2013, p. 131). In year one, each of the three schools staff and students identified “60-80 students in grades 6-8 as being socially influential leaders of their schools diverse cliques” (Holt et al., 2013, p. 131).

In comparison, Newbury Middle School, which services grades 6-8, has not incorporated antibullying interventions directly into the literacy instruction, but does participate in SSA. The criterion selection was very similar to Texas SSA as they both included students who possessed “high verbal skills, loyalty to peer group and ability to discern right from wrong,” with the exception of one difference—the SSA program in Texas schools allowed and encouraged students who have previously gotten in trouble

with administration to still apply for SSA and participate despite their past in hopes to practice and apply the new learned, desired behaviors (Holt et al., 2013, p. 130). More specifically, Texas schools decided to allow for a higher participation rate for SSA to help increase awareness, instead of limiting the program.

From this, these prospective Ambassadors were required to attend an orientation for two days. Texas SSA focus for SSA involved (1) “discovering commonalities and building bridges of understanding across diverse groups (2) becoming more aware of the problem and the costs of mistreatment and violence on campus; (3) acquiring and sharpening skills for preventing and developing motivation to actually use those skills” (Holt et al., 2013, p. 131). In comparison, Newbury Middle School did not focus on increasing awareness and building activities to help promote diversity, but instead fixated heavily on one particular role—increasing the bystander’s responsibility to intervene. By giving students methods of raising awareness and promote diversity, they are able to have a vital role in helping students who are often discriminated and victimized based off their physical, ethnic/cultural, and sexual differences.

Similar to Newbury Middle School, Texas SSA schools also selected adults to receive and administer the program and conduct follow up meetings with ambassadors throughout the year, but Newbury Middle School only utilizes the SSA meeting time once a month compared to Texas schools which have decided to meet every two weeks to “discuss their success and challenges, receive suggestions and support, and develop additional preventative intervention skills due to the fact that these aggressive behaviors occur daily within their school setting” (Holt et al., 2013, p. 131). By Texas SSA meeting twice a week they are able to reflect more on the programs effectiveness, and make

necessary changes when new situations arise (Holt et al.)

This particular study utilized qualitative data to help further understand the effectiveness of the implementation of SSA. The study used multiple anonymous school climate surveys, which Newbury Middle School did not. Students in “grades 6-7 plus any 8th graders who were named ambassadors completed the survey in the first year, and in year two, all students in grades 7-8 were asked to complete it” (Holt et al., 2013, p. 131). An additional “94-item survey was administered to all ambassadors for future possible changes and experiences with peers” (Holt, 2013, p. 131). Lastly, a final survey was administered to the 20 key adults involved in discipline and student support related to the SSA ambassador program (Holt et al.). While Texas SSA utilizes three different surveys for multiple audiences, Newbury Middle School does not and simply relies on the monthly meetings to determine the effectiveness of the program and future recommendations.

Results of the given survey indicated growth and effectiveness. One survey revealed an ambassadors comment, “I used to be the one picking on other kids for recognition and starting fights, but now I am the one out there protecting the kids from the guys that are like how I used to be” (Holt et al., 2013, p. 131). By Texas SSA allowing students who have had negative past histories as an opportunity for change and growth can help redevelop new roles for students. The student who was once referred to as the bully is now an active leader.

Conclusively, the program also noted that ambassadors had shown “improvements in self-confidence, leadership, communication empathy, tolerance and willingness to intervene when they noticed mistreatment” (Holt et al., 2013, p. 131). The

adults became “more willing to report to adults information about potential problems or dangerous situations an observation corroborated by principals” (Holt et al., 2013, p. 131). These administrators noticed that “the flow of information from ambassadors to our offices was ongoing throughout the year,” ultimately increasing the awareness and safety of the school through collaborative efforts (Holt et al., 2013, p. 131). As the program became permanently implemented, the surveys were still administered giving students and staff opportunities to express their concerns and future on recommendations. It is through these surveys and SSA collaborative efforts that school climate is positively increasing and students are developing more active roles in anti bullying intervention.

Besides Safe School Ambassador Program, three additional schools anti bullying intervention method, known as Expect Respect, was examined and used in a comparative analysis to Newbury Middle School as well. Nese and Honer’s study in 2014 involved three middle schools in the Pacific North West to use school-wide Positive Behavioral Interventions and Supports (PBIS). Three schools prepared, planned and taught three lessons for all students and teachers to help discriminate respectful versus non-respectful behavior. The Expect Respect intervention included “three one-hour lessons over a six month period to learn (a) how to signal “Stop” when encountering non respectful behavior (b) how follow a “stopping routine” when asked to stop (c) how to utilize the “bystander routine” when you are a witness to disrespectful behavior that does not stop even after the perpetrator has been asked to, and (d) how to recruit adult support if bullying behaviors endure” (Nese et al., 2014, p. 273). Students who attended this training were not exposed to this material before, with the exception of “8 students from each school were engaged in focus groups to define the perceived need for bully

prevention and the bully prevention routines that best fit the social culture of their school” (Nese et al., 2014, p. 273). 508 students from School I, 511 students from School II, and 691 students from School II, grades 6-8 attended and participated. Demographics indicated that students were “primarily white with students of color ranging from 26% to 32%” (Nese et al., 2014, p. 274). The methods of data collection were direct observations of bullying behaviors as well as a qualitative survey was created and “collected to assess student’s perception of school climate before and after PBIS” (Nese et al., 2014, p. 274).

Student’s perceptions of their school climate were assessed during the first week of the implementation of Expect Respect interventions and again at the end of the study. There was a “9-item survey that assessed student’s perception of their school safety, respectfulness among students and teachers toward one another, school members interested in creating a safer school environment students use of strategies to interrupt disrespectful behavior and the schools dedication to bullying prevention” (Nese et al., 2014, p. 276). On the survey, “five of the nine items were rated on a 4-point scale where ‘1’ was categorized as strongly disagree and ‘4’ as strongly agree” (Nese et al., 2014, p. 276). Compared to Newbury Middle School, these schools decided to make PBIS initiatives most suitable for their school climate and atmosphere. These schools launched their own, authentic campaign to reinforce their school values and expectations. Compared to Newbury Middle School which just simply reinforces positive behavior, these schools define, model and demonstrate what good behavior is before rewarding.

After gathering results from the school climate survey, implementing Expect Respect composed of three components. First, the school coordinator provided training to

the entire school staff on the Expect Respect curriculum training. Compared to Newbury Middle School which associates and assigns PBIS to their code of conduct, these schools have begun taking it steps further by implementing PBIS into their curriculum, devoting time out of the school day and redesigning lessons to incorporate respect, raising awareness, and working towards preventing bullying in the middle school setting (Holt et al., 2014).

In order for Expect Respect to be implemented successfully, teachers were asked to attend a one hour workshop training including classroom lessons, methods of supervisions and interrupting inappropriate behaviors in “unstructured environments, appropriate adult responses to student’s reports of bullying and harassment and staff responsibilities for supporting students through the reporting and responding process” (Nese et al., 2014, p. 276). Teachers were given the opportunity to practice delivering the classroom lessons during staff training. Compared to Newbury Middle School, these schools are allowing teachers to teach to their colleagues instead of waiting until class for the trial. This allows teachers to engage in cognitive, active learning strategies and incorporate anti-bullying intervention methods in the literacy instruction. From this, teachers were given the opportunity to address concerns, questions and comments regarding the new PBIS method, ultimately strengthening school connectedness.

In addition to teachers, Expect Respect also actively involved students and acknowledged student’s thoughts and concerns. The second component of Expect Respect “organized a student focus group which comprised 8 to 12 students who were both nominate and volunteered by their teachers” (Nese et al., 2014, p. 276). Students were required to attend a one hour meeting where the students discussed the strategies

and signals such as “stopping method seeking support,” that would soon be taught to their fellow peers. Students contributed by discussing “plans for getting their classmates actively involved in planning and administering the lessons as well as organizing and improve the school climate” (Nese et al., 2014, p. 277). This focus group allowed students to contribute to their school climate instead of simply leaving it directly up to staff and school personnel.

Lastly, the third component was delivering the lesson plans each group created. In grades 6-8, during one-hour intervention block class periods, three lessons were taught to students. The first lesson was entirely devoted to the importance of “respectful behavior and school wide expectations, and introduced the four strategies for interrupting disrespectful behavior, how to deliver the proper strategies for routines” (Nese et al., 2014, p. 277). Next, lesson two provided opportunities to practice the four strategies previously introduced. Students and staff participated in a “simulated activity on a school bus and discussed the appropriate strategies and methods for handling certain circumstances” (Nese et al., 2014, p. 277). Lastly, lesson three involved another simulated activity which reinforced the skills learned and practiced from the previous lessons, and included a follow up discussion about how these strategies would apply to different locations and situations. While Newbury Middle School does recognize and promote PBIS and respectful behavior in the cafeteria, classroom, and hallway by displaying it on posters, these three schools decided to actively involve students by exposing them to these difficult situations in the exact setting and context. By actively engaging students, they are able to remember the experience and apply the strategies in the moment (Holt et al., 2014).

While all schools participated in this intervention. School II reflected the most growth and significant increase in school safety and climate. Results are shown below:

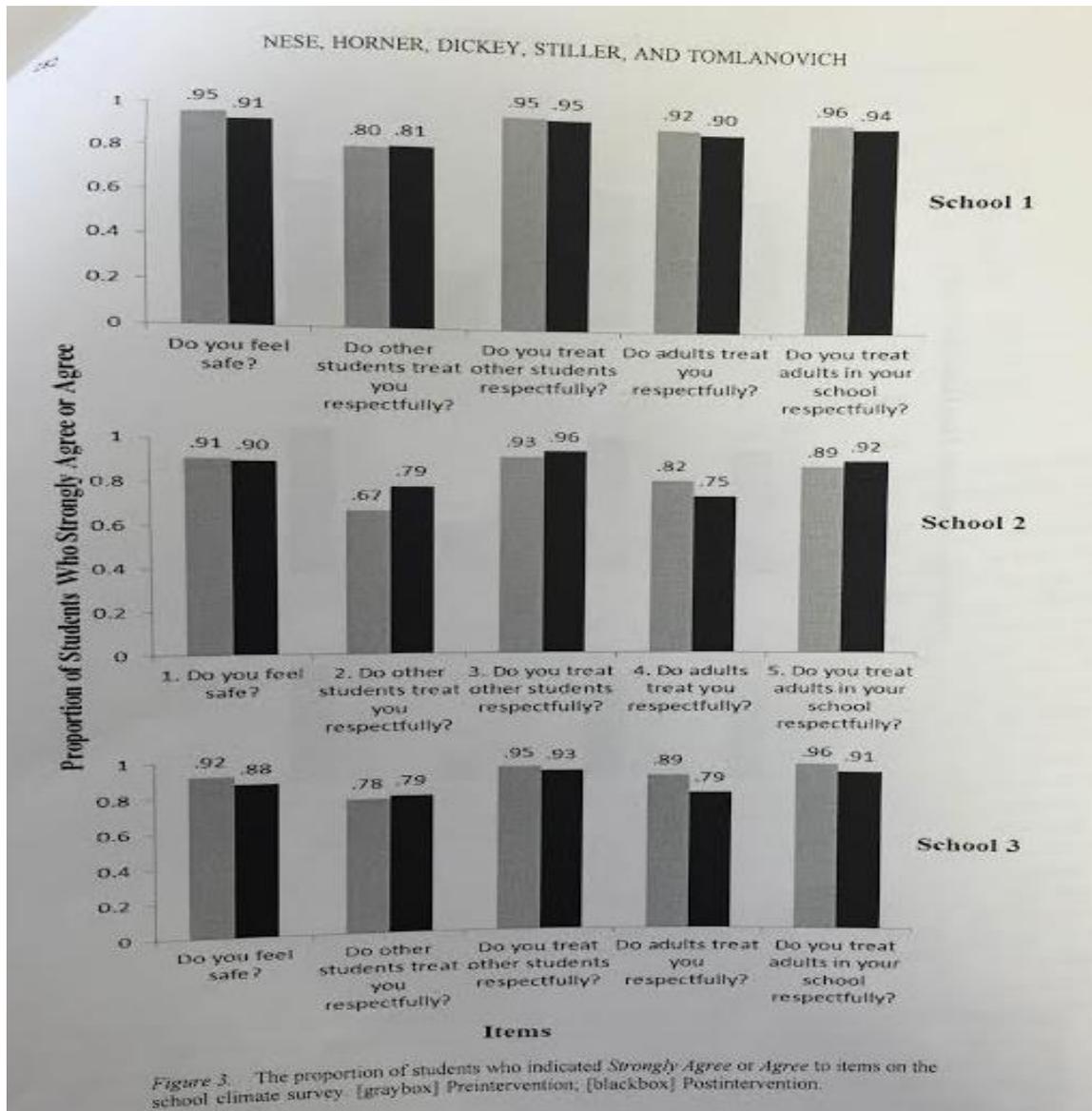


Figure 2. The proportion of students who indicated Strongly Agree or Agree to items on the school climate survey. [gray box] Preintervention. [black box] Postintervention.

From this, all members of the school feel connected because they are all contributing to an ongoing issue that is affecting their school environment—bullying. Teachers and students are able to collaborate through different lessons and discussions to

continue to raise awareness and create new possible solutions and interventions, ultimately creating a sense of community and responsibility for all.

Responding to Bullying. When bullying situations occur, schools attempt to respond appropriately in order to prevent situations from intensifying. Schools typically result to consequences such as suspensions and referrals as a method of response; however, more recently, schools have begun investing in a new approach which recognizes positive behavior instead of condoning negative behavior.

Schools have begun responding to bullying by consistently recognizing positive behavior, in hopes more students will model and demonstrate these behaviors and be awarded. First, Newbury Middle School has created a slogan called the “Newbury Essentials.” The slogan states, “Be Ready to Learn, Be Responsible, Be Respectful.” Two posters have been created to encourage students to use the Newbury Essentials. The first poster lists the “3 B’s” for students to see. The second poster is a chart, which lists what each “B”, entails. There is a description of what it looks like to be “Ready to Learn, Responsible, and Respectful,” in the instructional classroom, hallway, cafeteria, bathroom and transportation setting. These posters are hung in these locations because they are the most prone to inappropriate behavior and bullying. An exemplar of the second poster is located in Appendix A.

Next, each month, each teacher in the building is required to pick two students who they feel has displayed good character, good behavior, or effort. Teachers must choose two different students each month and they will not be able to repeat the same students in the following months. Teachers are given labels to type the student’s address on, and place it on a “Newbury Postcard.” The front of the postcard displays the second

poster of the “3 B’s.” The back of the postcard is where the teacher places the address label, and writes a personalized message to the student and his/her family. The teacher must write how the student was respectful, responsible and/or ready to learn. Again, this positive behavior reward encourages good behavior and integrity.

Similar to postcards, each month all and teachers in the building, including administrators, must select a student of the month. For the student of the month award, only one student is selected and recognized. The teacher writes his/her name on an award sheet, hangs it on the door in the hallway for all students to see for the entire month. The teacher has to give a descriptive example of student’s appropriate, positive behavior. At the end of the month, the student’s award is sent home to his/her family to see and keep. Lastly, students who were nominated for student of the month are entered into a raffle for a chance to sit at the booth in the cafeteria with two friends.

By recognizing students who are following directives and being positive leaders in school, it encourages other students to question and change their behavior techniques in order to be recognized by adults and peers. These interventions allow students to feel a sense of belonging and security with the staff in the building. These interventions also allow students and staff to have a common, clear understanding of the schools expectations. Newbury Middle School has developed a sense of community and encourages school connectedness through these intervention methods.

Chapter Three: Conclusions and Implications

Summary

Various schools antibullying interventions were analyzed to determine how further interventions can be implemented within the literacy instruction. Schools have

begun to attempt various different approaches to incorporate antibullying interventions within the middle school setting. My first finding shows how schools have incorporated interventions into the school curriculum through the use of literature. By reading and using books about bullying, students are able to identify the various roles such as bully, bystander, victim and victim-bully through different character traits (Quinn et al., 2003). My second finding indicated that students are then able to understand the motivating factors and bully's intentions such as desire for imbalance of power and control through different events that happen within the novel (Quinn et al.) Through the use of bibliotherapy, or the use of literature for the purposes of emotional healing and growth, helps children learn about coping strategies through stories of other children's struggles (Flanagan et al., 2015). Coping strategies were presented in both picture books and novels for students; students were able to identify with the fictional characters in the books to help gain insight more easily than directly talking about their own experiences (Flanagan et al.)

Through my analytical review of literature, I also analyzed schools that have not yet begun incorporated antibullying interventions into the literacy instruction, but have taken alternative approaches such as strengthening school connectedness. My findings indicate that schools, including Newbury Middle School, have begun implementing Safe School Ambassador Program to increase bystander intervention and improve leadership and communication efforts within the school regarding circumstances involving bullying (Holt et al., 2013).

Lastly, aside from Safe School Ambassador, schools have also begun using Positive Intervention Behavioral Supports as an antibullying intervention method.

Schools have created an intervention known as Expect Respect which students and teachers develop lessons regarding positive behavior (Nese et al., 2014). Schools have also created different expectations regarding respectful behavior that have been displayed throughout the school. Finally, teachers have recognized students for their positive contributions throughout the school (Nese et al.)

Conclusions

Antibullying intervention methods can be further implemented into the literacy instruction through the use of literature. Teachers can challenge their students academically using content that is relatable and meaningful (Quinn et al., 2003). Teachers can use effective teaching strategies such as activating prior knowledge, predictions, response journals, guided reading, annotating, literature circles, and graphic organizers when teaching these novels to adolescents (Quinn et al.) Through these different learning activities, students are able to actively learn about the roles of bullying, possible intentions and motivational factors to be aware of, and coping strategies (Flanagan et al., 2015). Learning about specific roles, motivational factors and coping strategies for bullying is extremely beneficial for students who often are victimized and experience discriminated against because of their difference; more specifically, students who are have different sexual orientation, physical appearance, disabilities, and of different race and ethnicity (Flanagan et al.)

Furthermore, students are able to apply their knowledge of bullying to their own personal experiences. Using literature also allowed students to understand the concept of empathy and sympathy through “perspective taking” such as understanding the motivational factors of the bully such as control and power, and the hardships victims

face such as fear and humiliation (Flanagan et al., 2015, p. 699). Using literature as an antibullying intervention makes learning more meaningful because students can relate despite the role they play in bullying situations (Quinn et al., 2003). Using literature as an antibullying intervention helps raise awareness within the school setting. Students become inspired by the literature they are exposed to and are becoming active leaders within their school community (Flanagan et al.) Students are given chances to shape their personal interpretation of what they have learned about the effects of bullying, develop a sense of belonging and identity, and create a secure environment that encourages diversity and self expression (Flanagan et al.)

Aside from using literature, teachers must collaboratively work together with students to involve them in decision-making regarding interventions to ultimately create a sense of community within schools. Collaboration is required Safe School Ambassador and Positive Intervention Behavior Support programs in order to strengthen school connectedness and raise awareness (Holt et al., 2013). Students are able to feel more connected and discuss incidents with teachers who they feel care and who they are comfortable with. Teachers can collaboratively work together with students to involve them in decision-making regarding interventions (Nese et al., 2014).

Implications

As a result of my findings, schools need to be provided with opportunities to practice implementing antibullying interventions within the literacy instruction. For example, School Improvement Team Committees in schools can work collaboratively with administrators to pilot antibullying interventions using literature in summer programs, similar to the research presented earlier in this study (Flanagan et al., 2015).

To do so effectively, schools, and more specifically, teachers, need to be provided with various literature resources such as books, articles, magazines, and more to utilize during instructional time (Griffin & Gross, 2004).

In addition to resources, teachers need professional development in order to better understand how to successfully implement antibullying intervention methods in the literacy instruction. For example, teachers need guided practice and modeling of how to begin lessons on sensitive topics such as bullying. Teachers also need to be provided with different effective teaching strategies to use (Griffin & Gross, 2004).

Next, teachers must be provided time to review the selected materials, develop a curriculum or guided lesson plans on the material, align the material to teaching standards, and time to practice. In addition, teachers also need time to meet with their professional learning communities, whether separated by content or grade level specific teachers to discuss proper timelines and activities (Flanagan et al., 2015).

Lastly, teachers need to be provided with various materials about bullying prior to implementation to fully understand the concept and issue (Quinn et al., 2003). Teachers need to be provided with resources that explain the history of bullying, bullying in the 21st century, types of bullying, roles and participants, motivating factors, causes and effects of bullying, consequences, reporting procedures, short term and long term effects bullying has on students academic, social and emotional well being (Ferguson et al., 2007).

Limitations

The main limitation for my research is referential adequacy. In my study, I did not use participants, but instead conducted an analytical literature review. In my research, the

authors of the particular studies were not contacted with questions. Instead, I was the single analyzer for this research study. Perhaps, if a team of people were reading and examining the materials used within this study, there would be multiple analysis' on the topic of antibullying interventions into the middle school literacy instruction.

Suggestions for Future Research

Researches and educators can further explore this topic by analyzing schools that have received appropriate funding and have begun implementing antibullying interventions into the literacy instruction for an extended period of time. My research analyzed schools that have piloted this intervention during short periods of time only, such as summer programs. Researchers could then analyze the effectiveness of the program through feedback surveys and interviews from various students and staff members within the school. Researchers could analyze the incident reports documented to see if bullying situations increased or decreased throughout the year.

Lastly, researchers can conduct a qualitative and/or quantitative study using human subjects. For my research, I conducted an analytical literature review of multiple schools. Instead, researchers could analyze one school in particular and involve middle school students and staff members in their study to gain a better understanding of programs effectiveness in a live setting.

Overall Significance of the Study

The information presented in my research study allows for opportunities for growth for students and staff members in various school districts. Through my analytical literature review, I was able to investigate, examine and analyze the different intervention methods schools are using to address bullying in the middle school setting. My findings

are as listed: (1) Schools have begun implementing antibullying interventions into the literacy instruction through the use of literature. (2) Literature provides opportunities for students to understand the various roles in bullying. (3) Literature provides opportunities for students to understand the bully's intentions motivational factors. (4) Literature can provide students with multiple coping strategies to properly address bullying situations. (5) There are many schools that have not yet implemented interventions in the literacy instruction, but instead are focusing on school connectedness to raise awareness about bullying. (6) Safe School Ambassador and Positive Behavioral Intervention Supports continue to be effective intervention methods that allow staff and students to collaboratively work together to address bullying situations. My research and findings provide investors in the world of education with further evidence supporting the correlation between antibullying interventions effectiveness in the literacy instruction.

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Appendix A

Positive Behavior Intervention Supports Poster for Newbury Middle School.

What Does It Look Like To Be RESPECTFUL, RESPONSIBLE AND READY TO LEARN?

| QUALITIES | ALL INSTRUCTIONAL SETTINGS (Classrooms, Library, Computer Labs) | Hallway | Cafeteria | Bathroom | Transportation |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Be respectful | <p>Enter and exit room in a quiet and considerate manner.</p> <p>Raise your hand and wait your turn while participating in class.</p> <p>Listen and respond appropriately to adults and peers.</p> <p>Use appropriate language, volume, and tone of voice.</p> | <p>Speak an appropriate voice level.</p> <p>Listen and respond appropriately to adults and peers.</p> <p>Be helpful and kind</p> | <p>Respect the privacy and space of others.</p> <p>Respect property of the school and other’s belongings.</p> | <p>Walk during transition times in the cafeteria.</p> <p>Enter the cafeteria and stay seated at your assigned section and table.</p> <p>Wait patiently Listen and respond appropriately to adults and peers.</p> | <p>Be courteous, honest, and use appropriate language, volume, and tone of voice.</p> <p>Be respectful to driver, attendant and each other.</p> <p>Sit and stay in the seat assigned to you by the bus driver Keep your hands and feet to yourself</p> |
| Be responsible | <p>Use your time productively.</p> <p>Be truthful with yourself, peers and all adults.</p> <p>Follow through on your Commitments.</p> <p>Use all materials appropriately and clean up after yourself.</p> | <p>Walk at all times.</p> <p>Clean up after yourself.</p> <p>Turn in found items to the owner or an adult.</p> <p>Stay to the right of the hallway/stairwell.</p> | <p>Clean up after yourself.</p> <p>Use facilities appropriately.</p> <p>Report any misbehaviors to an adult.</p> | <p>Clean up after yourself and use trash bins and recycling bins.</p> <p>Consume all perishable food and beverages in the cafeteria.</p> <p>Eat your own food.</p> <p>Follow appropriate protocol for leaving the cafeteria (i.e. signing out to leave, dismissal, etc.</p> | <p>Wear your seatbelt at all times.</p> <p>Keep your bus seat clean and damage free.</p> <p>Bring only approved equipment and instruments on the bus.</p> <p>Keep hands and feet to yourself, out of the aisle and inside the bus</p> |
| Be ready to learn | <p>Be on time to class and prepared with all materials, writing utensils and assigned work.</p> <p>Give your best effort.</p> <p>Work in your assigned seat/area for the entire class</p> | <p>Carry agenda at all times.</p> <p>Be a problem-solver and avoid conflict.</p> | <p>Manage your time appropriately.</p> <p>Have your agenda with you at all time</p> | <p>Make healthy choices and try new foods.</p> <p>Enter the cafeteria and stay seated at your assigned section and table</p> | <p>Listen to the bus driver’s instructions at all times.</p> <p>Report any problems to the bus driver.</p> <p>Be at your bus stop 5 minutes in advance.</p> |

Appendix B

Reference Matrix

| Article Reference | Reason for Study | Literature |
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| <p>American Association of University Women. (2001). <i>Hostile hallways: Bullying, teasing, and sexual harassment in schools</i>. Washington, DC: American Association of University Women Educational Foundation.</p> | <p>American Associated of University of Women conducted a study a sample of 2,064 students in grades eighth through eleventh. Their results found that being called “gay” or “lesbian” would be considered “very upsetting for more than 74% of boys and 73% of girls, and being called gay would be more upsetting to boys than any other form of sexual harassment in schools”</p> | <p>This research article is used for my sexual orientation discrimination section for my peer victimization examples.</p> |
| <p>Bradshaw, C. C., Waasdorp, T. E., O'Brennan, L. M., & Gulemetova, M. (2013). Teachers' and education support professionals' perspectives on bullying and prevention: findings from a national education association study. <i>School Psychology Review</i>, 42(3), 280-297. Retrieved from: http://www.nea.org/assets/docs/Nationwide_Bullying_Research_Findings.pdf</p> | <p>Bradshaw et al., conducted a study addressing non-teaching staff, such as paraprofessionals, nurses, hall monitors, cafeteria aids, playground monitors, bus monitors' feelings and neglect regarding bullying situations.</p> | <p>This research article is used for my Collaborative Approaches section of my paper. This research indicates that paraprofessional's often supervise students in high-risk settings, which makes them candidates for witnessing bullying and intervening if a situation arises. Therefore, a need for a collaborative approach to bullying by including paraprofessionals in intervention methods.</p> |
| <p>Calaguas, G. (2011). Forms and frequency of peer aggression and peer victimization among sixth graders. <i>Journal of Arts, Science & Commerce</i>. 2(2), 108-</p> | <p>Calaguas conducted a study to understand how frequently sixth graders experience victimization, and reasons middle school students choose to bully others. Their findings indicate that victimization is a frequent occurrence in schools and there are various targets identified. A chart with the results of</p> | <p>This research article is located in my Peer Victimization and Aggression section of my paper. It defines peer victimization, and includes a study to examine how</p> |

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| <p>113. Retrieved from: http://www.researcherworld.com/vol2/issue2/Paper_10.pdf</p> | <p>her study is listed under Peer Victimization and Aggression section.</p> | <p>frequent middle school students are bullied, as well as reasons for bullying.</p> |
| <p>Coloroso, B. (2005). A bully's bystanders are never innocent. <i>The Education Digest</i>, 70(8), 49-51.</p> | <p>Coloroso defines the term bystanders and lists various characteristics of bystanders.</p> | <p>Although not a research article, direct quotes from this scholarly article is located in Bystanders part my Participant Roles section in my paper.</p> |
| <p>Crozier, W. R., & Skliopidou, E. (2002). Adult recollections of name-calling at school. <i>Educational Psychology</i>, 22 (1), 113-124</p> | <p>Crozier & Skliopidou conducted a study of 220 adults who were asked to respond by recalling events in which they were teased and name-called while attending school. The results of their study indicates that 24% of adults from the same sample indicated that the memories of name calling were extremely painful, and believed that the experiences had produced long term negative effects on their personality and attitudes</p> | <p>This research article is located in my history of bullying section of my paper. It supports my claim that despite various perspectives, bullying can be detrimental, and has long-lasting affects.</p> |
| <p>Dehue, F., Bolman, C., & Vollink, T. (2008). Cyber bullying: Youngsters' experiences and parental perception. <i>Cyber Psychology & Behavior</i>, 11, 217-223</p> | <p>Dehue and colleagues also conducted a study on gender and bullying correlation and found that girls more often report being bullied through email and text messages than do boys. (2008) In their research, Dehue and colleagues examined girls and boys internet use and purpose. "Girls were more likely engage in instant messaging and have a blog, while boys use the Internet for videos and video games. Girls are more likely to have rumors spread about them on the Internet and have unwanted pictures posted of them" (Dehue et al., 2008, p. 223).</p> | <p>This research article is included in my Emerging Issues in Bullying - Peer Victimization and Aggression Gender Differences ii. Victimization section. It shows how girls and boys differ in perpetrator and victimization roles. Specifically, which type of bullying they bullies of, and which they are victims of.</p> |
| <p>DeLara, E. W. (2008) Bullying and aggression on the school bus: School bus driver's observations and suggestions. <i>Journal of School Violence</i>, 7(3), 48-70</p> | <p>DeLara (2008) further explored the issue of collaborative approaches within the school setting, particularly pertaining to paraprofessional staff. DeLara (2008) conducted an exploratory qualitative study of transportation staff, in which she revealed that professionals witnessed a considerable amount of bullying, but most felt "they were not included in the districts safety planning</p> | <p>This research article is included in my Collaborative Approaches section in my paper. This article supports the claim that paraprofessionals witness incidents of bullying often, and therefore should be included within the</p> |

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| | <p>efforts”</p> <p>Besides transportation professionals, a qualitative study of school nurses revealed in an interview that that they “perceived many barriers to dealing with bullying, such as a need for more information regarding policies and procedures for how to identify bullies and victims, and which behaviors to report to administrators” (DeLara, 2008, p. 48).</p> | <p>intervention programs planning.</p> |
| <p>DeSouza, E. R., & Ribeiro, J. (2005). Bullying and sexual harassment among Brazilian high school students. <i>Journal of Interpersonal Violence, 20</i>(9), 1018-1038</p> | <p>DeSouza & Ribeiro explore additional behaviors related to bullying such as sexual harassment. DeSouza & Riberiro define sexual harassment as “different motivations on the part of the bully, and the bully and victim profiles that are not commonly related to those of bullying incidents sexual harassment is a behavior that is related, but separate to bullying” (DeSouza & Ribeiro, 2005, p. 1038).</p> <p>This article also explores Federal Civil Rights in Education Law, Title IX, to discuss the frequency and severity of Sexual harassment in schools.</p> | <p>This article is included in my Behaviors Relating to Bullying section: Sexual Harassment. Often, sexual harassment is not included in bullying intervention programs, but should be because of its frequency and severity. Intentions and behaviors of sexual harassment relate to those of bullying.</p> |
| <p>DeVoe, J. F., Kaffenberger, S., & Chandler, K. (2005). Student reports of bullying: Results from the 2001 School Crime Supplement to the National Crime Victimization Survey. U.S. Department of Education, <i>National Center for Education Statistics</i>. Washington, DC: U.S.</p> | <p>Researchers Devoe, Peter, Noonan, Snyder, and Baum explore the non-fatal outcomes of bullying. Their study found that approximately 20% of students are scared throughout the school day. (2005) Of this, at least 5% of students miss school or avoid particular locations on school grounds due to fear” (DeVoe et al., 2005).</p> | <p>This research article is located in my non-fatal outcomes section of my paper under History of Bullying. This research article explores student’s feelings and behaviors due to bullying aside from suicide and homicide.</p> |
| <p>Espelage, D.L., Mebane, S.E.,</p> | <p>Espelage et al., examine how gender correlates</p> | <p>This research article is</p> |

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| <p>& Swearer, S.M. (2004). Gender differences in bullying: Moving beyond mean level differences. <i>Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention</i>, 15- 30. Mahwah, NJ: Lawrence Erlbaum</p> | <p>to perpetrating bullying behaviors. Their study found that boys are typically more associated with physical and direct aggression than girls are (Espelage et al., 2004). Males who bully are often taller and/or stronger than their victims, and tend to choose their victims that are physically weaker and shorter (Espelage et al., 2004). In addition, girls are involved in social aggressive bullying behaviors such as verbal and relational. Female bullies are considered to “be socially and verbally smart; they are able to choose their words, and verbally attack their victims indirectly” (Espelage et al., 2004, p. 17).</p> <p>In an earlier study, Espelage et al., (2004) also conducted a research survey and study to examine how cyber bullying and gender correlate. Espelage et al., found that “girls might be more likely than boys to perpetrate cyber bullying. More girls (13%) than boys 9% reported cyber bullying others at least once in the past two months” (Espelage et al., 2004, p. 15). Females tend to choose victims based on looks, affect, weight, or good grades” (Espelage et al., 2004, p. 15).</p> | <p>located in my Emerging Issues in Bullying - Peer Victimization and Aggression Gender Differences Perpetrator section.</p> |
| <p>Espelage, D.L., & Holt, M.K. (2007). Dating violence and sexual harassment across the bully-victim continuum among middle and high school students. <i>Journal of Youth and Adolescence</i>, 36, 799-811.</p> | <p>In relation, Espelage & Holt conducted a study to further expand on Rigby’s beliefs on social dominance and bullying. Espelage conducted a study of over “500 students in grades six to eight and found an increase in bullying behavior among sixth-graders over a four month period, and often high forms of bullying in eighth grade” (Espelage, & Holt, 2007, p. 801). From this, the transition into middle school proves the social-dominance theory. Students who enter as sixth graders feel the need to “prove themselves, gain a sense of belonging, which many do through acts of bullying and victimization” (Espelage, & Holt, 2007, p. 801).</p> | <p>This research article is located in my Why Bullying Occurs section i. Control and Power. It further expands researcher Rigby (2004)’s claim of social dominance contributes to bullying.</p> |
| <p>Ferguson, C. J., San Miguel,</p> | <p>This scholarly article is used to introduce bullying in my paper. Ferguson states, “bullying is now known to have long-lasting</p> | <p>This scholarly article is located in my Significance of the Problem section of my</p> |

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| <p>C., Kilburn Jr., J. C., & Sanchez, P. (2007). The effectiveness of school-based anti-bullying programs: A meta-analytic review. <i>Criminal Justice Review</i>, 32 (4), 401-414.</p> | <p>harmful effects, for both the victim and bully (Ferguson et al., 2007). Intervention Methods are needed to “provide safe spaces where students are seen, valued, cared for and respected” (Ferguson et al., 2007, p. 412).</p> | <p>paper to introduce the issue of bullying, and the need for more effective interventions programs.</p> |
| <p>Flanagan, K.S., Vanden-Hoek, K.K., Shelton, A., Kelly, S.L., Morrison, C.M., Young, A.M. (2015). Coping with bullying: what answers does children’s literature provide? <i>School Psychology International</i>, 34(6), 691-706. DOI: 10.1177/0143034313479691</p> | <p>This research article is a study that bibliotherapy, a therapeutic tool for helping children, deal with stressful events such as bullying and peer victimization. Over 139 children’s books were used that included effective copying strategies, bully scenario and bully type. These books were implemented into the curriculum and taught in literacy classes for grades 5-9. Students were able to relate to fictional characters to help them gain a better understanding of how to cope and handle specific situations and challenges related to bullying.</p> | <p>This research article will be used in my Other School Anti-Bullying Intervention Implementation: School Curriculum Books section of my paper. This article will be used in a comparative analysis to Newbury Middle Schools’ intervention programs and implementation.</p> |
| <p>Gay, Lesbian and Straight Education Network. (2005). The 2005 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation’s schools. Retrieved from http://www.glsen.org/cgi-bin/iowa/all/library/record/1927.html</p> | <p>The Gay and Lesbian and Straight Education Network conducted a qualitative study and surveyed “1,732 lesbian, gay, bisexual and transgender youth in grades K-12 from all 50 states” (2005). As a result, the District of Columbia reported that over “75% of respondents frequently heard homophobic remarks such as faggot or dyke at school” (2005). The study conducted by the Gay Lesbian and Straight Education Network showed that students with different sexual orientation or sexual preference are victims of intentional verbal and relational bullying.</p> | <p>This research article is located in my Sexual Orientation Discrimination section of Emerging Issues in Bullying – Peer Victimization and Aggression.</p> |
| <p>Graham, S., & Juvoven, J. (2002). Ethnicity, peer harassment and</p> | <p>Graham and Juvoven (2002) conducted a study of “418 sixth and seventh graders from southern California, and found that African</p> | <p>This research article is included in my Ethnic/Race Discrimination Section of</p> |

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| <p>adjustment in middle school: An exploratory study. <i>Journal of Early Adolescence</i>, 22(2), 173–199.</p> | <p>American students were more likely to be nominated by their peers as aggressive than were Latino and multiethnic students and were less likely to be nominated as victims” (p. 199).</p> | <p>my Emerging Issues in Bullying – Peer Victimization and Aggression. It shows how different races and ethnicities are victimized based off geographic locations.</p> |
| <p>Griffin, R. S., & Gross, A. M. (2004). Childhood bullying: Current empirical findings and future directions for research. <i>Aggression and Violent Behavior</i>, 9(4), 379-400</p> | <p>Griffin & Gross (2004) examine the two types of victims—passive and provocative. Submissive victims are more “anxious, cautious, quiet, sensitive and insecure. When attacked by a bully, these victims tend to respond by withdrawing, crying, displaying other signs of pain and suffering” (p. 381). Passive victims have difficulty asserting themselves among other students, discuss victimization with others, and tend to retaliate against bullies (Griffin and Gross, 2004). Victims often have an “inability to form relationships; exhibit emotional, physical and behavioral signs of being mistreated, do not feel accepted, have difficulty with problem solving, and display lowered self esteem. Often, they show signs of depression which may lead to suicidal tactics” (Griffin & Gross, 2004, p. 383).</p> | <p>This scholarly article is located in my Victim portion of my Participant Roles section of my paper. It examines the types of victims, characteristics and behaviors associated.</p> |
| <p>Holt, M.K., Raczynski, K., Frey, K.S., Hymel, S., & Limber, S.P. (2013). School and community-based approaches for preventing bullying. <i>Journal of School Violence</i>, 12(1), 238-252. Doi: 10.1080.15388220.2013.792271</p> | <p>This study involved five middle schools in a single school district in an urban/suburban area of central Texas that participated in a two-year evaluation to analyze the effectiveness of the Safe School Ambassador Program in which both students and staff were involved. Of these five schools, two were considered controlled schools that did not implement the SSA, meanwhile the remaining three “elected to receive the SSA program and two control schools were selected to match these intervention schools with regard to school size, student demographics (% receiving free/reduced lunch, ethnicity)”</p> | <p>This research article is included in my comparative analysis section of my paper. This research article is used to compare Texas’ Safe School Ambassador Program implementation to Newbury Middle Schools SSA program to determine the effectiveness of SSA as an antibullying intervention method</p> |

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| | (p. 131). | |
| Kim, Y. S., Leventhal, B. L., Koh, Y. J., Hubbard, A., & Boyce, W. T. (2006). School bullying and youth violence: Causes or consequences of psychopathologic behavior? <i>Archives of General Psychiatry</i> , 63(9), 1035-1041. | Researchers Kim, Koh and Leventhal, (2006) suggest, "Victimization by bullies, may be correlated with adolescent suicide (p. 137). | This scholarly article is located in my History of Bullying: Bullying in the 21 st century section. It helps introduce the examples of middle school student, Lamar Hawkins III, who committed suicide on school grounds due to severe bullying. |
| Lewis-Jones, J. (2006). Quality of life and childhood atopic dermatitis: The misery of living with childhood eczema. <i>International Journal of Clinical Practice</i> , 60(8), 984–992. | Lewis-Jones conducted a study to further explore victimization and students with disabilities. Lewis-Jones (2006) further expands with research. A study was conducted to study bullying among special needs children in the mainstream, inclusive classroom setting. Their findings showed that children "reported being bullied by their mainstream classmates, compared with a victimization rate of 25% for the mainstream students" (p. 987). In addition, students with moderate learning disabilities were bullied more than were students with mild disabilities. Findings showed that students with Asperger's syndrome, specific language impairment and dyslexia, and Attention Deficit Hyperactivity Disorder and Obsessive Compulsive Disorder tended to be isolated and bullied (Lewis-Jones, 2006, p. 987). | This research article is located in my Emerging Issues in Bullying - Peer Victimization and Aggression Students with Disabilities section. It also the various physical disabilities or medical conditions may be more frequent targets of bullying. |
| Lee, I. & Koro-Ljungberg, M. (2007). A phenomenological study of Korean students' acculturation | Lee and Koro-Ljungberg focused on the acculturation of Korean immigrants in the United States and language barriers, Lee and Ljungberg (2007) stated, "English fluency was the most important tool when attempting to | This article is located in my Emerging Issues Related to Bullying – Peer Victimization and Aggression, ii. Racial/Ethnic |

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| <p>in middle schools in the USA. <i>Journal of Research in International Education</i>, 6(1),95–117.</p> | <p>cope with bullying, as well as improving social relations and increasing the Korean students feeling of belonging” (p. 112). Their findings support the ethnic and racial discrimination and victimization middle school students face.</p> | <p>Discrimination section. It expands on other research study findings by exploring the reasons why students with different ethnicities and races experience relational bullying.</p> |
| <p>Li, J. (2009). Forging the future between two different worlds: Recent Chinese immigrant adolescents tell their cross-cultural experiences. <i>Journal of Adolescence Research</i>, 24(4), 477–504.</p> | <p>Li (2009) explores how identity factors such as ethnicity and race relate to bullying. Li suggests “in the dynamic of peer competition for power and popularity, newcomer adolescents are often left out because they are seen as less desirable by native-born or more acculturated students” (p. 159). From this, peers are often isolated and targeted.</p> | <p>This scholarly article is located in my Related to Bullying – Peer Victimization and Aggression, ii. Racial/Ethnic Discrimination section. It expands on other research study findings by exploring the reasons why students with different ethnicities and races experience relational bullying.</p> |
| <p>MacNeil, G.A., & Newell, J.M. (2004). School bullying: Who, why, and what to do. <i>Prevention Researcher</i>, 11(3), 15–17.</p> | <p>This scholarly article defines bullying. Bullying is referred to as a subtype of aggression, but it is different from other types of altercations that is characterized as an “unequal relationship between the bully and the victim; it consists of a series of repetitive, intentional behaviors as oppressed to a specific, isolated incident” (MacNeil, & Newel, 2004, p. 16).</p> | <p>This scholarly article appears in the beginning of my literature review in the “Problem with School Bullying,” section. It helps define and introduce the concept and issue of bullying.</p> |
| <p>Nansel, T.R., Overpeck, M., Pilla, R.S Rusnan, W.K, Simmons-Morton, B., and Scheldt, P. (2001). Bullying behaviors among US youth: Prevalence and associations with psychosocial adjustment. <i>JAMA</i>, 285(15) 2094-2100.</p> | <p>Researchers Nansel et al., conducted a research study in the United States to gather statistical quantitative data to understand how many students are involved in bullying. Researchers sampled over “15,600 students in grades sixth through eighth and found that nearly 30% of students reported moderate and/or frequent involvement in bullying at school” (Nansel et al., 2001, 2295). In addition, findings showed that “13% of students admitting to participating as a bully, 11% considered themselves to be victims of bullying, and 6% were categorized as both the bully and victim” (Nansel et al., 2001, 2296).</p> | <p>This scholarly article appears in the beginning of my literature review in the “Problem with School Bullying,” section. It helps introduce the concept and issue of bullying, and the dire need for effective intervention programs.</p> |
| <p>Nese, R. N., & Honer, T. & Honer, R.H. (2014).</p> | <p>Researchers Nese et al. conducted a study in three middle schools within the Pacific coast</p> | <p>This research article appears in my analysis section under</p> |

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| <p>Decreasing bullying behaviors in middle school: Expect respect. <i>School Psychology Quarterly</i>. 29(3), 272-286. DOI 10.1037/spq0000070</p> | <p>to assess the impact that teaching all students to follow Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect: intervention had on bullying behaviors. Students were taught three lessons on respectful and non-respectful behavior. Teachers were trained, student focus groups were organized to develop the implementation of these lessons into the middle school curriculum.</p> | <p>my other schools anti bullying intervention implementation. This article is used in a comparative analysis to Newbury Middle School's intervention programs and implementation.</p> |
| <p>O'Brennan, L., Waasdorp, T., Bradshaw, C. (2013). Strengthening bullying prevention through school staff connectedness. <i>Journal of Educational Psychology</i>. 106(3), 870-880. DOI: 10.1037/a0035957</p> | <p>This article examines school connectedness particularly addressing Student-Staff Connectedness, Staff-Administration Connectedness, and Staff-Staff Connectedness. Staff members' openness and communication with one another "significantly impacted the implementation of an anti-bullying program" (O'Brennan, 2014 p. 872).</p> | <p>This scholarly article appears in my School and Community Factors – Lack of School Connectedness. It analyzes how important school connectedness and universal support are to begin to implement new bullying intervention programs</p> |
| <p>Olweus, D., Limber S.P., Flerx, V.C., Mulloin, N., Riesie, J., and Snyder, M. (2007) Olweus bullying Prevention Program: School wide guide. Center City, MN: Hazelden</p> | <p>The first efforts to study school bullying were conducted in the year 1970 by researcher Dan Olweus in Sweden. His findings resulted in the publication of the book, <i>Aggression in the Schools: Bullies and Whipping Boys</i> (Olweus et al., 2007).</p> <p>From this, the public became intrigued with bullying. Following, a few years later, three Norwegian boys committed suicide after suffering persistent bullying by peers. The events of this tragedy led to a national campaign against bullying, and the Olweus Bullying Prevention Program which is an international and widely implemented, known program for schools (Olweus et al., 2007).</p> <p>Also, Olweus conducted a study to examine physical differences as the main criteria by which bullies identify their victims. Olweus (2007) used 201 sixth grade male bullies and victims to determine how physical</p> | <p>This research article appears twice in my paper. First, in the History of Bullying Prior to the 21st Century Section. Olweus is one of the first researchers related to the concept and issue of bullying, and his program was one of the leading innovative programs to help limit bullying in the school setting.</p> <p>In addition, further research findings appear in my Emerging Issues Related to Bullying – Peer Victimization and Aggression – Physical Differences section to discuss male victim target characteristics.</p> |

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| | characteristic relates to bullying. He found that the physical characterization associated with bullying for males was physical body weakness. More specifically, male students who appeared small, skinny, and “weak,” were bullied more frequently. | |
| Pack, C., White, A., Raczynski, K., Wang, A. (2011). Evaluation of the safe school ambassador program: A student-led approach to reducing mistreatment and bullying in schools. <i>The Clearing House</i> , 84, 127-133. doi: 10.1090/00098655/2011/564974 | This article represents information and statistics of the effectiveness and implementation of Safe School Ambassador Programs within schools. Since 2000, this field-tested model has taught over “70,000 students in over 32 schools” (Pack et al., 2011, p. 127). | This scholarly appears in my Safe School Ambassador Program section of my paper for Newbury Middle school interventions. It supports my claim of Safe School Ambassador as an effective, student led bullying intervention program. |
| Pollastri, A., Cardemil E., & O’Donnell, E. (2010). Self-Esteem in pure bullies and bully/victims: a longitudinal analysis. <i>Journal of Interpersonal Violence</i> 25(8) 1489–1502. doi: 10.1177/0886260509354579. | This article discusses another participant in bullying, known as victim bullies, who are individuals who both bully others and are victimized by their peers. (Pollastri et al., 2010, p. 1490) These individuals tend to do “poorly in school, regularly display behavioral problems, and are isolated from peers” (Pollastri et al., 2010, p. 1491). | This scholarly article appears in my Participant Roles – Victim Bullies section of my paper. It describes victim-bullies, as well as lists characteristics and behaviors associated. |
| Rigby, K. (2004). Addressing bullying in schools: Theoretical perspectives and their implications. <i>School Psychology International</i> , 25(3), 287-300. | A study conducted by Rigby and colleagues surveyed “1,770 8-11 year-old students as possible reasons for bullying a peer. His results showed that over “68% of boys, and 60% of girls bullied others simply because “the person was annoying them” (p. 288). Next, over 64% and 46% of girls’ reason was “to get even” and 11% of boys and 7% of girls started “to show how tough I was” as their response and reasoning for bullying others | This research article is used in my Why Bullying Occurs – Control and Power section of my paper. It examines the reasons bullying occurs in depth. |

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| | (Rigby, 2004, p. 289). The table below lists the statistical outcomes for reasons for bullying others. | |
| Studer, J., & Mynatt, B. B. (2015). Bullying prevention in middle schools: A collaborative approach. <i>Middle School Journal</i> , 46(3), 25-32. Retrieved from: https://eric.ed.gov/?q=bullying+-gay&id=EJ1048984 | This scholarly article examines the different types of bullying that occur. These types of bullying are separated into two categories direct and indirect, and composed of physical, verbal, relational and cyber bullying. | This scholarly article appears in my Types of Bullying section in my paper. This article is used to give detailed examples of direct and indirect forms of physical, verbal, relational and cyber bullying. |
| Unnever, J. D., & Cornell, D. G. (2004). Middle school victims of bullying: Who reports being bullied? <i>Aggressive Behavior</i> , 30(5), 373-388. | Unnever and Cornell conducted an additional study of 2,437 secondary students in middle school to identify the types of people students inform and discuss bullying incidents with. Unnever and Cornell (2004) found that “55% of primary and secondary school victims said they “talked with someone at home about their bullying experience” (p. 376). Their study was used to analyze why students choose not to report to school staff members about bullying related incidents. | This research article appears in my Responding to Bullying – Reporting section of my paper. This research article is used to show why students choose not to report to school staff members (lack of supervision, lack of connectedness, etc.) In addition, the findings of this study reveal who students decide to report bullying incidents to (parents, friends, other students). |
| Vossekuil, B., Fein, R. A., Reddy, M., Borum, R., & Modzeleski, W. (2002). The final report and findings of the Safe School Initiative: Implications for the prevention of school at tacks in the United States. Washington, DC: U.S. Secret Service and U.S. Department of Education | This scholarly article examines bullying as a form of vengeance and retaliation. It examines the school shooting at Columbine High School, and the characteristics of the attacks, particularly associated with victimization. Vossekuil states, Attackers who had been “bullied, threatened, attacked, or injured by others prior to the incident” carried out over two-thirds of school shootings” (Vossekuil et al., 2002, p. 7). | This scholarly article appears in my History of Bullying – Prior to the 21 st century section of my paper. It explores the shooters of Columbine High School, as victims of bullying. |

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| <p>Willard, N. E. (2006, April 5). Cyber bullying. <i>Education Week</i>, 25(30), 41, 43</p> | <p>Researcher Willard (2006) conducted a study on cyber bullying, and his findings revealed that “over 31% of adolescents report they have said something over instant messenger that they would not have shared in a face to face context” (Willard, 2006, p. 43). Anonymity is a “key factor in why cyber bullying is a growing form of harassment. When sitting behind a computer screen, students gain a sense of “power and control,” that they do not usually feel when they are face to face with others” (Willard, 2006, p. 43). From this, it is easier for bullies to make bolder, daring comments online than they typically would in person (Willard, 2006, p. 43).</p> | <p>This research article is located in my Types of Bullying – Cyber bullying section of my paper. It explores the concept of anonymity, and how students can anonymously bully others.</p> |
| <p>Ybarra, M. L., & Mitchell, K. J. (2004). Online aggressors/targets, aggressors, and targets: A comparison of associated youth characteristics. <i>Journal of Child Psychology and Psychiatry</i>, 45(7), 1308-1316.</p> | <p>Ybarra and Mitchell conducted a nationwide survey on cyber bullying and used “1,501 youth aged 10 to 17 years-old. Their findings indicated, “Over 19% of regular internet users had experienced bullying online” (Ybarra & Mitchell, 2004, p. 1310). Cyber bullying is instantaneous and has multiple outlets. It is particularly “disturbing because materials can be targeted and distributed not just to an individual victim, but school wide or even worldwide” (Ybarra & Mitchell, 2004, p. 1312). Once the information is posted on the Internet, it is often impossible to retrieve or destroy.</p> | <p>This research article is used Types of Bullying – Cyber bullying section of my paper. It examines how many students participate in cyber bullying and the serious affects of cyber bullying. It also correlates cyber bullying to other forms of bullying such as aggressive physical bullying.</p> |
| <p>Zeman, K., & Bressan, A. (2006). Factors associated with youth delinquency and victimization in Toronto. Ottawa: Statistics Canada</p> | <p>Ethnic discrimination, by definition, refers to the “differential treatment that individuals receive due to their racial, cultural, or ethnic backgrounds” (Zeman & Bressnan, 2006). Discrimination can manifest in behaviors such as verbal aggression, physical assaults, and social isolation (Zeman & Bressnan, 2006).</p> | <p>This scholarly article defines ethnic discrimination and how discrimination manifests in behaviors such as verbal aggression, physical assaults and social isolation.</p> |

